

Appendices

MA 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

Appendix C. 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.

Appendix D. Course Syllabi

Sonoma State University
Department of Psychology
Psychology 511A Theories of Depth Psychology

Term/Units: Fall 2018/3 units
Instructor: Sil Machado, Ph.D.
Telephone: 707-529-3021
Email: silvio.machado@sonoma.edu/SilMachadoPhD@gmail.com
Office Hours: 4:30-5:00 PM Thursdays, by appointment
Office Location: Nichols 235
Class Day/Time/Location: Thursday 5:00 – 8:00 PM/STEV 3042

Course Description:

This first semester course in Theories of Depth Psychology explores the basic concepts of Jungian psychology and provides the foundational language for understanding the dynamics of the psyche. Using in-class discussion, seminar-style lecture, and experiential activities, this course addresses, in both academic and embodied ways, central ideas and theories that provide a framework for understanding the processes of inner transformation.

Program Learning Goals and Competencies & Course Learning Outcomes

Program Learning Goals and Competencies: This course addresses the following Program Learning Goals & Competencies. See student handbook for more information.

1. Knowledge Base in Depth Psychology
2. Depth Inquiry Practices & Skills
3. Self-Knowledge & Self-Reflection
7. Analytical Thinking Skills
8. Fluency in Verbal & Written Communication
9. Use of Information Resources

Course Learning Outcomes: At the end of this course, students will demonstrate the following course-specific learning outcomes:

- A. A foundational and embodied understanding of the basic terms, concepts, and theories of Jungian psychology, as developed by C. G. Jung and subsequent scholars, and the capacity to adequately articulate these concepts verbally and in writing.
- B. A foundational capacity to articulate the strengths and limitations of Jungian theory.
- C. An embodied sense of how to apply the language of Jungian psychology to one's experience in order to gain further insight into both conscious and hidden aspects of the psyche.
- D. A foundational grasp of the methods and approaches to Jungian psychology, including sandplay, active imagination, and other art processes.
- E. A beginning sense of possible research topics that may be of interest for the student's second year culminating paper or project.
- F. A felt sense of growth and individuation that arises out of engagement with the psyche.

Transformative Learning, Experiential Work, & Sensitive Course Material

Like all courses in the Depth Psychology program, this course draws heavily on principles of transformative learning, which emphasize the centrality of personal reflection in the educational process. In this course, you will be asked to apply the theoretical concepts to your own inner life so as to gain an embodied understanding of the material. The application of course material to your own experience *is*

always in service of your academic learning. Thus, you will be asked to maintain the right working distance from what comes up for you, so as to be able to reflect on it and understand it in the context of the course concepts and theories. Although in gaining new insights about yourself you will likely be changed by this work, experiential activities should not be confused for the personal work that is typically done in psychotherapy or other types of personal healing. During our first few class meetings we will discuss the various methods you might use to foster the reflective capacity necessary to make use of your experience in this way for academic learning.

Additionally, some of the material we will discuss in class may be sensitive or charged. It is of the utmost importance that you monitor your own reactions and do what you need to do to take care of yourself while still meeting the course requirements (e.g., stepping out of the classroom for a moment, contacting me to discuss modifications to a particular assignment). I cannot monitor this for you and neither can your classmates. However, I am very happy to discuss these issues with you and come up with a plan that both ensures your grasp of the academic material in a way that is workable for you.

Required Texts & Readings

Required Texts

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Haas, L. & Hunziker, M. (2014). *Building blocks of personality type: A guide to discovering the hidden secrets of the personality type code*. Eltanin Publishing.

Samuels, A., Shorter, B., & Plaut, F. (1986). *A critical dictionary of Jungian analysis*. London: Routledge.

Stein, Murray. (1998). *Jung's map of the soul: An introduction*. Chicago, IL: Open Court.

Reader: Available at the Sonoma State University Bookstore

Assigned Readings

Readings should be completed by the date listed in the class schedule below. Readings will draw from Haas and Hunziker (2014), Stein (1998), Samuels, Shorter, and Plaut (1986), and the course reader. Please see the class participation requirement below for tips on how to prepare for class discussion while reading.

Journal

It is recommended that you bring a journal to class.

Course Requirements

1. Class Attendance

Given the amount of material covered, and the importance of our classroom container, your learning depends on you being present. Attendance at all class meetings is mandatory. While you can always read what was missed, you cannot reproduce the discussions and exercises experienced in class. Attendance means timely attendance—being on time and not leaving early. Being more than 15 minutes late or leaving early constitutes a missed class. Excused absences are possible only with a doctor's note or a real emergency; promptly notify the instructor by phone or email if this should happen. Every two classes missed will result in a reduced grade (e.g., A becomes a B).

2. Class Participation (15 points)

When you are in class, it is expected that you will be prepared for group discussion (i.e., by having read the assigned readings) and that you actively offer your thoughts, ideas, and impressions about the course material. We all have something to learn from the mutual sharing that can take place when everyone is well prepared.

To prepare for class participation, please make notes using the following prompts and bring them to class:

1. Develop meaning: Review the main concepts from the readings and work to develop a beginning understanding of their meaning. Identify a few quotes about which you have some reflections to share in class.
2. Inquire: Articulate questions that arise for you as you read the course material.
3. Reflect on application: Perhaps you have a personal example of the concept that comes from your own experience. Or maybe you have an insight on how you might start to apply the concept in your own life. Or maybe you have thoughts on how a concept is manifested in a contemporary social or cultural issue. Bring some of these to class.
4. Make connections: Identify relationships you see between concepts you are reading and those we have discussed in class. As Stein (1998) points out, studying Jung is like studying a map and, as we progress in the course, the interconnections among ideas will become clearer.

Also, reviewing the PPT slides for the class for which you are reading will give you an idea of the prompts and questions are going to explore from the readings.

Students that earn full credit on participation do the following: contribute to the discussion by raising questions, differing opinions, and new points consistently over the course of the semester; are self-aware and reflective in how they respond to others; work to maintain the right working distance from their reactions to course material so as to use those reactions to further learning. Students who earn partial credit (e.g., less than ½ of the points available) on participation do the following: remain silent in class or contribute far less consistently; communicate in disrespectful or reactive ways with classmates or the instructor; demonstrate little effort to maintain the working distance from their reactions so that reflection is not possible.

Note about Confidentiality and Respect: In this course you will be invited to utilize your own experience to enrich your learning so as to gain both an intellectual and embodied understanding of the material. You will be invited to share information about yourself, and will learn about your cohort members in ways that may feel intimate. In an effort to create a safe *temenos* (i.e., a secure, sacred space) for learning, you are asked to follow two basic guidelines: (1) respect (i.e., adopting a non-judgmental, curious stance) for other students' comments, questions, sharing, and (2) confidentiality (i.e., not discussing other students' sharing outside of class). Holding ourselves to these guidelines allows for a deeper exploration and richer learning experience.

Grading: See the grading rubric for participation and participation guidelines appended to this syllabus.

Program Learning Goals & Competencies Addressed: #1, #2, #3, #7, #8.

Course Learning Outcomes Addressed: A, B, C, D, F.

3. Typology Integration Paper (20 points)

This assignment involves two elements:

1. Take *Jung's Typology Test* at <http://www.humanmetrics.com/cgi-win/jtypes2.asp>. Please print out your results and bring to class. After you take the test, explore your type on the Human Metrics website to learn more and see how it fits with your understanding.
2. Write a four-page paper reflecting on what you have learned about your type. Integrating your understanding from Haas & Hunziker (2014), the Human Metrics website, and class discussion, describe the essential features of your four functions. How do these manifest in your day-to-day life? What have you learned about your inferior function? The paper must reflect your general understanding of type as well your understanding of your personal type.

Grading: See paper grading rubric appended to this syllabus.

Program Learning Goals & Competencies Addressed: #1, #2, #3, #8.

Course Learning Outcomes Addressed: A, B, C, F.

4. Complex Creative Synthesis & Paper (25 points)

This assignment involves two elements:

1. **Creative Synthesis:** Using a creative method of your choice (e.g., collage, paint, doll, mask, sandplay, movement, photography, poetry, prose, clay, music, etc.), explore a personal complex. Consider what you have learned about complexes from the readings and class discussion as you work. Questions to consider as you engage in your creative process include: How do you experience this complex in your life? How do you understand its development in your life? What archetypal image and narrative lie at its center? What emotions surround it? How does this complex arise in dream imagery, fantasy, and relationships? If your creative synthesis is on a larger scale, please be sure to include photographs in your paper as appendices.
2. **Paper:** Incorporating readings from the course, and at least three outside scholarly sources (e.g., books, academic articles), write a 5- to 6-page paper on your reflections about the complex and your creative synthesis. Be sure to address the following:
 - a. *Personal History:* Elucidate, to whatever extent comfortable, the personal history at play with the complex? How did the complex develop? What constellates the complex in your daily life? What have you learned about the complex during the creative synthesis process? Please cite our course readings (i.e., Cohen, n.d.; Jung, 1960; Samuels, Shorter, & Plaut, 1986; Stein, 1998) to integrate your personal insights with your academic learning to demonstrate your understanding of the nature of complexes and how they develop.
 - b. *Archetypal/Mythic Amplification:* What archetypal, mythic image is at the complex's center? What is the central premise or narrative? For example, if it appears to you that the Orphan archetype is involved in the complex, learn more about that archetype and integrate that learning into the paper. Please incorporate material from the course readings and class discussion to demonstrate your understanding of the archetypal elements contained in complexes.
 - c. *Relationship to the Complex:* Bearing in mind that Jung emphasized the importance of how we relate to our complexes, and given the above exploration, how do you now want to relate to this complex in your life? How do you know it is constellated? What emotional/cognitive/somatic cues can clue you in? What steps might you take to develop a more conscious connection to this aspect of your psyche? As above, please be sure to demonstrate your academic understanding of the course readings by integrating them into this section of your paper as well.

In-text citations should be in APA format and noted on a separate reference page.

Grading: See paper grading rubric appended to this paper.

Program Learning Goals & Competencies Addressed: #1, #2, #3, #7, #8, #9.

Course Learning Outcomes Addressed: A, B, C, D, F.

5. Persona/Shadow Creative Synthesis & Sharing (5 points)

This assignment involves two elements:

1. **Creative Synthesis:** Using a creative method of your choice (e.g., collage, paint, doll, mask, sandplay, movement, photography, poetry, prose, clay, music, etc.), explore persona and shadow in your own life. Consider what you have learned about these aspects of the psyche from the readings and class discussion as you work. Questions to consider as you engage in your creative process include: How do you experience these elements of the psyche in your life? How do persona and shadow relate to each other for you? How do they arise in dream imagery, fantasy, and relationships? What new understanding have you gained about these aspects of the psyche have you gained?

2. Presentation: Develop a brief, 5-minute presentation sharing your Persona/Shadow creative synthesis, in which you describe what you have learned about Persona and Shadow from the course material and creative synthesis work, as well as how these aspects of the psyche work in you.

Grading: See presentation grading rubric appended to this syllabus.

Program Learning Goals & Competencies Addressed: #1, #2, #3, #7, #8.

Course Learning Outcomes Addressed: A, B, C, D, F.

6. Anima/us Ritual Box and Active Imagination Poem (5 points)

This assignment involves two elements:

1. In class we will create Anima/us ritual boxes using a variety of art materials (e.g., paint, pen, pencil, collage, pastel, oil pastel, natural elements, etc.). These boxes are intended to provide you with an opportunity to work with your hands in a three-dimensional modality as you explore this important aspect of the psyche. You may draw from dream images, fantasy, etc. to support your creative process. More information will be provided.
2. After the ritual box is complete, engage in an active imagination process in which you explore in writing the Anima/us via your creation. Allow the Anima/us to speak via the images on and in your box to offer guidance and wisdom for both your personal individuation journey and, if meaningful for you, guidance and wisdom for the world. Remember that Jung thought of the Anima/us as the intermediary between consciousness and the depths of the psyche. What deep knowing does the Anima/us offer you and the world? Out of this engagement, create a poem that you will share in class.

Please bring to class on the date listed below images, objects, and art supplies you wish to incorporate into your ritual box. These might include magazine clippings, natural materials (e.g., leaves, stones), small figures, fabric, wire, etc.

Grading: See grading rubric for this assignment appended to this syllabus.

Program Learning Goals & Competencies Addressed: #2.

Course Learning Outcomes Addressed: C, D, F.

7. Bring an Archetypal Image

On the date listed in the course schedule below, bring to class an image that feels archetypal to you. The image may come from a magazine, a book, online, or any other source. Make sure the image captures something numinous for you, that it speaks to some aspect of your experience, or you somehow identify with it.

8. Final Presentation (30 points)

This assignment provides an opportunity to immerse yourself in a concept we have studied at some point during the semester. This may be a concept or idea that resonates with you, that in some way holds mystery for you, or that you wish to critique. Drawing from the course readings, in-class discussion, and at least four outside scholarly sources (i.e., books, academic articles), create a 20-minute presentation in which you explore the topic. Although the topic and format of your presentation are up to you, you must demonstrate a solid grasp of the idea(s) or concept(s) with which you are working. You are also welcome to bring in creativity to showcase your understanding in the form art, music, video, photography, movement, etc. Please submit a handout to the instructor with your presentation that provides a general outline of your thinking and the resources you utilized.

Grading: See presentation grading rubric appended to this syllabus.

Program Learning Goals & Competencies Addressed: #1, #2, #3, #7, #8, #9.

Course Learning Outcomes Addressed: A, B, C, D, E, F.

Grading Policy & Late Assignments

Points for Assignments

Class Participation	15 points
Typology Reflection Paper	20 points
Complex Creative Synthesis Paper	25 points
Persona/Shadow Creative Synthesis Sharing	5 points
Anima/us Box & Active Imagination Poem	5 points
Final Presentation	<u>30 points</u>
	100 points

Course Grading Structure

93-100%	A	80-82%	B-
90-92%	A-	76-79%	C+
86-89%	B+	73-75%	C
83-85%	B	70-72%	C-
		< 70%	F

Late Assignments

The expectation in this graduate-level course is that assignments are turned in on time. Every assignment must be completed in order to receive credit for the course. *Only in extenuating circumstances (e.g., illness, family emergency) will late assignments be accepted. Extensions on presentations will not be granted.* Students may email assignments to me if they are not in class the day the assignment is due; however, the following week, a hard copy must be submitted to me for the purposes of grading and feedback.

Course Policies

Office Hours

If you would like to meet to discuss some aspect of the course or your experience in the course, please email me to make an appointment. *During the Fall 2018 semester, I am on campus on Mondays, Wednesdays, and Thursdays.*

Methods of Instruction

This course will involve a variety of methods, including lecture, discussion, experiential work, mutual sharing, art processes, experiential writing activities, video, and student presentations.

Writing Style

APA style and formatting is expected for Complex Paper. Please include a title page, correct in-text citations, and a reference page. The SSU Library provides information on and examples of APA parenthetical citations, reference page formatting, headings, usage and style, etc.

(<http://libguides.sonoma.edu/citationstyles>). Another excellent resource is the Online Writing Lab of Purdue University (<https://owl.english.purdue.edu/owl/section/2/10/>).

The APA writing workshop for Depth Psychology students is scheduled for September 9, 2017 in Stev. 2044 from 10-12 PM. It is highly recommended that you attend.

University Policies & Resources

Academic Integrity

Please note that the University's Cheating and Plagiarism policy is available at http://www.sonoma.edu/UAffairs/policies/cheating_plagiarism.htm. Your own commitment to learning, as evidenced by your enrollment at Sonoma State University and the University's policy, require you to be honest in all your academic course work.

Campus Policy on Disability Access for Students

If you are a student with a disability, and think you may need academic accommodations, please contact Disability Services for Students (DSS), located in Salazar Hall, Room 1049, Voice: (707) 664-2677, TTY/TDD: (707) 664-2958, as early as possible in order to avoid a delay in receiving accommodation services. Use of DSS services, including testing accommodations, requires prior authorization by DSS in compliance with university policies and procedures. Direct link: <http://www.sonoma.edu/uaffairs/policies/disabilitypolicy.htm>.

Emergency Evacuation

If you are a student with a disability and you think you may require assistance evacuating a building in the event of a disaster, you should inform your instructor about the type of assistance you may require. You and your instructor should discuss your specific needs and the type of precautions that should be made in advance of such an event (e.g., assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and contact the Disability Services for Students office if other classroom accommodations are needed.

Date	Class Topics, Activities, & Discussion	Assignments (Due date listed)
Aug. 24 Class 1	<ul style="list-style-type: none"> Introductions/Course Overview Cultivating Self-Care Practices for Depth Work Group Sandtray 	<ul style="list-style-type: none"> Stein (1998) Introduction Bring short bio with photo Bring art supplies to every class
Aug. 31 Class 2	<ul style="list-style-type: none"> Symbolic Attitude Symbolic Work with Opposites 	<ul style="list-style-type: none"> Samuels, Shorter, Plaut (1986): <i>Sign, Symbol</i> Reader: Kast (1992) Chp. 2
Sept. 7 Class 3	<ul style="list-style-type: none"> Jung's Model of the Psyche Ego Consciousness (Student Led) Symbolic Layers Art Process 	<ul style="list-style-type: none"> Stein (1998) Chp. 1 Samuels, Shorter, Plaut (1986): <i>Consciousness, Depth Psychology, Ego, Psyche, Unconscious</i> Reader: Turner (2005) Chp. 1 & 2
Sept. 14 Class 4	<ul style="list-style-type: none"> Psychological Types Type Discussion 	<ul style="list-style-type: none"> Samuels, Shorter, Plaut (1986): <i>Extraversion, Introversion, Typology</i> Haas & Hunziker (2014) Chp. 1-3 & applicable chapters from Part 2 depending on your type Bring Printed Results from Jung's Typology Test
Sept. 21 Class 5	<ul style="list-style-type: none"> Complexes Complex Creative Synthesis Process 	<ul style="list-style-type: none"> Stein (1998) Chp. 2 Samuels, Shorter, Plaut (1986): <i>Affect, Association, Complex, Imago, Inflation, Possession</i>. Reader: Hollis (2013) Chp. 4; Jung (1960) A Review of Complex Theory; Cohen (n.d.) 50 Years of Jung's Ideas on Complexes (Read Selectively)
Sept. 28 Class 6	<ul style="list-style-type: none"> Archetypes & The Collective Unconscious Archetypal Image Process 	<ul style="list-style-type: none"> Stein (1998) Chp. 4 Samuels, Shorter, Plaut (1986): <i>Archetype, Collective, Fairy Tales, Image, Myth</i> Reader: Rothenberg (2017); Pearson (1998) Chp. 1; Taylor (1983) Chp. 14 Bring in Archetypal Image Typology Integration Paper Due
Oct. 5 Class 7	<ul style="list-style-type: none"> Persona & Shadow Persona/Shadow Creative Synthesis Process 	<ul style="list-style-type: none"> Stein (1998) Chp. 5 Samuels, Shorter, Plaut (1986): <i>Culture, Persona, Shadow</i> Reader: Jung (1969) The Shadow; Hopeke (1995) Chp. 1
Oct. 12 Class 8	<ul style="list-style-type: none"> Shadow, Shame, & Complex Shame Art Process 	<ul style="list-style-type: none"> Reader: Ginot (2015) Chp. 5; Kaufman (1992) Chp. 3; DeYoung (2015) Chp. 2 Complex Creative Synthesis Paper Due
Oct. 19 Class 9	<ul style="list-style-type: none"> Anima/us Persona/Shadow Creative Synthesis Sharing 	<ul style="list-style-type: none"> Stein (1998) Chp. 6 Samuels, Shorter, Plaut (1986): <i>Anima and Animus, Gender, Homosexuality, Syzygy, Feminine, Male</i> Reader: Kast (2006) Anima/Animus; McKenzie (2006) Queering Gender Persona/Shadow Creative Synthesis Sharing
Oct. 26 Class 10	<ul style="list-style-type: none"> Anima/us Ritual Box-Making 	<ul style="list-style-type: none"> Reader: Whitmont (1969) Chp. 11-13. Bring in Anima/us images and art supplies
Nov. 2 Class 11	<ul style="list-style-type: none"> The Self Dream Series Discussion 	<ul style="list-style-type: none"> Stein (1998) Chp. 7 Samuels, Shorter, Plaut (1986): <i>Self</i> Reader: Jung (1969) The Self
Nov. 9 Class 12	<ul style="list-style-type: none"> Individuation & Dynamics of the Psyche Anima/us Ritual Box & Poem Process 	<ul style="list-style-type: none"> Stein (1998) Chp. 8 Samuels, Shorter, Plaut (1986): <i>Compensation, Individuation, Integration, Opposites, Transcendent Function</i> Reader: Jungian Theory of Opposites excerpts. Anima/us Ritual Box & Poem Due
Nov. 16 Class 13	<ul style="list-style-type: none"> Final Presentations 	<ul style="list-style-type: none"> Final Presentations Due (5)
Nov. 23	Thanksgiving Holiday	

Nov. 30 Class 14	<ul style="list-style-type: none"> ▪ Final Presentations 	<ul style="list-style-type: none"> ▪ Final Presentations Due (4)
Dec. 7 Class 15	<ul style="list-style-type: none"> ▪ Final Presentations ▪ Group Sandtray ▪ Potluck 	<ul style="list-style-type: none"> ▪ Final Presentations Due ()
Dec. 14	Finals Week	

Appendix A: Participation Rubric
15 Points

Points	Criteria
Exemplary 13-15 points	Raises questions, responds to questions, and contributes to the learning of others <i>frequently</i>. Prepared to discuss course material during class by showing evidence of having done the assigned readings. Demonstrates nuanced, sophisticated, reflective, and thinking by actively participating in class discussions and raising critical questions/points. Comments and questions reflect critical, integrative thinking about/application of course material. Actively supports, engages, and listens to peers in an ongoing, appropriate way. Maintains reflective awareness and respectful, curious attitude toward peers' sharing. Consistently utilizes emotional reactions to in-class discussion in a reflective manner to further own learning. Contributions regularly enrich the learning environment. Consistently fosters sense of safety in classroom with presence.
Developing 10-12 points	Raises questions, responds to questions, and contributes to the learning of others <i>often</i>. Usually prepared to discuss course material during class by showing evidence of having at least skimmed the readings. Demonstrates an adequate level of reflective thought and critical thinking about course material. Sincere effort to maintain reflective awareness and respectful, non-judgmental attitude toward peer's sharing. Utilizes emotional reactions to in-class discussion in a reflective manner to further own learning at times. Contributions occasionally enrich the learning environment; they do not detract from the learning environment. Sometimes fosters sense of safety in the classroom with presence.
Emerging 6-9 points	Raises questions, responds to questions, and contributes to the learning of others <i>infrequently</i>. May be prepared to discuss course material, but contributes very little to discussion and usually in very general terms. Usually embedded in personal reactions with little evidence of reflective capacity to further own learning. Communicates reactions responsibly on an inconsistent basis. Contributions at times detract from the learning environment. Does not contribute to sense of safety in classroom with presence. Classroom dynamic are sometimes disrupted by presence.
Undeveloped 1-5 points	Raises questions, responds to questions, and contributes to the learning of others <i>rarely if at all</i>. May be prepared to discuss course material, but rarely speaks, if at all, during in-class discussion. Does not appear to make good use of emotional reactions to in-class discussion in a reflective manner to further own learning. Contributions regularly detract from the learning environment. Classroom dynamic is often disrupted by presence.

Appendix B: Typology Reflection Paper Rubric
20 points

	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
Unity, Organization, Coherence	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

Appendix C: Complex Paper Rubric
25 Points

	Exemplary	Developing	Emerging	Undeveloped
Reflection on Personal History Related to the Complex	Points are clearly made, concepts defined, developed, excellent examples or supporting details. Deeply reflective. Clearly articulates an understanding of complexes in terms of personal history. 5 points	Reflective, but lacks depth, or involves a limited understanding or ability to articulate understanding of complexes in terms of personal history. 3-4 points	Little depth in reflection, with missing elements or significantly limited understanding or ability to articulate understanding of relationship between complex and personal history. 1-2 points	No reflection apparent in paper or, if present, contains significant errors in understanding of relationship between complex and personal history, or ability to articulate that relationship. 0 points
Amplification	Excellent, reflective discussion and exploration of archetypal/mythic image and narrative that integrates at least three outside scholarly sources. 7-8 points	Good discussion and elaboration of the archetypal/mythic image and narrative that integrates at least two outside scholarly sources. 4-6 points	Some discussion of archetypal/mythic image and narrative with limited evidence of reflection. Integrates at least one scholarly source. 1-3 points	No discussion of archetypal/mythic image and narrative or, if present, discussion contains significant errors in understanding or ability to articulate archetypal/mythic material. 0 points
Reflection on Relationship to the Complex	Deeply reflective. Clearly articulates an understanding of the relationship to the complex. 6-7 points	Reflective paper, but lacks depth, or involves a limited understanding or ability to articulate understanding of relationship to complex. 3-5 points	Little depth in reflection, with missing elements or significantly limited understanding or ability to articulate understanding of relationship to complex. 1-2 points	No reflection apparent in paper or, if present, contains significant errors in understanding of relationship to complex, or ability to articulate that relationship. 0 points
Written Expression, Style, Grammar, Mechanics, & APA Style	The writing is clear, concise, diction conveys author's voice. Construction is complex, varied. No grammatical or spelling errors. Citations all accurate, quotations include page number. Margins, line spacing, headings accurate. References page, all accurate. 5 points	Construction, diction appropriate for a college level. A few grammatical or spelling errors. Citations mostly accurate, quotations have page #. Margins, line spacing, headings mostly accurate. References mostly accurate. 3-4 points	The writing is not always clear. More exact expression or greater sentence variety is needed. Some grammatical or spelling errors. Citations partly accurate. Margins, line spacing, headings partly accurate. Some accurate references. 1-2 points	The writing is not clear or too informal. Awkward sentence construction. Words are missing; illogical or unclear expressions. Frequent spelling or grammatical errors. Errors in citations or no citations. No references, references page, not in APA style. 0 points

Appendix D: Persona/Shadow Creative Synthesis & Sharing
5 Points

	Exemplary	Developing	Emerging	Undeveloped
Reflection on Persona/Shadow Material Discovered during Creative Synthesis Process	<p>Deeply reflective. Clearly articulates an understanding of persona/shadow in terms of personal learning and creative synthesis process.</p> <p style="text-align: right;">5 points</p>	<p>Reflective, but lacks depth, or involves a limited understanding or ability to articulate understanding of persona/shadow in terms of personal learning.</p> <p style="text-align: right;">3-4 points</p>	<p>Little depth in reflection, with missing elements or significantly limited understanding or ability to articulate understanding of relationship between persona/shadow and personal learning.</p> <p style="text-align: right;">1-2 points</p>	<p>No reflection apparent or, if present, contains significant errors in understanding of relationship between persona/shadow and personal history, or ability to articulate that relationship.</p> <p style="text-align: right;">0 points</p>

Appendix E: Anima/us Active Imagination Poem Rubric
5 Points

	Exemplary	Developing	Emerging	Undeveloped
Evocation, Reflexivity, and Engagement	Thoughtful and feeling exploration of engagement with active imagination apparent. Personal resonance and reflective response is evident and developed. New insights about anima/us are gleaned and developed. 5 points	Engagement with active imagination apparent, some evidence of thoughtful, feeling engagement. Personal resonance and reflective response is somewhat evident. New insights about anima/us, if present, are not developed. 3-4 points	Limited evidence of thoughtful engagement present. Little evidence of personal resonance and reflective response. No new insights are present. 1-2 points	Did not submit assignment or submitted incomplete assignment. 0 points

Appendix F: Final Presentation Rubric
30 Points

	Exemplary	Developing	Emerging	Undeveloped
Content	Points are clearly made, concepts defined, developed, excellent examples or supporting details. Clearly articulates understanding of concepts/ideas. 9-10 points	Many good points, terms defined & developed, good supporting details & examples. Some understanding of concepts/ideas apparent. 5-8 points	Information present, not all supported by examples, little development of ideas. Minimal understanding of concepts/ideas apparent. 1-4 points	Some information; but irrelevant examples or details included; no development. Understanding of concepts/ideas includes significant errors. 0 points
Level of Reflection	Deeply reflective. High level of consideration and thoughtfulness on the topic apparent. 9-10 points	Reflective, but lacks depth, or involves a limited consideration and thoughtfulness on the topic. 5-8 points	Little depth in reflection, with missing elements or significantly limited consideration and thoughtfulness on topic. 1-4 points	No reflection, consideration, and/or thoughtfulness apparent. 0 points
Creativity	Very original. Apparent personal contribution. Uses engaging examples and images. Made it your own. Ideas elaborated in interesting ways. 5 points	Original, uses good examples. Made it your own. 3-4 points	Minimal personal contribution. Primarily someone else's ideas presented. 1-2 points	No visual examples, no personal contribution, no personal coloring. 0 points
United, Organization, & Coherence	Presentation is focused, unified & accomplishes its purpose. Speaker connects ideas; gives supporting detail; sequence is logical. One point leads to next. 5 points	Purpose is clear; presentation is unified, focused; organizational pattern is evident. Speaker moves from one idea to the next most of the time. 3-4 points	Focus lacks clarity. Or, stated focus fails to unify the presentation. No supporting material. Organization attempted but doesn't accomplish the purpose. 1-2 points	There is no focus, and the presentation isn't unified. No supporting material. Choppy. Organization not apparent. Ideas random or jumbled. 0 points

Appendix G: Faculty & Student Responsibilities

Faculty Responsibilities

- Set class learning goals that reflect the program learning goals
- Design class exercises and assignments to develop particular skills and competencies that are linked to class learning goals
- Provide clear standards in the form of rubrics or evaluative criteria that indicate how student work in the form of class participation, exercises, papers, projects, is evaluated
- Provide alternative assignments when possible to meet learning goals
- Provide evaluative feedback on student participation, papers and projects that indicates the rationale for the grade
- Model or provide examples of how to integrate academic work (concepts, theory, research, case studies, readings) with experiential work
- Provide a class environment based on mutual respect that fosters intellectual inquiry and personal growth, and which is free of misconduct, discrimination, and harassment
- Provide guidelines for appropriate behaviors regarding assignments
- Intervene when needed in order to maintain a respectful classroom learning environment
- Make time to meet with students when questions or concerns arise, and keep confidential what is discussed
- Respond to emails within 2-3 days during the week during the academic semester; weekends, breaks, and vacations may lengthen the time of response
- Provide mid-semester evaluation reports to students whose work is unsatisfactory
- Consult with faculty, program coordinator, and university staff as the need arises regarding academic issues and student learning questions and concerns
- Follow university policies regarding academic work, student and faculty conduct, disability, etc.
- Engage in faculty development workshops and discussions to maintain a high level of professional competence in the classroom

Student Responsibilities

- Speak from your own experience in class
 - Use “I” language
 - Relate personal material offered during class to class content in service to academic learning
 - Refrain from interpreting or evaluating others' experiences and symbolic work
 - Refrain from speaking for others (no “we” or “you”)
 - Refrain from giving advice to others
- Receive permission before talking about another's experiences—classmate experiences are confidential inside and outside of class
- Develop an inner compass for what is right for you
 - Participate at a level that is right for you—you evaluate and determine this
 - Be aware of your academic freedom to engage or not in experiential exercises as they meet your learning goals and benefit your learning
 - Discuss with the instructor how you might modify experiential exercises, projects, and papers to meet your individual needs and learning goals
- Develop self-awareness and self-regulation skills for self-care
 - Maintain an embodied balanced centered focus
 - Make use of meditation, mindfulness, deep breathing techniques
 - Make use of a curious, open, accepting, loving, compassionate inner stance
 - Begin and return to an attuned balanced inner center as a safe spot in exercises
 - Step outside of class as needed for self-care: quietly stand up and leave the room, no need to request permission of the instructor
 - Identify triggering issues and use self-care with them—deep breathing, mindfulness, stepping outside to rebalance and refresh, reflection, and depth inquiry skills
- Bring self-reflection to learning
 - Develop the inner space to experience, witness, and reflect
 - Work to understand projection in the group field, and seek to learn about yourself from what activates you in others, while setting appropriate boundaries with others when needed
 - Offer questions and insights on work from prior class at the next class

- Make check-ins brief and reference your experience
- Interact as a respectful member of the depth community
 - Develop supportive relationships with classmates to give support in learning
 - Engage in psychotherapy or use mental health resources as needed—be mindful that classmates and faculty cannot provide the ongoing care that a therapist offers
- Abide by the university's policy on academic honesty that prohibits cheating and plagiarism, by citing and referencing the use of others' work http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm
- Abide by the university's policy on student conduct during class and field trips by avoiding disruptive behaviors that are disrespectful, distracting, and threatening <http://www.sonoma.edu/uaffairs/policies/disruptive.html>
- Abide by the university's policy on discrimination and sexual harassment by avoiding discriminatory behaviors in relation to race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, medical condition and veteran status, and sexually harassing behaviors <http://www.sonoma.edu/uaffairs/policies/discrimination.htm>
- Provide course evaluation and teaching feedback with the end-of-semester student evaluation of teaching effectiveness (SETE)
- Consult with the class instructor should questions or concerns arise about class assignments, learning, or evaluation standards
- Questions, concerns, problems? Talk with the class teacher first, then the program coordinator

8.11.17

Psy 542a Methods & Applications in Depth Psychology
Fall 2018 / McCabe

Fri 9 am-12:30 pm, Stev. 3042
Instructor: Laurel McCabe, Ph.D.
Office Hrs.: by appt.

Email: laurel.mccabe@sonoma.edu
Phone: (707) 664-2130
Office: Stevenson 3087

This course introduces you to the methods and applications of depth psychology, with the goal of attaining practical skills in imaginative depth inquiry. Depth inquiry methods enable you to access, explore, and understand unknown parts of yourself. It involves working with image, art, dreams, active imagination, body awareness, myth and story, earth, poetry, the spoken and written word, movement, sound, mask, ritual. You needn't be an artist for this work; you simply need to be attentive to your internal process and allow it to take shape and form.

The class is experiential and exploratory, and includes time for lecture and presentation, discussion, individual and group work. The structure of the class and the community we form provide a container for the work. You're asked to be on time at beginning and end of class, as this helps shape the container that holds the work. Absences, late entries, early departures, all disrupt our container.

Ongoing Activities

Journal. Begin now to keep an on-going journal of your inner work: dreams, images, poetry, active imagination, art. Writing down your experiences in a place dedicated to them allows you to see the play of your psyche over time. Observe the experiences of your body, of nature, of synchronicities, of ritual. Your musings will provide a record of your inner journey over the semester. It is the well which may be drawn from for projects, papers, and perhaps your second year culminating article or thesis.

Dream Journal. You may include dreams in your journal, or keep a dedicated place solely for them. Either way, it's important to have a temenos for them. Begin now to write down your dreams when you awaken. A dream may emerge as a bodily feeling, a vague sense, a snatch of an image, or an elaborated narrative—whatever form it might take, note it in your journal. We'll work with dreams throughout the semester.

Art Supplies

The program supplies art materials, but if you have a favored medium, you may bring your own supplies to class.

Images of Feminine and Masculine

We will make a collage of feminine and masculine, and explore some of the central images. Begin collecting images from magazines and places that speak to you of these opposites.

Mask Making

In November we make a mask modeled from plaster on your own face, so begin now to collect objects and materials that call to you: fur, papers, grasses, shells, mirrors, fabric, beads, string, yarn, anything textured, antlers, whatever speaks to you. They might be used later in the semester for your project.

Course Goals

By the end of the course, and 5 years from now, I'd like you to be able to do these things:

- Use depth inquiry techniques and embodied awareness to come to know yourself in a deeper way, and to make decisions in your life in harmony with your core self
 - Program goal: competency in depth inquiry practices & skills

- Outcomes:
 - Demonstrates skills in self-observation and witnessing of experiences and behaviors, noting how these experiences and behaviors might change with, and as a result of, depth inquiry practices and skills.
 - Demonstrates curiosity toward inner experiences, demonstrating the ability to question and inquire about inner experience without the necessity for direct or immediate outer action.
 - Demonstrates the ability to hold space for curiosity, questioning, dialogue, and reflection of inner and outer experience, without the need for direct or immediate outer action, for self and others.
 - Demonstrates knowledge of ethical issues that may arise with the use of depth inquiry practices and skills, and demonstrates skills in adapting techniques.
 - Program Goal: Competency in self-knowledge and self-reflection
- Outcomes:
- Demonstrates knowledge about one's experiences.
 - Demonstrates the ability to self-regulate internal experience.

Depth inquiry methods include:

- | | |
|---|------------------------|
| • dreamwork | • movement |
| • active imagination | • sandplay |
| • dialogue | • ritual |
| • bodily felt sense | • myth |
| • art-based inquiry (drawing, painting, collage, sculpture, mask-making...) | • storytelling |
| • poetry, haiku | • nature-based inquiry |

Skills developed in the use of depth inquiry methods

- | | |
|--------------------------------------|---------------------------------------|
| • mindfulness and quieting skills | • compassionate and empathic presence |
| • receptivity to self experience | • embodied awareness |
| • witness consciousness; mindfulness | |

Texts

Edinger, E. (1985). *Anatomy of the psyche: Alchemical symbolism in psychotherapy*. La Salle, IL: Open Court Press.

Gendlin, E. (2001). *Let your body interpret your dreams*. Wilmette, IL: Chiron.

Hill, G. (2001). *Masculine and feminine: The natural flow of opposites in the psyche*. Boston, MA" Shambhala.

Johnson, R. (1986). *Inner work*. New York, NY: HarperSanFrancisco.

Weinrib, E. (2004). *Images of the self: The sandplay therapy process* (2nd Ed.). Cloverdale, CA: Temenos Press.

Wolkstein, D. & Kremer, S. (1983). *Inanna, queen of heaven and earth: Her stories and hymns from Sumer*. New York, NY: Harper & Row.

Reader with articles will be at ARCCopy, 5850 Commerce Blvd Ste. D, Rohnert Park. Hours Mon-Fri 8am-5:30pm.

Highly Recommended:

Archives for Research in Archetypal Symbolism (2010). *The book of symbols: Reflections on archetypal images*. Koln, Germany: Taschen.

Course Requirements

Projects & Papers	Due	%	
Bodily felt sense	Sept 7	10	20
Active imagination	Sept 14	10	20
Masculine & Feminine	Oct 12	20	40
Alchemy and Dream	Nov 9	20	40
Final Presentation	Dec 7	20	40
In-class exercises, assignments, engaged participation	weekly	20	40

Grades in %

A+	B+ = 88 - 89	C+ = 78 - 79
A = 93 - 100	B = 83 - 87	C = 73 - 77
A- = 90 - 92	B- = 80 - 82	C- = 70 - 72

Evaluation

Your course grade is based on quality and timeliness of papers, presentations and assignments, attendance, in-class activities, and quality of class participation. Come prepared for discussion and projects in class, and bring your book or Reader to class. You can expect to spend from 3 to 6 hours per week on readings and projects for this class.

Engaged Participation and Attendance (20%)

Twenty percent of your final grade is based on attendance and thoughtful engaged participation. Attendance is critical in this skills-based and experiential class. For each class, complete the readings before class and come prepared to contribute thoughtfully to class discussions and exercises. Each week we will learn about and practice the skills that are the week's focus. In-class work is an aspect of class participation and is intended to develop and deepen your understanding of the material. Therefore it cannot be made up under any circumstances. In-class activities may include individual and group activities, written assignments, reflections, or questions related to the course material. Come prepared with paper and writing material.

Rubrics

All of the class assignments are evaluated with a rubric that describes the essential elements of the assignment. Use the rubric to guide you as you write your papers or prepare your presentation. With each written assignment you'll hand in the rubric, and it will be returned to you indicating how you were evaluated on the criteria. Rubrics are valuable because you can immediately see what you need to work on to improve in the next assignment.

Papers

Papers and assignments are due hard copy on the due date; emailed papers are not accepted, so plan ahead if you know you'll miss a class. Extensions for papers must be discussed with the instructor and approved ahead of the due date. Late papers are marked down a partial grade for each class period overdue.

APA Style

All written papers are in APA style. Papers are double-spaced, paginated, with 1" margins all around, and a simple 12 point font like Times, Helvetica, Arial, etc. References are in APA style. Points will be given for correct style in the 6th week of class. Owl Purdue is the best online source for APA style; Google Owl Purdue APA 6th edition.

APA Workshop

The APA workshop with Judy Radloff is on Sat Sept 8, 10am-12pm, in Stev 2044.

Writing Center

If you'd like to improve your writing, visit the Writing Center in Schulz 1103, where you can get individual attention on your skills.

Attendance

In-person class attendance is required. While you can always do the reading anywhere, you can't reproduce the participation and discussion that occur in class. Missing more than one class will bring down your grade at least 1/3 of a grade (for example from A to A-); it's not possible to pass the class if

you miss more than 3 classes. Excused absences are possible only with a doctor's note or a real emergency, and do not count as an absence instance. At the same time, absence affects your participation points. If you're absent, it's your responsibility to provide the instructor with due notice beforehand and to inform the instructor of the reason for the absence. \

If you miss a class, you're responsible for all class material covered, and to ask a classmate to take notes for you. Attendance means timely attendance—being more than 15 minutes late or leaving early constitutes a missed class.

Classroom Etiquette

In order to maintain a positive classroom climate, please refrain from engaging in behaviors that are disrespectful and distracting to the professor and to fellow students. These include engaging in side conversations, cross-talk, texting, using cell phones, checking email, or surfing the internet. Please turn off cell phones and computers during class. Disruptive behavior in class will bring down your final grade.

Course Moodle Website

It is each student's responsibility to check the Moodle site for updated course materials, articles, and assignments.

Self Knowledge

Many students find that studying and working with this material bring feelings and issues to the fore. Part of the course is in learning how to safely explore, understand, and work with this; you always have a choice in topic and focus of your work. As you explore you develop your inner compass of what is right for you and how far to go in your exploration.

For the fullest understanding of yourself, and for a reliable source of support outside of the class, you may find it helpful to participate in counseling or therapy with a therapist of your choosing. There are good low-fee clinics in the area, and the Jung Institute in San Francisco provides a low-fee clinic with interns. Each spring, students can register for Psychology 494, Counseling Experience, in which they participate in a semester of counseling with Master's candidates in the Counseling Department. Tuition for the Counseling Experience is in addition to the required 9 units of classes for first-year students.

Academic Honesty

The university's policy of academic honesty expects students to be honest in attributing others' work to those who wrote it, with proper citations, references, and paraphrasing of material. A paper that has material copied verbatim from a book, article, another student, or Internet source without proper referencing will be given an F and reported to the university officer. The University's Cheating and Plagiarism policy is available at http://www.sonoma.edu/UAffairs/policies/cheating_plagiarism.htm.

University Standards of Conduct

This course abides by all of the university policies on standards for conduct and academic freedom, including behaviors that are non-disruptive, non-discriminatory, non-harassing, and non-threatening. The policies can be found at <http://web.sonoma.edu/uaffairs/policies/>.

Students with Special Needs

If you're a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

Emergency Evacuation

If you're a student with a disability and you think you may require assistance evacuating Stevenson in the event of a disaster, or if the elevator is out of service, inform your instructor about the type of assistance you may require. You and your instructor will discuss your specific needs and the type of precautions that should be made in advance of such an event (e.g., assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and contact the Disability Services for Students office if other classroom accommodations are needed.

Schedule of Readings

Date	Topics	Readings	Homework (bring to class)
1 Aug 24	Depth inquiry Symbols & symbolic work Embodied inquiry	Johnson, Welwood, <i>The unfolding of experience</i> Johnson, <i>Embodied presence</i>	
2 Aug 31	Bodily felt sense	Johnson, <i>Inner work</i> , Part 1 & 2 Gendlin, <i>Let your body interpret the dream</i>	
3 Sept 7	Active imagination Amplification	Johnson, <i>Inner work</i> , Part 3 Whitmont & Perera, selections	<i>Bodily felt sense due</i>
4 Sept 14	Archetypal Feminine	Hill, <i>Masculine and Feminine</i> , Ch 1, 2	<i>Active imagination due</i> Bring images of feminine and masculine for collage
5 Sept 21	Archetypal Masculine	Hill, <i>Masculine and Feminine</i> , Ch 1, 2 Raff, Active imagination	Bring images of feminine and masculine for collage
6 Sept 28	Liminality	Turner, <i>Between and between: The liminal period in rites of passage</i>	
Oct 5	Initiation	Lincoln, from <i>Emerging from the chrysalis</i> Perera, from <i>Descent to the Goddess</i>	Begin reading for Oct 13: Edinger, <i>Anatomy of the psyche</i> , Introduction, chapters on Calcinatio, Solutio
7 Oct 12	Initiation	Henderson, from <i>Thresholds of initiation</i>	<i>Feminine/masculine due</i>
8 Oct 19	Alchemy	Edinger, <i>Anatomy of the psyche</i> , Mortificatio, Coagulatio Bosnak, <i>Alchemy as exercise</i>	
9 Oct 26	Alchemy	Edinger, <i>Anatomy of the psyche</i> , Separatio, Sublimatio, Coniunctio	
10 Nov 2	Sandplay	Weinrib, <i>Images of the self</i> Film: Dora Kalff sandplay	
11 Nov 9	Sandplay	Weinrib, <i>Images of the self</i> Turner, selections	Bring hair tie, small and large towel, wear old clothes. <i>Alchemy exploration due</i>

12 Nov 16	Myth of Inanna Mask	Wolkstein & Kramer, <i>Descent of Inanna</i> McNiff, <i>Performance</i>	Bring collected mask supplies, or may decorate at home
Nov 23	Thanksgiving holiday No class		
13 Nov 30	Mask ritual	Johnstone, <i>Masks & trance</i>	Bring mask to class in a container of some sort, and any clothing or objects as part of mask's expression
14 Dec 7	Final Presentations, multimodal 20" each		

Cross-Cultural Mythology and Symbolism:
Psychology 543a
Fall 2018

Instructor: Mary Gomes
 Office: Stevenson Hall #3081
 Phone: 664-2173

Stevenson 3042
Friday 2 – 5
 Office Hours:
 Monday 2:00 – 3:30
 Friday 11:30 - 1:00

Email: mary.gomes@sonoma.edu

“To ask what is the origin of stories is to ask what is the origin of language and the mind.”

J.R.R. Tolkien, *On Fairy Stories*

Description:

Among primal peoples, sacred stories were oral, semi-improvisational creations that linked people to one another, the land, and the greater cosmos. These stories, often performed ritualistically and at specific times, represented a collective dialogue with numinous powers. In this course, we will seek to understand myth in its original context of oral, indigenous, shamanic cultures. Drawing from Jungian theory and evolutionary psychology, we will explore the resonance between human origins and contemporary experience, particularly in terms of our relationship to story, nature, and symbolism. Our connection with the natural world will form a foundation for our work, through practices of nature observation and dialogue. We will engage with storytelling, journeywork, and nature-based rites of passage as practices for re-engaging with the mythic world.

Required texts:

David Abram, *The Spell of the Sensuous*.
 Jonathan Gottschall, *The Storytelling Animal*.
 Sean Kane, *The Wisdom of the Mythtellers*.
 Greg Sarris, *How a Mountain was Made*.
 Martin Shaw, *A Branch from the Lightning Tree*. (out of print, buy used or electronic version).
 Dianne Skaft, *When Oracles Speak*.

Books are available through Alibris or Amazon, but some are out of print and available used only.

Course goals:

Explore the interconnected triad of psyche, nature, and story.

Become familiar with evolutionary psychology as a framework for understanding the human experience, and apply this framework to your understanding of psyche, nature, and story.

Build mindfulness skills through nature observation.

Engage with nature symbolically as a depth method, through nature dialogue, journeywork, and nature-based rites of passage.

Identify the defining characteristics of the oral tradition.

Gain experience in “finding the past within the present:” identifying archaic roots of contemporary stories, rituals, sacred practices, and creative expressions.

Program Competencies addressed in this course include:

Knowledge base in depth psychology

* Constructs a summative paper, project, performance, or practice that draws on current research, theory, scholarship, or practices in the field.

Depth inquiry practices and skills

* Demonstrates fluency in the use of skills and inquiry methods to access and explore inner experience.

Fluency in verbal and written communication

*Presents substantially error-free prose in descriptive, interpretive, or narrative forms in written and oral work.

Grading Requirements:

A. Class attendance and participation. 25%

Participation is a crucial element of this course, as it brings the ideas to life and gives us the opportunity to learn from one another. This aspect of your grade is based on your verbal participation during discussions and active engagement with experiential processes. To support lively discussions, please bring to each class meeting one quote from the assigned reading for that week that had particular meaning for you or that you found inspiring, thought-provoking, or challenging. Participation rubric will be handed out in class.

Attendance at all class meetings is mandatory, as you can't reproduce the discussions and exercises experienced in class. Please be on time, and plan to stay for the entire class session. Excused absences are possible only with illness or a real emergency – please notify the instructor by phone or email if this should happen. It is not possible to pass the class if you miss more than three classes, and two or three missed classes will result in lowered participation grades. If you must miss class, ask someone in class to take notes for you. You are responsible for learning the material covered in a missed class. Please turn off your cell phones, laptops, and other devices while in class, and have them out of sight at all times.

B. Midterm paper: Nature observation. 25%

Choose a place in nature that you have easy access to, that you can visit at least three times a week (preferably every day). Do the following in your spot:

- 1) Observation. Clear your mind and simply observe what is around you – the sights, sounds, smells, tactile sensations, and patterns. (beginning 8/24)
- 2) Art. Use drawing, painting, pastels, etc., to enter more fully into your observation. (beginning 9/7)
- 3) Nature dialogue. After several weeks of observation and art, engage in dialogue with the plants, animals, and natural objects you encounter in your spot (very much like an active imagination, but done with something you encounter in the natural world). At this point, allow your art to be informed by the unfolding dialogue. (beginning 9/21)

The Starhawk article (on Moodle) provides helpful tips on engaging in nature observation. Keep a journal throughout the process. Hand in a 6-8 page paper describing the experience, noting any themes that emerge, and linking your experiences and observations to the readings, particularly Abram, Kane, Skafta and Starhawk. Be sure to devote a section of the paper to each of the three stages of the process. Images may be included in an appendix. **Due October 5.**

C. Finding the past within the present: Presentation (25%) and Paper (25%)

In this assignment, you will undertake research to explore the way that a story, ritual, sacred tradition, or creative expression has both roots in the past (several hundred years or more) and a transformative capacity in the present. You will present this research in a 6-8 page paper, and a 30 minute class presentation.

The purpose of the assignment is to see the deeper structure of the psyche in various contemporary expressions, investigating one such instance in depth, and learning about others as you witness the presentations of your fellow cohort members.

Some possible examples include:

- 1) Choosing a traditional story (from the oral tradition), investigating how the story has come down to us through history, and discussing possible symbolic meaning of images and motifs in the story. The story should be one that you feel a significant connection to, either through culture/ancestry or personal experience.
- 2) Analyzing a ritual practice, or a sacred or secular holiday, from the perspective of its deeper past and the resonances within the psyche. Some examples might include “Day of the Dead” traditions, roots of May Day celebrations, shamanic origins of Santa Claus.
- 3) Investigate any contemporary expression which has significant meaning for you, and for which you can find and present compelling evidence that it has deep roots in history and the psyche (some examples that come to mind are Hamilton/hip hop storytelling, the Statue of Liberty, Burning Man). This option will require a more extensive proposal than the other two.

In all cases, the onus is on you as a researcher/presenter to choose a topic that gives you ample and appropriate material to work with, and to demonstrate that in your proposal.

Presentation:

Presentations will be 30 minutes long and should include an experiential, dramatic, or artistic component as well as a scholarly and informative component. If you are focusing on a story, you should be prepared to tell the story without notes (or with very minimal notes) as part of your presentation.

Proposal due: October 19. One page – what topic you are choosing, with a one-paragraph synopsis (if it is a story) or description, at least two scholarly references, your plans for the presentation, your order of preferred presentation dates (November 16 or November 30), and, if possible, any equipment or supply needs. Timeliness and thoughtfulness of proposal will be considered in your presentation grade.

Final paper:

Papers will include at least three research sources that are scholarly, trustworthy, and reliable, such as peer-reviewed journal articles, scholarly books and chapters, and, with great caution, scholarly websites. If you wish to also include more speculative research sources, they need to be clearly identified as such. They also may not outnumber the scholarly sources. We will go over how to distinguish between scholarly and speculative sources in class, and I will also give you feedback on this in your proposal.

Paper due via email: December 7, 6-8 pages.

All written assignments are APA style. The library has simple APA style guidelines on line (<http://libguides.sonoma.edu/citationstyles>). Papers should be double-spaced, paginated, with 1" margins all around and a simple 12 point font.

Writing is an important aspect of this class, and your paper grades will be based in part on writing quality. Please avail yourselves of the resources available at the campus Writing Center. In particular, you may want to review the helpful handouts that are available on the Writing Center web page:

<http://www.sonoma.edu/writingcenter/resources/handouts/index.html>

All papers should be in print form, not emailed, unless specified in the syllabus.

Additional course policies:

Your course grade is based on quality and timeliness of papers, presentations and assignments, attendance, and quality of class participation. You are expected to do the readings for the class and to come prepared for discussions and projects in class. You can expect to spend from 3-6 hours per week on readings and projects for this class. Bring a copy of the week's reading and assignments to class for discussion and reference. Papers and assignments should be handed in on the due date: extensions for papers must be discussed with the instructor and approved ahead of the due date. Late papers will be graded down one letter grade for every week they are late.

Student conduct:

The program adheres to university student conduct policies found at <http://web.sonoma.edu/uaffairs/policies/>. Each student is expected to be aware of these policies. Areas relevant to students are policies on academic freedom, [academic](#)

[honesty](#), [alcohol use](#), [disability access](#), [discrimination and sexual harassment](#), [disruptive behavior](#), [drug use](#), the presence of [animals on campus](#), [smoking](#), [assaultive or threatening acts](#), and using human subjects in research.

Students with special needs:

If you are a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students (DSS), Salazar 1049, 664-2677 (website www.sonoma.edu/dss/.) DSS will provide you with written confirmation of your verified disability, and will authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

Academic honesty:

Please familiarize yourself with all relevant university policies on academic honesty and plagiarism, found at:

(<http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml>)

Written work must be done in accord with standards of academic honesty, as outlined in the “cheating and plagiarism” section. Students are expected to read academic sources and communicate the ideas in their own words in academic papers. Using the words of an author without specifically quoting and referencing the author is plagiarism—passing off another's ideas as one's own. The first instance of plagiarism will be reported to the program coordinator and the university Student Conduct Officer, and the student will be required to redo the work. A second instance will also be reported and may lead to removal from the university.

Course schedule (may be modified):

8/24	Introduction to course Hunter-gatherers, indigenous people, and myth, nature observation	Kane prologue, 1 Abram 1
8/31	Guest speaker: Jurgen Kremer	Kremer (in Moodle)
9/7	Nature art Evolutionary psychology	Kane 2, Skafte 1 Starhawk (on Moodle)
9/15	Film: Lost Borders, Coming of Age in the Wilderness	Kane, 3 Shaw intro, 1
9/21	Nature-based rites of passage, Prep for Point Reyes, Nature Dialogue	Kane 5 Shaw 2, 3
9/27	All day Point Reyes (Thursday meeting)	Skafte 2

9/28 Intro to story Shaw 4
 Mirroring

10/5 Shamanism conference Skafte 3, 7

Nature observation paper due

10/12 Journeywork Gottschall 1, 2, 3

10/19 Oral and written forms of myth Kane 6, 7
 Abram 4

Proposals due for final paper

10/26 Marija Gimbutas and Shaw 5, 6
 archeomythology

11/2 Guest presentation: Greg Sarris Sarris, selected chapters

11/9 Arts Integration: Kurbasy Gottschall 7, 9

11/16 Student presentations Skafte, 8

11/23 Thanksgiving, no class

11/30 Student presentations Kane and Shaw epilogues

12/7: **Final paper due via email**

**THEORIES OF DEPTH PSYCHOLOGY
PSYCHOLOGY 511B
WINTER-SPRING 2019
STEVENSON 3042**

C. SHOSHANA FERSHTMAN, JD, PH.D.
707-292-5199
drshoshanaf@gmail.com
OFFICE HOURS: BEFORE AND AFTER CLASS
BY APPOINTMENT

INDIVIDUATION AS A WAY OF LIFE

TEXTS

Jerome S. Bernstein, “Nonshamanic Native American Healing.” (handout).

Brewster, Fanny, “Wheel of Fire: The African American Dreamer and Cultural Consciousness” (handout).

Brooke, Roger, “*Ubuntu* and the Individuation Process: Toward a Multicultural Analytical Psychology” (handout).

Patricia Damery, “The Alchemy of Catastrophe” (handout).

Downing, Christine, *The Goddess: Mythological Images of the Feminine*, NY: Authors Choice Press, 1981.

Edinger, Edward F., *Ego and Archetype*. Boston and London: Shambhala, 1992.

Edinger, Edward F., excerpt from *The Eternal Drama* (handout).

Hill, John, “Exile, Hell, and the Becoming of God” (handout).

Hillman, James, lecture: “Why Study Greek Mythology” (audio).

Jennings, Janis, “Tending Hestia's Flame: Circumambulating the Sacred Feminine” (handout).

Johnson, Margaret Phillips, “African Dreamers and Healers” (handout).

Jung, C.G., *Two Essays on Analytical Psychology*. NY: Bollingen Foundation, Inc., 1966. (Handout.)

Jung, C.G., *The Red Book, Liber Novus*. New York & London: WW Norton & Co., 2009. (Red Book Reader's Edition is fine to use).

Kimbles, Samuel L., “Cultural Complexes and the Transmission of Group Traumas in Everyday Life” (handout)

MacLennan, Bruce J., “Evolutionary Jungian Psychology” (handout).

Marlan, Stanton, “The Philosophers' Stone as Chaosmos: The Self and the Dilemma of Diversity,” (handout).

Slattery, Dennis Patrick, “Dionysus, Apollo, and Asklepios” (handout).

Ulanov, Ann, “Gifts of the Red Book.” (handouts)

Wikman, Monika. *Pregnant Darkness: Alchemy and the Rebirth of Consciousness*. Berwick, ME: Nicolas-Hays, Inc., 2004.

Woods, Medora, “Voices from the Shadows: Listening for the Self in Apocalyptic Times.” (handout).

OVERVIEW OF THE COURSE

CG Jung defined individuation as “a *process of differentiation* [from the collective], having for its goal the development of the individual personality.” Jung recognized that one becomes oneself by attending to the images that emerge from the personal and collective unconscious and developing a capacity to witness and make meaning of symbols that arise.

This course will explore Jung’s early writings on the relationship between the ego and the personal and collective unconscious, and his recognition that archetypes emerging from the unconscious carry great potency for understanding and coming into relationship with our own depths, and its relevance today in evolutionary psychology (MacLennan).

Using Edinger’s *Ego and Archetype*, we will explore the use of mythological and religious symbolism to understand the numinous power of archetypal images, and view Jung’s model of individuation in cross-cultural settings (Phillips).

Through Wikman’s *Pregnant Darkness* and Stanton Marlon’s work, we will explore alchemical symbolism as a metaphor for the individuation journey.

We will consider myth and motifs of the archetypal feminine and masculine in the individuation process (Edinger, Downing, Hillman, Jennings, and Slattery).

We will explore individuation in multicultural contexts (Brooke and Bernstein), examine the cultural shadows in Jung’s work and the impact of collective trauma on the cultural psyche (Brewster and Kimbles) and in times of global crisis (Damery, Woods).

We will return to Jung and view his own individuation journey as documented in *The Red Book*, and explore our own experience of individuation through engagement with active imagination, and explore theoretical perspectives on Jung’s Red Book writings (Ulanov, Hill).

The course will employ expressive arts modalities including active imagination, artmaking, dreamwork, somatic exploration and journaling to attend to the images that arise in our own psyches over the course of the semester.

SCHEDULE OF CLASS MEETING DATES AND ASSIGNMENTS

For Each Class Meeting: *Please come prepared to discuss passages from the reading material that are particularly moving or puzzling to you.*

January 25, 2019: The Ego and the Personal and Collective Unconscious.

Read in CG Jung's *Two Essays*, "The Personal and the Collective (or Transpersonal) Unconscious," at pp. 64-79, and "The Technique of Differentiation Between the Ego and the Figures of the Unconscious," at pp. 212-226, and Bruce J. MacLennan, "Evolutionary Jungian Psychology." (handouts)

February 1, 2019: The Ego-Self Axis: Inflation and Alienation

Read Edinger's *Ego & Archetype*, "The Inflated Ego," and "The Alienated Ego," pp. 1-61.

February 8, 2019: The Discovery of the Self.

Read in Edinger's *Ego & Archetype*, "Encounter with the Self" pp. 62-104, and Margaret Phillips Johnson, "African Dreamers and Healers" (handout).

February 15, 2019: Lunar Consciousness and Beginning the Alchemical Process

Read Wikman, *Pregnant Darkness*, Chapters 1, 2 and 3, pp. 1-67, and Stanton Marlan, "The Philosophers' Stone as Chaosmos: The Self and the Dilemma of Diversity" (handout).

February 22, 2019: Initiation: The Living Waters

Read Wikman, *Pregnant Darkness*, Chapter 4 and 5, pp. 68-153,

March 1, 2019

Listen to James Hillman lecture: "Why Study Greek Mythology." **Read** Janis Jennings, "Tending Hestia's Flame: Circumambulating the Sacred Feminine." Prepare 3-4 page paper on your thoughts and reflections on the lecture as it relates to the process of individuation.

March 8, 2019: Mythology

Read, Edward Edinger, *The Eternal Drama*, pp. 1-37 (handout) and Christine Downing, *The Goddess*, pp. 1-50.

March 15, 2019: Themes of individuation

Midterm Student Presentations, Midterm Papers Due

March 29, 2019: Mythological Archetypes

Read Christine Downing, *The Goddess*, Chapters 5 and 7, pp. 99-130 and 157-185, and Dennis Patrick Slattery, “Dionysus, Apollo, and Asklepios” (handout).

April 5, 2019: Multicultural Perspectives on Individuation

Read Roger Brooke, “*Ubuntu* and the Individuation Process: Toward a Multicultural Analytical Psychology” and Jerome S. Bernstein, “Nonshamanic Native American Healing.” (handouts).

April 12, 2019: The Cultural Complex

Read Samuel L. Kimbles, “Cultural Complexes and the Transmission of Group Traumas in Everyday Life,” and Fanny Brewster, “Wheel of Fire: The African American Dreamer and Cultural Consciousness” (handouts).

April 19, 2019: Individuation in Times of Global Crisis

Read Medora Woods, “Voices from the Shadows: Listening for the Self in Apocalyptic Times,” Patricia Damery, “The Alchemy of Catastrophe” (handouts).

April 26, 2019: Jung’s Individuation Journey

Read CG Jung, *The Red Book*, “Liber Primus,” pp. 227-255 (pp.117-207 in the Reader’s Edition).

May 3, 2019: Jung’s Individuation Journey

Read John Hill, “Exile, Hell, and the Becoming of God,” and Ann Ulanov, “Gifts of the Red Book.” (handouts)

May 10, 2019:

Final presentations; Final papers due

COURSE PROJECTS

Tracking Your Inner Landscape Journal: Maintain a daily journal from the first class meeting, reflecting on your internal process as we move through the course. Reflect on dreams, synchronistic experiences, responses to readings and in-class experiential activities. Journal may include written work, artwork, mandala drawings, music and whatever creative expression moves you. Journals will ***not*** be collected, this is your private space to explore and integrate your experience.

Midterm Paper due March 16, 2018:

Choosing a particular archetype or myth that is personally meaningful to you, explore how engagement with the myth or archetype impacts your individuation process (relationship between the myth/archetype and your own ego development). Include theoretical material from the readings, and from at least five outside sources (peer-reviewed journal articles or books, and not from other class readings). In addition, the paper will include at least five additional sources (articles or books) related to the topic that would be the source of future research. Papers should be in Microsoft Word format and sent via email to me at this email: drshoshanaf@gmail.com.

Midterm Class Presentation:

Prepare a class presentation presenting on your midterm paper topic. Presentations should be 20-25 minutes and may include experiential activities (please present a proposal one week in advance of any experiential activities you would like to engage in with the class).

In-Class Final Presentation: Create a class presentation that reflects your individuation experience during the course, making meaning of your experience by drawing on theoretical sources from course readings and at least five outside depth psychology sources (books or peer-reviewed journals). Presentations are 20-25 minutes each, and may include spoken word, presentation of artwork, music, movement, or other forms of your own creative expression.

Final Paper due May 17, 2019:

Draw on the theoretical perspectives from the course readings and include at least five outside sources (peer-reviewed journal articles or books) that contextualize your individuation experience over the course of the semester. (Outside readings should not include readings for other classes). Include an addendum of at least five additional articles or books that you would consult for further research on the topics raised. Written portion must be 12-15 pages in length, exclusive of additional artwork, music or other creative expression which are a welcome as adjunctive to the written paper. Papers should be in Microsoft Word format and sent via email to me at this email: drshoshanaf@gmail.com.

EVALUATIONS

Your grade is based upon

- your thoughtful and meaningful participation in class (30%);
- midterm paper (20%);
- midterm class presentation (15%)
- final presentation (15%),
- final paper (20%).

See Rubrics for Specific Guidelines.

COURSE GOALS

- To understand and experience key concepts related to Theory of Depth Psychology, including: ego-Self axis, personal unconscious, collective unconscious, archetypes and Jung's theory of individuation.
- To articulate and express key concepts of Depth Psychology.
- To understand how myth, religious symbolism, and alchemy reflect the individuation journey.
- To articulate and express theoretical bases of the meaning of myth, religious symbolism and alchemy reflect personal transformation.
- To build one's capacity to reflect on and understand the presence and power of archetypal symbolism in our own and others' lived experience.
- To articulate and express theoretical bases of how archetypal symbolism impacts individual development.
- To understand the symbolic meaning of alchemy and mythology as they relate to psychological process.
- To articulate and express the theoretical basis of alchemy and mythology as processes of individual psychological development.
- To articulate and express theoretical bases of Jung's theory of individuation and related theories of depth psychology as they relate to personal psychological development.
- To build skills in theoretically based psychological writing.
- To build one's capacity to make meaning of one's psychological experience theoretically.
- To develop mindful awareness of one's internal states through somatic, cognitive, somatic, creative and emotional awareness.
- To express and articulate theoretical bases of the meaning of internal experience.

Knowledge Base in Depth Psychology

- Describes the major theories in the field and implements understanding of them through theoretical papers and projects.
- Demonstrates a synthetic understanding of how specific ideas and concepts 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 Practices and Skills

- 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 knowledge of ethical issues that may arise with the use of depth inquiry practices and skills, both for oneself and in usage with others, and demonstrates knowledge in adapting techniques to specialized groups or specific 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, and self-care.

Analytical Skills

- Differentiates and evaluates theories, methods, or approaches to an issue or context.
- Analyzes, adapts, reformulates, uses central ideas, concepts and techniques.

Use of Information Resources

- Provides adequate evidence through papers and projects of assessing, contributing to, or refining an information base or resource.

Evaluation

Your course grade is based on quality and timeliness of papers, presentations and assignments, attendance, and quality of class participation. You're expected to do the reading for the class and to come prepared for discussion and projects in class. You can expect to spend 3-6 hours per week (3 hours per unit) on readings and projects for this class. Bring a copy of the week's reading and assignments to class for discussion and reference. Papers and assignments are due on the due date; extensions for papers must be discussed with the instructor and approved ahead of the due date. Late papers will be graded down one partial grade for every week they're late.

Rubrics

Evaluating Midterm (20%) and Final (20%) Writing Assignments

	Advanced	Proficient	Emerging	Initial
Knowledge of Various Aspects of Depth Psychology	Assignments are excellently written and cogently articulate presentations of course content, reflecting student's <u>superior understanding</u> of depth psychological theory and practice (including individuation, archetypes, ego-Self axis, alchemy, active imagination.)	Assignments are well-written presentations of course content, demonstrating <u>strong understanding</u> of depth psychological theory and practice (including individuation, archetypes, ego-Self axis, alchemy, active imagination).	Assignments are adequately written and demonstrate a basic understanding of depth psychological theory and practice (including some references to individuation, archetypes, ego-Self axis, alchemy, and/or active imagination). Some improvement is needed.	Assignment content presented a <u>minimal understanding</u> of depth psychological theory and practice (including some references to individuation, archetypes, ego-Self axis, alchemy, and/or active imagination.) Significant improvement is needed.
Writing Skills	Student demonstrates excellent writing skills: writing is thoughtful, moving, cogent and ideas are complex. Response represents complex and original thinking, vulnerability and a high degree of intelligence and exceeds requirements. Demonstrates mastery and integration of key concepts.	Student demonstrates strong writing skills: writing is clear, ideas are complex and well articulated. Response is thoughtful and meaningful in ways that fulfill assignment requirements. Student demonstrates highly developed understanding and integration of key concepts.	Student demonstrates basic writing skills: writing is coherent, and ideas are relevant and presented with some degree of self-reflection. Response fulfills assignment requirements. Student demonstrates basic understanding and integration of key concepts.	Student demonstrates basic writing skills, but writing lacks sufficient degree of coherence and/or self-reflection. Response failed to fulfill all assignment requirements. Student demonstrates some understanding and integration of key concepts of clinical casework, but needs further support in developing understanding of certain key concepts.

Evaluating Midterm Presentation (15%)

	Advanced	Proficient	Emerging	Initial
Midterm Presentation	Student offered a unique and interesting presentation that reflected an integrated understanding and expression of key concepts related to individuation.	Student presentation reflected a good understanding and expression of key concepts related to individuation.	Student formulated a presentation that reflected several key concepts related to individuation.	Student presentation reflected some understanding of theoretical concepts but did not fully express an integrated understanding of key concepts related to individuation.

Evaluating Final Presentation (15%)

	Advanced	Proficient	Emerging	Initial
Final Presentation	Student offered a unique and interesting presentation that reflected an integrated understanding and expression of key concepts related to individuation and how these emerged in their own process.	Student presentation reflected a good understanding and expression of key concepts related to individuation and how these emerged in their own process.	Student formulated a presentation that reflected several key concepts related to individuation and how these emerged in their own process.	Student presentation reflected some understanding of theoretical concepts but did not fully express an integrated understanding of key concepts related to individuation and how these emerged in their own process

Evaluating Participation (30%)

	Advanced	Proficient	Emerging	Initial
Participation	Student demonstrated strong participation, expressed interest in concepts and support for other students' learning experience, and offered ideas that deepened the class experience.	Student participated consistently and enthusiastically, was supportive of other's learning experience.	Student participated consistently in class discussions and activities, was respectful of others' participation.	Student participated adequately but was not fully engaged in the process or supportive of others' participation.

Attendance

Attendance at all class meetings is mandatory. While you can always read what was missed, you can't reproduce the discussions and exercises experienced in class. Attendance means timely attendance—being on time and not leaving early. Being more than 15 minutes late or leaving early constitutes a missed class. Excused absences are possible only with a doctor's note or a real emergency and do not count as an absence instance. At the same time, absence affects your participation points. If you're absent, it's your responsibility to provide the instructor with due notice beforehand and to inform the instructor of the reason for the absence. Class material is due with an excused absence unless you have arranged with the instructor ahead of time. Missing more than one class will bring down your grade; it's not possible to pass the class if you miss more than 3 classes. If you must miss a class, ask someone in class to take notes for you: you are responsible for learning the material covered in a missed class.

Classroom Etiquette

In order to maintain a positive classroom climate, please refrain from engaging in behaviors that are disrespectful and distracting to the professor and to fellow students. These include engaging in side conversations, cross-talk, texting, using cell phones, checking email, or surfing the internet. Please turn off cell phones and computers during class. Cell phone use in class is disruptive, so they may be used outside of class during breaks only. You'll be asked to turn off your phone in class if you check it or answer it during class. Disruptive behavior in class will bring down your final grade.

Plagiarism / Academic Honesty

It is expected that all material submitted as part of any class assignment is the actual work of the student whose name appears on the material. The concept of academic honesty includes plagiarism as well as receiving and / or giving improper assistance on coursework. The university's policy of academic honesty expects students to be honest in attributing others' work to those who wrote it, with proper citations, references, and paraphrasing of material. Using the words of an author without specifically quoting and referencing the author is plagiarism—passing off another's ideas as one's own. A paper that has material copied verbatim from a book, article, another student, or Internet source without proper referencing may be given an F and will be reported to the university officer. A second instance is also reported and may lead to removal from the university. Classroom instructors may use online software such as turnitin.com to assess the academic honesty of student papers. The University's Cheating and Plagiarism policy is available at http://www.sonoma.edu/UAffairs/policies/cheating_plagiarism.htm.

APA Style

Papers are double-spaced, paginated, with 1" margins all around, and a simple 12 point font like Times, Times New Roman, Helvetica, Arial, etc. References and citations are APA style. The Library has simple APA style guidelines online. Owl Purdue has excellent online APA style guidelines.

University Standards of Conduct

The program adheres to university student conduct policies found at <http://web.sonoma.edu/uaffairs/policies/>. Each student is expected to be aware of these policies. Areas relevant to students are policies on academic freedom, [academic honesty](#), [alcohol use](#), [disability access](#), [discrimination and sexual harassment](#), [disruptive behavior](#), [drug use](#), the presence of [animals on campus](#), [smoking](#), [assaultive or threatening acts](#), and using human subjects in research.

Student Responsibilities

- Speak from your own experience in class
 - Use "I" language
 - Relate personal material offered during class to class content in service to academic learning
 - Refrain from interpreting or evaluating others' experiences and symbolic work

- Refrain from speaking for others (no “we” or “you”)
 - Refrain from giving advice to others
- Receive permission before talking about another's experiences—classmate experiences are confidential inside and outside of class
- Develop an inner compass for what is right for you
 - Participate at a level that is right for you—you evaluate and determine this
 - Be aware of your academic freedom to engage or not in experiential exercises as they meet your learning goals and benefit your learning
 - Discuss with the instructor how you might modify experiential exercises, projects, and papers to meet your individual needs and learning goals
- Develop self-awareness and self-regulation skills for self-care
 - Maintain an embodied balanced centered focus
 - Make use of meditation, mindfulness, deep breathing techniques
 - Make use of a curious, open, accepting, loving, compassionate inner stance
 - Begin and return to an attuned balanced inner center as a safe spot in exercises
 - Step outside of class as needed for self-care: quietly stand up and leave the room, no need to request permission of the instructor
 - Identify triggering issues and use self-care with them—deep breathing, mindfulness, stepping outside to rebalance and refresh, reflection, and depth inquiry skills
- Bring self-reflection to learning
 - Develop the inner space to experience, witness, and reflect
 - Work to understand projection in the group field, and seek to learn about yourself from what activates you in others, while setting appropriate boundaries with others when needed
 - Offer questions and insights on work from prior class at the next class
 - Make check-ins brief and reference your experience in support of learning
- Interact as a respectful member of the depth community
 - Develop supportive relationships with classmates to give support in learning
 - Engage in psychotherapy or use mental health resources as needed—be mindful that classmates and faculty cannot provide the ongoing care that a therapist offers
- Abide by the university's policy on academic honesty that prohibits cheating and plagiarism, by citing and referencing the use of others' work
http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm
- Abide by the university's policy on student conduct during class and field trips by avoiding disruptive behaviors that are disrespectful, distracting, and threatening
<http://www.sonoma.edu/uaffairs/policies/disruptive.html>
- Abide by the university's policy on discrimination and sexual harassment by avoiding discriminatory behaviors in relation to race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, medical condition and veteran status, and sexually harassing behaviors
<http://www.sonoma.edu/uaffairs/policies/discrimination.htm>
- Provide course evaluation and teaching feedback with the end-of-semester student evaluation of teaching effectiveness (SETE)
- Consult with the class instructor should questions or concerns arise about class assignments, learning, or evaluation standards

- Questions, concerns, problems? Talk with the class teacher first, then the program coordinator

Faculty Responsibilities

- Set class learning goals that reflect the program learning goals
- Design class exercises and assignments to develop particular skills and competencies that are linked to class learning goals
- Provide clear standards in the form of rubrics or evaluative criteria that indicate how student work in the form of class participation, exercises, papers, projects, is evaluated
- Provide alternative assignments when possible to meet learning goals
- Provide evaluative feedback on student participation, papers and projects that indicates the rationale for the grade
- Model or provide examples of how to integrate academic work (concepts, theory, research, case studies, readings) with experiential work
- Provide a class environment based on mutual respect that fosters intellectual inquiry and personal growth, and which is free of misconduct, discrimination, and harassment
- Provide guidelines for appropriate behaviors regarding assignments
- Intervene when needed in order to maintain a respectful classroom learning environment
- Make time to meet with students when questions or concerns arise, and keep confidential what is discussed
- Respond to emails within 2-3 days during the week during the academic semester; weekends, breaks, and vacations may lengthen the time of response
- Provide mid-semester evaluation reports to students whose work is unsatisfactory
- Consult with faculty, program coordinator, and university staff as the need arises regarding academic issues and student learning questions and concerns
- Follow university policies regarding academic work, student and faculty conduct, disability, etc.
- Engage in faculty development workshops and discussions to maintain a high level of professional competence in the classroom

Students with Special Needs

If you're a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

Emergency Evacuation

If you're a student with a disability and you think you may require assistance evacuating Stevenson in the event of a disaster, or if the elevator is out of service, inform your instructor about the type of assistance you may require. You and your instructor will discuss your specific needs and the type of precautions that should be made in advance of such an event (e.g., assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and to contact the Disability Services for Students office if other classroom accommodations are needed.

Sonoma State University
Department of Psychology
Psychology 542B Methods & Applications of Depth Psychology

Term/Units: Spring 2019 / 3 units
Instructor: Sil Machado, Ph.D.
Telephone: 707-529-3021
Email: silvio.machado@sonoma.edu
Office Hours: 4:00-5:00 PM Thursdays (by appointment)
Office Location: Stevenson 3085 / Nichols 235
Class Day/Time/Location: Thursday 5:00 – 8:00 PM/STEV 3042 (3048/3050)

Course Description:

This second semester course continues the exploration of the techniques of depth inquiry, methods for accessing, exploring, and understanding the hidden parts of the self. Students will continue to learn how the symbol contains, mediates, and expresses personal experience. Intensive work with different art forms, dreams, fairytales, meditation, active imagination, sandplay, and the body will comprise the primary modalities addressed. Students will deepen their appreciation for conceptual approaches to make sense of symbolic experience. Theory and practice will be integrated throughout the course.

Program Learning Goals and Competencies & Course Learning Outcomes

Program Learning Goals and Competencies: This course addresses the following Program Learning Goals & Competencies. See student handbook for more information.

2. Depth Inquiry Practices & Skills
3. Self-Knowledge & Self-Reflection
5. Application of Learning
9. Use of Information Resources

Course Learning Outcomes: At the end of this course, students will demonstrate the following course-specific learning outcomes:

- A. A foundational and embodied understanding of the basic methods and applications of depth psychology, including (but not limited to) art process, dreams, fairytales, meditation, active imagination, symbolic work, sandplay, and body mapping.
- B. An embodied sense of how to apply the methods and applications of Jungian psychology to one's experience in order to gain further insight into both conscious and hidden aspects of the psyche, to activate the relationship between consciousness and the unconscious, and to more fully and deeply understand and appreciate the theory that underpins these methods and applications.
- C. An emerging capacity to engage library resources for the purposes of literature review and theoretical writing.
- D. A beginning sense of possible research topics that may be of interest for the student's second year culminating paper or project.
- E. A felt sense of growth and individuation that arises out of engagement with the psyche.

Transformative Learning & Experiential Work

Like all courses in the Depth Psychology program, this course draws heavily on principles of transformative learning, which emphasize the centrality of personal reflection in the educational process. In this course, you will be asked to apply the theoretical concepts to your own inner life so as to gain an embodied understanding of the material. The application of course material to your own experience *is*

always in service of your academic learning. Thus, you will be asked to maintain the right working distance from what comes up for you, so as to be able to reflect on it and understand it in the context of the course concepts and theories. Although in gaining new insights about yourself you will likely be changed by this work, experiential activities should not be confused for the personal work that is typically done in psychotherapy or other types of personal healing. Additionally, please contact the instructor if you believe that modifying an assignment will help you to maintain the right working stance for you.

Required Texts & Readings

Required Texts

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Ammann, R. (1991). *Healing and transformation in sandplay: Creative processes become visible*. Chicago, IL: Open Court.

Mattoon, M. A. (1998). *Understanding dreams*. Washington, DC: Spring.

von Franz, M. L. (1996). *The interpretation of fairytales* (Revised edition). Boulder, CO: Shambhala.

Other readings will be posted to Canvas.

Assigned Readings

Readings should be completed by the date listed in the class schedule below. Readings will draw from Ammann (1991), Mattoon (1998), von Franz (1998), and the articles posted to Canvas. Please bring to class two quotes that struck you from the assigned readings and your reflections on them to discuss. We may not get to these every class, but you should be prepared to share your thoughts and embodied reflections on a few of the concepts presented in the readings.

Course Requirements

1. Class Attendance

Given the experiential nature of this course, and the importance of our classroom container, your learning depends on you being present. Attendance at all class meetings is mandatory. While you can always read what was missed, you cannot reproduce the discussions and exercises experienced in class. Attendance means timely attendance—being on time and not leaving early. Being more than 15 minutes late or leaving early constitutes a missed class. Multiple late arrivals under 15 minutes will be counted as absences. Excused absences are possible only with a doctor's note or a real emergency; promptly notify the instructor by phone or email if this should happen. Every two classes missed will result in a reduced grade (e.g., A becomes a B).

2. Class Participation (10 points)

When you are in class, it is expected that you will be prepared for group discussion (i.e., by having read the assigned readings) and that you actively offer your thoughts, ideas, and impressions about the course material. We all have something to learn from the mutual sharing that can take place when everyone is well prepared. Students that earn full credit on participation do the following: contribute to the discussion by raising questions, differing opinions, and new points consistently over the course of the semester; are self-aware and reflective in how they respond to others; work to maintain the right working distance from their reactions to course material so as to use those reactions to further learning. Students who earn partial credit (e.g., less than ½ of the points available) on participation do the following: remain silent in class or contribute far less consistently; communicate in disrespectful or reactive ways with classmates or the instructor; demonstrate little effort to maintain the working distance from their reactions so that reflection is not possible.

Note about Confidentiality and Respect: In this course you will be invited to utilize your own experience to enrich your learning so as to gain both an intellectual and embodied understanding of the material. You will be invited to share information about yourself, and will learn about your cohort members in ways that

may feel intimate. In an effort to create a safe *temenos* (i.e., a secure, sacred space) for learning, you are asked to follow two basic guidelines: (1) respect (i.e., adopting a non-judgmental, curious stance) for other students' comments, questions, sharing, and (2) confidentiality (i.e., not discussing other students' sharing outside of class). Holding ourselves to these guidelines allows for a deeper exploration and richer learning experience.

Note about Self-Care: When learning methods designed to work with the psyche, it is possible that uncomfortable feelings may get stirred. We will discuss and practice various self-care methods (see appendix) that help regulate emotional reactions to course material. You may find that you want to step out of the classroom to take a "breather" should something get stirred for you. This is perfectly fine and is encouraged. Please note that doing so will not affect your participation grade.

Grading: See the grading rubric for participation and participation guidelines appended to this syllabus.
Program Learning Goals & Competencies Addressed: 2, 3, 5
Course Learning Outcomes Addressed: A, B, D, E

3. Journal

Please keep a journal throughout this course. Record dreams, thoughts, feelings, experiences, images, symbols, gut reactions, artwork, reflections on your sandplay or fairytale work (see below). Note any recurring themes. Use depth inquiry methods to enter more deeply and explore this material. Although journals will not be graded, ongoing use of your journal will support your development of other assignments.

4. Sandplay Paper (20 points)

This assignment involves two elements:

1. Sandplay Process: For this assignment, you will work with one other classmate and meet outside of class to engage in sandplay together. Early in the semester we will divide into dyads and you will meet in the on-campus sandplay room. Please meet three times, so that each person has the opportunity to make three separate trays. For each tray made, there will be one sandplayer and one sandplay witness:
 - a. Sandplayer: As the sandplayer, you will make three separate trays while being witnessed by a sandplay witness. Please be sure to take a photo of each of your trays so you can remember the scene clearly.
 - b. Sandplay Witness: As the sandplay witness, you will hold the "free and protected space" for the sandplayer who is making the tray. Your silent witnessing is an essential piece of the sandplayer's experience. When the sandplayer is done creating his/her scene, ask if there is anything they would like to share about the tray and listen attentively as they shares whatever they care to. Pay attention to what you experience as the witness. Based on your observations, why do you think Kalff and other sandplay theorists emphasize the importance of being witnessed?

With these three trays you will make in your dyad and trays you will make in class, you will likely have at least four trays to explore in your paper.

2. Paper: After the sandplay series, please write a six-page (maximum) paper that addresses the following:
 - a. Sandplay Theory (10 points): Apply sandplay theory to your trays. How does sandplay theory help you understand what you see in your trays? What hunches do you have about what these trays tell you about the movements in your psyche at this moment in time? What, if any, development do you see among the trays? Are their particular symbols that recur and, if so, what might they mean to you?
 - b. Sandplay Witness (10 points): Describe your experience of serving as sandplay witness. Without mentioning any details about your sandplayer's trays, how was it for you to hold

the space for the sandplayer? What have you learned about providing the “free and protected space”? Based on your experience, do you have any sense of “co-transference” that arose in the field during the process?

In addition to integrating material from the sandplay course readings from both this semester and last semester (i.e., Weinrib’s *Images of the Self*), please be sure to draw from at least five outside sources, including at least three peer-reviewed articles. Select sources that help you understand theory, particular symbols in your trays, the free and protected space, and sandplay witness cotransference.

Grading: See paper grading rubric appended to this syllabus.

Program Learning Goals & Competencies Addressed: 2, 3, 5, 9

Course Learning Outcomes Addressed: A, B, C, D, E

5. Sandplay Article Discussion Thread (0 points, required)

We will not have class on 02/14. Instead, please select from the library an article on sandplay therapy that you find interesting and email it to me as a PDF by 02/08. I will post these articles to Canvas. Each of you are then responsible for reading each of the articles your classmates selected and posting in Canvas some reflections on the various articles. In your post, which should be 3-4 paragraphs in length, please focus on what you have learned from the articles and how these new ideas are shaping your understanding of the sandplay process. Then, please respond to at least two of your classmates’ posts, offering your general thoughts, curiosities, and reflections on their original posts.

Grading: This is a course requirement that is factored into class participation.

6. Nature Sandtray & Poem (5 points)

Make a sandtray in nature of any size. Meditate on and contemplate the tray – feel into it with body awareness, noticing what arises for you in this scene co-created between you and the earth. Photograph your sandtray, title it, and write a brief poem about the experience. Please be prepared to share photos of your sandtray and your poem with the class.

Grading: Grade will be based on having completed the assignment, including photograph(s) & poem.

Program Learning Goals & Competencies Addressed: 2, 3, 5

Course Learning Outcomes Addressed: A, B, D, E

7. Fairytale Altar & Reflection Paper (25 points)

In this assignment you will work with the Lindworm Tale, which will be distributed in class at the beginning of the semester. This assignment involves three elements:

1. Inner Work: During our time together in class, particularly on our extended day, we will engage the fairytale using a variety of approaches. Engage in at least five depth inquiry methods with the Lindworm Tale and its images. These might include, active imagination dialogues, painting/drawing, sculpting, embodying images, reflective journaling, dreamwork, sandplay, acting out scenes, collage, doll-making, found poetry created from the tale, movement, ritual box, body sculpting, etc. If any of your creative work is not portable (e.g., sandplay scenes, large-scale work), please be sure to take photographs that can be brought to class. Our in-class work with the Lindworm Tale will provide inspiration for methods you might choose for your work.
2. Altar (10 points): Design an altar space you will set up in class that reflects your psyche’s engagement with the Lindworm Tale. Tables will be provided. Include on your fairytale altar your creative work, photographs, written descriptions, poetry, artwork, etc. that shows your engagement with the tale. During class, after these are set up, we will have an opportunity to visit each altar, thereby taking in the Lindworm Tale through your psyches work with it.

3. Reflection Paper (15 points): Write a four-page (maximum) paper reflecting on your use of depth inquiry methods utilized to engage with the Lindworm Tale. What have you learned about yourself in working with this tale? How have you been changed? How did working with the Lindworm Tale support that process?

Grading: See paper grading rubric appended to this syllabus.

Program Learning Goals & Competencies Addressed: 2, 3, 5

Course Learning Outcomes Addressed: A, B, E

8. Shame/Shadow Body Mapping & Potluck (15 points)

In class we will work with a shame/shadow body mapping process, in which you will have the opportunity to explore your relationship with these aspects of your psyche. This assignment involves two elements:

1. Shame/Shadow Body Map (10 points): In class we will create shame/shadow body maps. Body mapping is an art process that involves work with a life-sized traced outline of the body, and has been used as a therapeutic process and research method to explore a wide range of important issues (e.g., immigration stress, HIV/AIDS stigma). Using the embodied awareness practices you have been learning over the course of your first year in the program, you will work with shame and shadow, as you encounter them in your lived, embodied experience.

Here, the process of creating the body map becomes a method of inquiry into shame and shadow. This process will be structured and framed by our readings on shame and shadow. Questions you might consider as you work include: How do I experience shame? How do I experience shadow? Where do I tend to hold these aspects of my experience in my body? What happens when I bring kind attention to these areas of my life/body? How do I cultivate a deeper relationship with the outcast elements (remember the Lindworm fairytale!) of my psyche that are connected to shame and shadow?

Note: As DeYoung (2015) describes, shame arises in response to a “dysregulating other.” Kaufman (1992) notes that shame is healed when the interpersonal bridge is restored. For the purposes of this assignment, whereby we will use body mapping as a depth inquiry method, we will work with these two observations in mind. One of the goals is to explore shame and shadow in the company of others (i.e., your classmates and the instructor) who are able to hold, witness, respect, and honor the shamed/shadow experience. Body mapping that explores sensitive material in this way, moves beyond a method of inquiry to a method of healing when held in the compassionate presence of a caring other.

Also, if you do not wish to explore shadow or shame using the body mapping process, you are free to explore another experience or aspect of Jungian psychology (e.g., anima/us, persona, etc.).

2. Shadow Potluck & Body Map Presentations (5 points): On the date listed below in the calendar, please bring to class a potluck snack item that is somehow connected to an element of your shadow. This gives us an opportunity to approach the shadow with playfulness. Also, come to class prepared to present your shame/shadow body map. This presentation will be informal, but should include a reflective articulation of what you discovered in your work about how shame/shadow are at play in your psyche, as well as what this tells you about shame/shadow in general.

Grading: See paper grading rubric appended to this syllabus.

Program Learning Goals & Competencies Addressed: 2, 3, 5

Course Learning Outcomes Addressed: A, B, D, E

9. Group Dream Theater (10 points)

For this assignment, you will have the opportunity to direct and participate with a small group in a “theater” performance of one of your dreams. You will have to recruit classmates as cast members for your dream performance. Create scripts for each cast member so that your cast knows how to perform. Keep elements of Mattoon’s (1998) model of dreamwork in mind as you plan your dream performance. Please include props and music/sound (e.g., instruments, drums, etc.) to create multi-modal, multi-sensory experience of your dream. Each performance will have 10-15 minutes allotted and the dreamer may choose to perform the dream twice. Additional time will be allotted for the dreamer, cast, and witnesses to process the experience.

Note: For the purposes of this assignment, you are asked to select a positive, numinous dream that has enriched your life. Bringing this kind of dream to life in dream theater can deepen the dreamer’s connection to it as a resource and enliven actors and witnesses in the theater process. Please email a copy of your dream report to the instructor the week before the performance. The instructor will share it with the entire class before it is performed.

Grading: Grade will be based on having completed the assignment in a thoughtful, well-prepared manner.
Program Learning Goals & Competencies Addressed: 2, 3, 5
Course Learning Outcomes Addressed: A, B, D, E

10. Dream Council Reflection Paper (15 points)

For this assignment, you will have the opportunity to engage with Aizenstat’s (2009) dream council practice. Select a series of six to eight dream figures from your dream journal with which you will hold a dream council. In class we will have some time to start the process of creating dream figure representations. Possibilities include, but are not limited to, painting, drawing, clay, and collage. Continue the process of creating figures from the dream until each important figure represented. Then, follow Aizenstat’s steps for the dream council practice. Hold at least three councils in which you consult with the dream figures about an important issue(s) in your life. Then, write a four-page (maximum) paper describing your process and the discoveries/insights/directions you have gained from the process. The paper should demonstrate your grasp of the dream council process. Include, as appendices, photographs of each dream figure that you created.

Note: If the dream council process does not speak to you, write a paper that, in a poetic way, applies Mattoon’s (1998) model of dreamwork to your dream. Elaborate the dream text, context, the attitude you take toward the dream, your work with objective and/or subjective layers of the dream, the dream’s compensatory function, and the interpretation to which you have come. The paper should demonstrate your grasp of Mattoon’s method.

Grading: See paper grading rubric appended to this syllabus.
Program Learning Goals & Competencies Addressed: 2, 3, 5
Course Learning Outcomes Addressed: A, B, D, E

Grading Policy & Late Assignments

Points for Assignments

Class Participation	10 points
Sandplay Paper	20 points
Nature Sandtray & Poem	5 points
Fairytale Altar & Reflection Paper	25 points
Shame/Shadow Body Map & Presentation	15 points
Group Dream Theater	10 points
Dream Council Reflection Paper	<u>15 points</u>
	100 points

Course Grading Structure

93-100%	A	80-82%	B-
90-92%	A-	76-79%	C+
86-89%	B+	73-75%	C
83-85%	B	70-72%	C-
		< 70%	F

Late Assignments

The expectation in this graduate-level course is that assignments are turned in on time. Every assignment must be completed in order to receive credit for the course. *Only in extenuating circumstances (e.g., illness, family emergency) will late assignments be accepted. Extensions on presentations will not be granted.* Students may email written assignments to me if they are not in class the day the assignment is due; however, the following week, a hard copy must be submitted to me for the purposes of grading and feedback.

Course Policies

Office Hours

If you would like to meet to discuss some aspect of the course or your experience in the course, please email me to make an appointment.

Methods of Instruction

This highly experiential course will involve a variety of instructional methods, including, discussion-based lecture, experiential work, mutual sharing, art processes, experiential writing activities, video, and student presentations.

Classroom Etiquette

In order to maintain a positive classroom climate, please refrain from engaging in behaviors that are disrespectful and distracting to the professor and to fellow students. These include engaging in side conversations, cross-talk, texting, using cell phones, checking email, or surfing the internet. Please turn off cell phones and computers during class. Cell phone use in class is disruptive, so they may be used outside of class during breaks only. You'll be asked to turn off your phone in class if you check it or answer it during class. Disruptive behavior in class will bring down your final grade.

Writing Style

APA style and formatting is expected for all papers. Please include a title page, correct in-text citations, and a reference page. Papers should be double-spaced, paginated, with 1-inch margins. Simple 12-point fonts like Times, Times New Roman, Helvetica, Arial, etc. are acceptable. The SSU Library provides information on and examples of APA parenthetical citations, reference page formatting, headings, usage

and style, etc. (<http://libguides.sonoma.edu/citationstyles>). Another excellent resource is the Online Writing Lab of Purdue University (<https://owl.english.purdue.edu/owl/section/2/10/>).

University Policies & Resources

Academic Integrity

It is expected that all material submitted as part of any class assignment is the actual work of the student whose name appears on the material. The concept of academic honesty includes plagiarism as well as receiving and / or giving improper assistance on coursework. The university's policy of academic honesty expects students to be honest in attributing others' work to those who wrote it, with proper citations, references, and paraphrasing of material. Using the words of an author without specifically quoting and referencing the author is plagiarism—passing off another's ideas as one's own. A paper that has material copied verbatim from a book, article, another student, or Internet source without proper referencing may be given an F and will be reported to the university officer. A second instance is also reported and may lead to removal from the university. Classroom instructors may use online software such as turnitin.com to assess the academic honesty of student papers. The University's Cheating and Plagiarism policy is available at http://www.sonoma.edu/UAffairs/policies/cheating_plagiarism.htm.

Campus Policy on Disability Access for Students

If you are a student with a disability, and think you may need academic accommodations, please contact Disability Services for Students (DSS), located in Salazar Hall, Room 1049, Voice: (707) 664-2677, TTY/TDD: (707) 664-2958, as early as possible in order to avoid a delay in receiving accommodation services. Use of DSS services, including testing accommodations, requires prior authorization by DSS in compliance with university policies and procedures. Direct link: <http://www.sonoma.edu/uaffairs/policies/disabilitypolicy.htm>.

Emergency Evacuation

If you are a student with a disability and you think you may require assistance evacuating a building in the event of a disaster, you should inform your instructor about the type of assistance you may require. You and your instructor should discuss your specific needs and the type of precautions that should be made in advance of such an event (e.g., assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and contact the Disability Services for Students office if other classroom accommodations are needed.

Date	Class Topics, Activities, & Discussion	Assignments (Due date listed)
01/25 Class 1	Course Overview / Self-Care Practices Group Sandtray	<ul style="list-style-type: none"> ▪ Purchase texts and reader
01/31 Class 2	Sandplay: Theory & Experiential	<ul style="list-style-type: none"> ▪ Ammann (1991) Chp. 1-3 ▪ Reader: D. Kalff (1993); Dukes (1992); Hegeman (1992); Turner (1993)
02/07 Class 3	Sandplay: Theory & The Sandplay Series	<ul style="list-style-type: none"> ▪ Ammann (1991) Chp. 4-6 ▪ Reader: Devine (1994); Jackson (1991); M. Kalff (1993)
02/14 Class 4	Sandplay: Theory & Research Class will “meet” on Canvas, in the “Sandplay Article Discussion Thread”	<ul style="list-style-type: none"> ▪ Sandplay Article Discussion Thread: Send your selected sandplay article to the instructor by 02/08. Read each of the articles posted to Canvas, and write a 3-4 paragraph post reflecting on your learning. Posts are due by 02/14 at 8 PM. Please respond to two of your classmates’ posts by 02/18.
02/21 Class 5	Sandplay: Theory & Nature Sandtrays	<ul style="list-style-type: none"> ▪ Ammann (1991) Chp. 7-8 ▪ Reader: Bradway (1997); Cunningham (2009); Dunn-Fierstein (1993) ▪ Nature Sandtray Photo(s) & Poem Due (these will be shared in class)
02/28 Class 6	Fairytales: Theory & Lindworm Tale	<ul style="list-style-type: none"> ▪ von Franz (1996) Chp. 1-2 ▪ Reader: McCurdy (1991)
03/07 Class 7	Fairytales: Experiential Work with Lindworm Tale	<ul style="list-style-type: none"> ▪ von Franz (1996) Chp. 3-4 (Optional: Chp. 5-7) ▪ Reader: Baring (1991), von Franz (1985) Lecture 1-2
03/14 Class 8	Fairytales: Lindworm Tale & Jungian Theory Dream Theater Preparation	<ul style="list-style-type: none"> ▪ Reader: Curran (1991), Aizenstat (2009) Chp. 1 ▪ Come Prepared to Discuss Your Dream Theater Ideas with Classmates ▪ Sandplay Paper Due
03/21	Spring Break	
03/28 Class 9	Fairytale Altar Exhibitions & Discussion Dream Theater Preparation & Mattoon’s Model	<ul style="list-style-type: none"> ▪ Mattoon (1998) Chp. 1-4 ▪ Reader: Aizenstat (2009) Chp. 6 ▪ Fairytale Reflection Paper & Altars Due
04/04 Class 10	Dream Council: Process & Figure Making	<ul style="list-style-type: none"> ▪ Mattoon (1998) Chp. 5-8 ▪ Reader: Aizenstat (2009) Chp. 3 ▪ Come to Class with at Least Two Dream Figures You Intend to Include in your Council
04/11 Class 11	Shadow/Shame Body Mapping Process	<ul style="list-style-type: none"> ▪ Mattoon (1998) 9-11 ▪ Reader: Devine (2008); de Jager et al. (2016); Kaufman (1992) Chp. 1; DeYoung (2015) Chp. 2 ▪ Optional/Skim on Canvas: Skop (2016); Gastaldo et al. (2012)
04/18 Class 12	Shadow/Shame: Theory Discussion & Experiential	<ul style="list-style-type: none"> ▪ Mattoon (1998) 12-14 ▪ Reader: Kaufman (1992) Chp. 2; Ginot (2015) Chp. 5; Greene (2001) ▪ Dream Council Paper Due
04/25 Class 13	Shadow/Shame Body Mapping Presentations Shadow Potluck	<ul style="list-style-type: none"> ▪ Mattoon (1998) 15-16 ▪ Reader: Casement (2006); Kaufman (1992) Chp. 4 ▪ Bring a Potluck Snack Item ▪ Shame/Shadow Body Map Presentations Due
05/02 Class 14	Dream Theater	<ul style="list-style-type: none"> ▪ Mattoon (1998) Chp. 17-18 ▪ Email Dream Theater Dream to Instructor by 04/26 ▪ Dream Theater Presentations Due
05/09 Class 15	Course Review & Integration Group Sandtray	<ul style="list-style-type: none"> ▪ Catch up on readings.

Appendix A: Participation Rubric

10 Points

Quality Participation	
Exemplary 9-10 points	Raises questions, responds to questions, and contributes to the learning of others frequently. Prepared to discuss course material during class by showing evidence of having done the assigned readings. Demonstrates nuanced, sophisticated, reflective, and thinking by actively participating in class discussions and raising critical questions/points. Comments and questions reflect critical, integrative thinking about/application of course material. Actively supports, engages, and listens to peers in an ongoing, appropriate way. Maintains reflective awareness and respectful, curious attitude toward peers' sharing. Consistently utilizes emotional reactions to in-class discussion in a reflective manner to further own learning. Contributions regularly enrich the learning environment. Consistently fosters sense of safety in classroom with presence.
Developed 7-8 points	Raises questions, responds to questions, and contributes to the learning of others often. Usually prepared to discuss course material during class by showing evidence of having at least skimmed the readings. Demonstrates an adequate level of reflective thought and critical thinking about course material. Sincere effort to maintain reflective awareness and respectful, non-judgmental attitude toward peer's sharing. Utilizes emotional reactions to in-class discussion in a reflective manner to further own learning at times. Contributions occasionally enrich the learning environment; they do not detract from the learning environment. Sometimes fosters sense of safety in the classroom with presence.
Emerging 3-6 points	Raises questions, responds to questions, and contributes to the learning of others infrequently. May be prepared to discuss course material, but contributes very little to discussion and usually in very general terms. Usually embedded in personal reactions with little evidence of reflective capacity to further own learning. Communicates reactions responsibly on an inconsistent basis. Contributions at times detract from the learning environment. Does not contribute to sense of safety in classroom with presence. Classroom dynamic are sometimes disrupted by presence.
Underdeveloped 0-2 points	Raises questions, responds to questions, and contributes to the learning of others rarely if at all. May be prepared to discuss course material, but rarely speaks, if at all, during in-class discussion. Does not appear to make good use of emotional reactions to in-class discussion in a reflective manner to further own learning. Contributions regularly detract from the learning environment. Classroom dynamic is often disrupted by presence.

Appendix B: Sandplay Paper
20 points

	Exemplary	Developing	Emerging	Undeveloped
Application of Sandplay Theory	Points are clearly made, concepts defined, developed, excellent examples or supporting details. Clearly articulates general understanding of sandplay concepts & theory. Integrates & synthesizes all selected resources. 9-10 points	Many good points, terms defined & developed, good supporting details & examples. Limited general understanding or ability to articulate understanding of sandplay concepts & theory. Integrates & synthesizes most selected resources. 5-8 points	Information present, not all supported by examples, little development of ideas. Significantly limited general understanding or ability to articulate understanding of sandplay concepts & theory. Includes some selected resources. 3-4 points	Some information; but irrelevant examples or details included; no development. Little to no evidence of general understanding of sandplay concepts & theory. Little integration of synthesis of selected resources. 0-2 points
Sandplay Witness Reflection	Deeply reflective considerations of role of sandplay witness with clear understanding of “free and protected space” evidenced. 9-10 points	Reflective consideration given to role of sandplay witness with general understanding of “free and protected space” evidenced. 5-8 points	Little depth of reflection, perhaps with missing elements or significantly limited understanding of role of sandplay witness and “free and protected space” 3-4 points	No reflection apparent or, if present, evidences significant misunderstanding of role of sandplay witness and “free and protected space” 0-2 points

Appendix C: Fairytale Altar & Reflection Paper
25 points

	Exemplary	Developing	Emerging	Undeveloped
Altar	Altar reflects deeply reflective and creative engagement with methods used to explore the fairytale and its personal meaning. 9-10 points	Altar reflects adequate level of engagement with methods used to explore the fairytale and its personal meaning. 5-8 points	Altar reflects little engagement with methods used to explore the fairytale and its personal meaning. 3-4 points	Altar reflects little to no engagement with methods used to explore the fairytale and its personal meaning. 0-2 points
Level of Reflection & Organization in Paper	Deeply reflective paper, clearly articulates engagement with the fairy tale in a manner that reveals inner workings of the psyche. The paper is unified, clear, and the organization flows logically. 13-15 points	Reflective paper, but lacks depth, or involves a limited understanding or ability to articulate engagement with fairy tale in manner that reveals much. The paper is mostly unified, clear, and the organization flows logically. 8-12 points	Little depth in reflection, with missing elements or significantly limited understanding or appreciation for what fairy tale reveals about the psyche. The paper may lack clarity in some places. 4-7 points	No reflection apparent in paper or, if present, contains significant errors or represents little engagement with the fairy tale in a way that is personally or academically meaningful. The paper is not very unified, coherent, or does not flow logically. 0-3 points

Appendix D: Shadow/Shame Body Map & Presentation
15 points

	Exemplary	Developing	Emerging	Undeveloped
Body Map Completion	Completed in a manner that reflects engagement with the process 5 points			Not completed. 0 points
Presentation: Reflection on Shadow/Shame Material Discovered during Body Mapping Process	Deeply reflective. Clearly articulates an understanding of persona/shadow in terms of personal learning and creative synthesis process. Presentation is focused, unified & accomplishes its purpose. 9-10 points	Reflective, but lacks depth, or involves a limited understanding or ability to articulate understanding of persona/shadow in terms of personal learning. Purpose is clear; presentation is mostly unified, focused; organizational pattern is evident. 5-8 points	Little depth in reflection, with missing elements or significantly limited understanding or ability to articulate understanding of relationship between persona/shadow and personal learning. Focus lacks clarity. Or, stated focus fails to unify the presentation. 3-4 points	No reflection apparent or, if present, contains significant errors in understanding of relationship between persona/shadow and personal history, or ability to articulate that relationship. There is no focus, and the presentation isn't unified. 0-2 points

Appendix E: Dream Council Reflection Paper
20 points

	Exemplary	Developing	Emerging	Undeveloped
Engagement & Insights	Paper demonstrates reflective engagement with Dream Council process and a nuanced understanding of the steps involved. Insights that have come from engagement with the process are clearly articulated and related to the student's life. 13-15 points	Paper demonstrates adequate engagement with Dream Council process and a general understanding of the steps involved. Insights that have come from the process are articulated well-enough. 8-12 points	Paper demonstrates some little engagement with Dream Council process and a very general understanding of the steps involved. Insights that have come from the process lack clarity in their articulation. 4-7 points	Very little engagement with the Dream Council process is evident in the paper. Understanding of the process contains errors. Insights gained from the process are not described. Overall, little effort is apparent. 0-3 points
Written Expression, Style, Grammar, Mechanics, & APA Style	The writing is clear, concise, diction conveys author's voice. Construction is complex, varied. No grammatical or spelling errors. Citations all accurate, quotations include page number. Margins, line spacing, headings accurate. References page, all accurate. 5 points	Construction, diction appropriate for a college level. A few grammatical or spelling errors. Citations mostly accurate, quotations have page #. Margins, line spacing, headings mostly accurate. References mostly accurate. 3-4 points	The writing is not always clear. More exact expression or greater sentence variety is needed. Some grammatical or spelling errors. Citations partly accurate. Margins, line spacing, headings partly accurate. Some accurate references. 1-2 points	The writing is not clear or too informal. Awkward sentence construction. Words are missing; illogical or unclear expressions. Frequent spelling or grammatical errors. Errors in citations or no citations. No references, references page, not in APA style. 0 points

Appendix F: Self-Care Practices

Depth work requires a set of practices and skills utilized to balance/center/ground your experience when working with aspects of the psyche, particularly those that carry an emotional charge. Below are five skills, some of which have been modified from Graham (2013)¹, that you may find useful throughout our course and the Depth Psychology program. You are not limited only to these skills; as you progress through the program, find those methods that work best for you and utilize them regularly.

1. Mindfulness of Breath

This practice is likely familiar to you, and can be used both to ground yourself when activated and as an ongoing practice that cultivates a steadiness of mind and heart. Simply breathe naturally, without changing your breath, and bring your mindful (i.e., non-judgmental, kind) awareness to the breath. Focus wherever you most notice the breath moving in and out of your body – the back of your throat, your nostrils, the rising and falling of your chest or belly. Simply rest your attention there and, when your mind wanders off—which it will—gently direct your attention back to your breath once more. This practice strengthens the insula, the part of the brain that supports awareness of bodily experience. By practicing mindfulness of breath, the insula is strengthened and the capacity to “be with” experience (e.g., emotion, thoughts, constellated complexes, reactions) is developed.

2. Inner Body Awareness

This practice can be used when activated to settle the nervous system, or as an ongoing method of steadying the mind and heart. The purpose is to find a place in the body, perhaps your heart, belly, the Hara, or the soles of the feet, where you can find and connect with a sense of being balanced, connected, and steady, even if particular thoughts or feelings are activated for you. To practice, simply bring mindful awareness to that place in the body and anchor your attention there, allowing the sense of attuned balance to grow, while other aspects of your experience settle. With practice, this somatic anchor is easily accessed and settling.

3. Right Working Distance

This practice is best used when activated with strong emotion or reactions, and is supported by the practices above. Jung was clear that when it comes to complexes, we must gain the right working distance (i.e., separation) from them in order to be able to relate to and work with them. This practice involves becoming aware in the moment that we have been triggered and working to step back from the strong energy contained in the complex, rather than being possessed by it and acting out. Similar to Cultivating Awareness & Equanimity, developing the Right Working Distance involves naming to yourself, in the moment, “I am caught up in something,” or “I am triggered right now,” or even “I am in a complex right now.” Simply naming what is happening is sometimes enough to get some distance; however, in other cases, it may not be, and instead may serve the purpose of helping you identify that you need to practice self-care in the moment to re-regulate. You might realize you need to leave class for a moment, or step back from the exercise we are working with and focus on your breath, or use the Hand on Heart or Deep Breathing skills outlined below. Working to get the right distance when constellated helps us reduce the likelihood of reactivity to what we are working with.

4. Hand on Heart

This somatic practice can be used to soothe yourself when you are activated. Neurophysiologically, when we are activated, our body is producing excess cortisol, a stress hormone. Hand on Heart helps the body to release oxytocin, the “calm down and connect” neurotransmitter. To practice, when activated, simply place your hand on your heart and feel its rhythm beneath your palm. Breathe normally into your heart, perhaps slowing your breath if needed. Imagine giving yourself compassion with your hand, offered with kindness and love. This practice is very soothing and easy to use.

5. Deep Breathing

Likely familiar to you, Deep Breathing can be used when activated and as an ongoing practice to steady the mind and heart. Breathing deeply engages the parasympathetic branch of the nervous system, which is responsible for rest, relaxation, and digestion. When triggered, the sympathetic, or “fight or flight” branch of the nervous system is activated. By breathing deeply, parasympathetic response counterbalances sympathetic response, and reduces activation in the heart and mind. To practice, place one hand on your chest and the other on your belly. Breathe slowly and deeply into your belly, imagining that you are filling up your belly and then your chest with air. Feel your belly and chest expand as you inhale, and then gently contract as you exhale. Go slow and try not to gasp for air – think about creating smooth inhalations and exhalations.

¹ Graham, L. (2013). *Bouncing back: Rewiring your brain for maximum resilience and well-being*.

Appendix G: Faculty & Student Responsibilities

Faculty Responsibilities

- Set class learning goals that reflect the program learning goals
- Design class exercises and assignments to develop particular skills and competencies that are linked to class learning goals
- Provide clear standards in the form of rubrics or evaluative criteria that indicate how student work in the form of class participation, exercises, papers, projects, is evaluated
- Provide alternative assignments when possible to meet learning goals
- Provide evaluative feedback on student participation, papers and projects that indicates the rationale for the grade
- Model or provide examples of how to integrate academic work (concepts, theory, research, case studies, readings) with experiential work
- Provide a class environment based on mutual respect that fosters intellectual inquiry and personal growth, and which is free of misconduct, discrimination, and harassment
- Provide guidelines for appropriate behaviors regarding assignments
- Intervene when needed in order to maintain a respectful classroom learning environment
- Make time to meet with students when questions or concerns arise, and keep confidential what is discussed
- Respond to emails within 2-3 days during the week during the academic semester; weekends, breaks, and vacations may lengthen the time of response
- Provide mid-semester evaluation reports to students whose work is unsatisfactory
- Consult with faculty, program coordinator, and university staff as the need arises regarding academic issues and student learning questions and concerns
- Follow university policies regarding academic work, student and faculty conduct, disability, etc.
- Engage in faculty development workshops and discussions to maintain a high level of professional competence in the classroom

Student Responsibilities

- Speak from your own experience in class
 - Use “I” language
 - Relate personal material offered during class to class content in service to academic learning
 - Refrain from interpreting or evaluating others' experiences and symbolic work
 - Refrain from speaking for others (no “we” or “you”)
 - Refrain from giving advice to others
- Receive permission before talking about another's experiences—classmate experiences are confidential inside and outside of class
- Develop an inner compass for what is right for you
 - Participate at a level that is right for you—you evaluate and determine this
 - Be aware of your academic freedom to engage or not in experiential exercises as they meet your learning goals and benefit your learning
 - Discuss with the instructor how you might modify experiential exercises, projects, and papers to meet your individual needs and learning goals
- Develop self-awareness and self-regulation skills for self-care
 - Maintain an embodied balanced centered focus
 - Make use of meditation, mindfulness, deep breathing techniques
 - Make use of a curious, open, accepting, loving, compassionate inner stance
 - Begin and return to an attuned balanced inner center as a safe spot in exercises
 - Step outside of class as needed for self-care: quietly stand up and leave the room, no need to request permission of the instructor
 - Identify triggering issues and use self-care with them—deep breathing, mindfulness, stepping outside to rebalance and refresh, reflection, and depth inquiry skills
- Bring self-reflection to learning
 - Develop the inner space to experience, witness, and reflect
 - Work to understand projection in the group field, and seek to learn about yourself from what activates you in others, while setting appropriate boundaries with others when needed
 - Offer questions and insights on work from prior class at the next class

- Make check-ins brief and reference your experience
- Interact as a respectful member of the depth community
 - Develop supportive relationships with classmates to give support in learning
 - Engage in psychotherapy or use mental health resources as needed—be mindful that classmates and faculty cannot provide the ongoing care that a therapist offers
- Abide by the university’s policy on academic honesty that prohibits cheating and plagiarism, by citing and referencing the use of others’ work http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm
- Abide by the university’s policy on student conduct during class and field trips by avoiding disruptive behaviors that are disrespectful, distracting, and threatening <http://www.sonoma.edu/uaffairs/policies/disruptive.html>
- Abide by the university’s policy on discrimination and sexual harassment by avoiding discriminatory behaviors in relation to race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, medical condition and veteran status, and sexually harassing behaviors <http://www.sonoma.edu/uaffairs/policies/discrimination.htm>
- Provide course evaluation and teaching feedback with the end-of-semester student evaluation of teaching effectiveness (SETE)
- Consult with the class instructor should questions or concerns arise about class assignments, learning, or evaluation standards
- Questions, concerns, problems? Talk with the class teacher first, then the program coordinator

8.11.17

SONOMA STATE UNIVERSITY

CROSS-CULTURAL MYTHOLOGY AND SYMBOLISM

Psych 543b

E-mail: prestonj@sonoma.edu
Office: Stevenson 2084H
Office: Hours: TBA
Phone: 548-0303

Fall 2019
Dr. J. Preston
F 10 a.m. to 1 p.m.
Stevenson 3042

REQUIRED TEXTS

Mitchell, Stephen. Gilgamesh: A New English Version. New York: Simon and Schuster, 2004.

Mitchell, Stephen. Bhagavad Gita. New York: Three Rivers Press, 2000.

Eliade, Mircea. The Myth of the Eternal Return. Princeton: Princeton University Press, 1954.

Harrod, Howard. The Animals Came Dancing: Native American Sacred Ecology and Animal Kinship. Tucson: University of Arizona Press, 2000.

In addition to the weekly assignments there will be readings drawn from poetry, journal articles and chapters from other books dedicated to the theme of this course. There will also be a field trip to a standing grove of redwoods as a meditation on the integration of nature into our mythological world.

COURSE DESCRIPTION

The second semester in a sequence of courses that survey selected mythological, religious, artistic, and cultural symbolic motifs and examines their expression in cultures throughout the world. Readings are drawn from depth psychology, mythology, folklore, anthropology, Eco psychology, religion, and art history. Limited to students in the Depth Psychology Program.

This course explores myths from around the world, their similarities and differences, and the ways myths are used to express the human psyche, define a community's identity, organize society, assert power, explain the working of the cosmos and provide entertainment. It will seek to understand the relationship between myth and ritual, as well as the role myth plays in religion, philosophy and the arts. It will also seek to identify how myths live in our culture and our lives today.

PROGRAM GOALS:

Self-Knowledge and Self Reflection:

Demonstrates knowledge about one's experiences
(Student myth journals).

Cultural Reflection:

How knowledge from different cultural perspectives informs the knowledge, practices and applications of the field. (Achieved through extensive comparative studies of myth and symbol complexes).

Use of information resources:

Provides adequate evidence through papers and projects of assessing, contributing to, or refining an information base or resource. (Achieved through two papers based on research and including an exercise in myth making).

COURSE GOALS:

1. Become familiar with the nature of symbols as vehicles for psychological growth and cultural survival.
2. Compare and contrast the similarities and differences in myths of various cultural origins, including examples from a variety of cultural contexts.
3. Explore both the destructive and healing potentials of myths as they are lived today.
4. Enjoy the rich legacy of the great mythological treasure house we have inherited in the 21st century.

5. Respond critically to a mythic legacy of monumental importance in an era where the organic myths that once nurtured us are being supplanted by mechanistic and synthetic mythologies at the service of multinational corporations.
6. Reclaim the power to be myth makers and to find authenticity in the myths that claim us.

ASSESSMENT OF LEARNING GOALS;

1. Creates a paper reflecting the application of knowledge or skills acquired through study of a specific mythic theme nascent in American and global cultural contexts.
2. Collaborates with others in developing and implementing a depth psychological approach to a psychological cultural issue.
3. Differentiates and evaluates theories, methods and approaches to an issue in context.

Assessment will be accomplished through analysis of student papers, observation of student input into cooperative research with other students and personal interviews.

The main theme of this course is the search for an ecologically wise mythology for our time.

COURSE OUTLINE (topics)

I. Introduction (2 weeks)

As for the woods excitement over you
that sends light rustle rushes to their leaves...
"Directive" by Robert Frost

Myth is about connection to the cosmos, the environment and other human beings. In this segment of the course myth is examined and amplified in the cultural and psychological realities of our time. Myth is not just story. It must include a core metaphorical center that generates particular energies.

Living myths are like hot magma ready to burst forth at any moment. Some of these myths are partial, fragmented, incomplete. Others are so all pervasive and influential in our lives we cannot even see them. They are unconscious to us and we are instruments of their pervasive power. It is this aspect of myth that we will begin to uncover in this course.

Topics

Problems of Definition

What is Myth?

Myth and Reality

The Symbolic Core of Myth

Methods: Anthropological, Psychological, Literary and
Religious Studies Perspectives

8/23 Film: Australian Aborigines and the Dreaming

8/23 Reading: Harrod, Chaps. 1-3

II. Major Themes in World Mythologies (2 weeks)

I have kept hidden in the instep arch
Of an old cedar at the waterside
A broken drinking goblet like the Grail
Under a spell so the wrong ones can't find it...
Here are your waters and your watering place,
Drink and be whole again beyond confusion.
"Directive" by Robert Frost

What is hidden "under a spell" that awaits the rediscovery of our mythic heritage? The evolution of human mythic history must be traced in order to arrive at the present. Thus, myth is followed from our earliest roots into the 21st century. This history is treated thematically and integrated into the evolution of social organization among human populations. The language of myth is multi-variant, and although it usually retains some universal aspects that are embedded in the human psyche, it is multi-vocal, strongly integrated into local cultures and lifestyles. Here we shall be mindful of both the universal and particular dimensions of myths as they function in human life. Every aspect of the human experience finds its way into the realm of myth, from the birth of existence in creation myths to the struggle for resources in complex civilizations.

Topics

Myths of Creation and Destruction
 The Heroic Journey
 Founders, Heroes and Tricksters
 Descent to the Underworld
 Resurrection and Rebirth
 Embedded Cosmologies

9/6 Reading: Harrod, Chaps. 4-6
 Eliade, Chap.1 Archetypes

9/13 Reading: Eliade, Chap.2 The Regeneration of Time
 Library and/or internet comparisons of a variety
 of creation myths, analysis and report to class.

III. The Functions of Myth (2 weeks)

TO make a prairie it takes a clover and one bee,
 One clover, and a bee,
 And reverie.
 The reverie alone will do
 If bees are few.
 Emily Dickenson

Great myths inspire reverie. In this portion of the course the task is to find the paradigmatic core of any myth. This involves amplification, a profound understanding of what I call "fictive reality" and both a sociocultural and psychological perspective on myth and its functions. For myth cuts two ways, acting both as the tissue of culture and as guidance for traversing landscapes of interiority through dreams, creative works of art and the emotional turmoil of life. How do we negotiate a mythic landscape? That is the challenge in this portion of the course and it will be applied to two particular myths throughout the remainder of the course. These are the Bhagavad Gita and the epic of Gilgamesh.

Topics

Myth and Culture
 Imagination, Reality and Dreams
 Fictive Reality
 Paradigms for Living

Myth, Religion and the Ritual Process

9/20 Reading: Gilgamesh, Introduction and Chaps. 1-4
Films: Zeus, The Odyssey.

9/27 Reading: Gilgamesh, Chaps. 5-11
Reading: Eliade, Chap. 3 Misfortune and History

IV. Myth in Context (1 week)

I would I were alive again
To kiss the fingers of the rain,
To drink into my eyes the shine
Of every slanting silver line,
To catch the freshened, fragrant breeze
From drenched and dripping apple trees.
"Renascence" by Edna St. Vincent Millay

At the core, myths are generally about the struggle between light and dark, good and evil, life and death. Ultimately a rebirth ensues in most myths, yielding the joy of transformation. In spite of strong similarities between mythic traditions, regional variation is remarkable. The mystic vision embedded at the core of each mythic tradition is the DNA of the myth, its powerhouse and its source of regeneration. And this is because of the organic links of myth with adaptive strategies for a wide variety of ecological niches. Some of this reaches us in the 21st century but much is irrelevant. How do we approach the kaleidoscopic shower of myth fragments that we encounter every day? The sheer joy of "Renascence" is difficult to achieve in a fractured, wounded world.

Topics

Organic Myths: Native American and African Mythologies
Animism and the Bond with Nature and Place

Myths of the Ancient Near East: Egypt and Immortality;
Mesopotamia and the God King; Biblical History as Myth

South Asian Mythology: Vishnu, Shiva and the Wheel of Karma;
the Divine Feminine and the Tantric Tradition

Transnational Mythologies and the Dawn of Globalism: The Birth of New Mythic Galaxies, The Longing for Wholeness, the Dawn of Composite Myths

!0/4 Reading: Preston, "The Trickster Unmasked."

V. Dark Mythologies (2 weeks)

But there, where western glooms are gathering,
The dark will end the dark, if anything:
God slays himself with every leaf that flies,
And hell is more than half of paradise.
"Luke Havergal" by Edwin Arlington Robinson

When myth becomes fragmented and worn out new mythologies appear on the horizon. Older myths try to hold the center but they fail and room is made for the destructive potential of the dark side. The examination of these mythologies reveals their weaknesses. Dark mythologies are mostly about power. They are empty at the core. Still they may generate enormous magnetism. It is critical for students to be conscious of these forces that are always hiding in plain sight.

Topics

The Third Reich
Commodity Fetishism
Materialism
The Corporate Mythology
Manson and Other Dark Cults
Technocracies

10/11 Film: "Triumph of the Will"
Reading: Eliade: Chap. 4 The Terror of History

10/18 Bhagavad Gita, Introduction and Chaps. 1-8

VI. Myths of Our Time (2 weeks)

Three Rings for the Elven-kings under the sky,
 Seven for the Dwarf-lords in their halls of stone,
 Nine for Mortal Men doomed to die,
 One for the Dark Lord on his dark throne
 In the Land of Mordor where the Shadows lie.
 One Ring to rule them all, One Ring to find them,
 One Ring to bring them all, and in the darkness bind them,
 In the Land of Mordor where the Shadows lie.

"Lord of the Rings" by J.R.R. Tolkien

We know something is missing. Most of our popular culture reaches out for some kind of myth that can bring us together as a globe. But nothing totally satisfies. Film and technology have become, almost by default, the principal instruments for our imagined salvation. But what do we need to be saved from? OURSELVES. A gloomy task indeed unless we can follow the constellating archetypes that lead to a new threshold. That is the "longing."

Topics

Is Myth Still Alive?

Film as Myth

Star Wars, Close Encounters, Avatar, etc.

Modern Man in Search of a Myth

The Longing

10/24 Reading: Bhagavad Gita, Chaps. 9-18

11/1 Scenes from: Star Wars, Close Encounters of the Third Kind, Avatar

VII. Apocalypse and the End of Time (2 weeks)

Ah, love, let us be true
 To one another! for the world, which seems
 To lie before us like a land of dreams,
 So various, so beautiful, so new,
 Hath really neither joy, nor love, nor light,
 Nor certitude, nor peace, nor help for pain;
 And we are here as on a darkling plain

Swept with confused alarms of struggle and flight,
Where ignorant armies clash by night.

"Dover Beach" by Matthew Arnold

The power of ritual to regenerate time is addressed extensively by Mircea Eliade. He notes the significant terror of time associated with myths that bring life to an end and this is particularly potent as a theme for us. We have the technology to destroy life on earth and to make this an inert planet. Much of our contemporary mythology foresees an apocalyptic disaster plaguing the earth. Not only is there a threat from an atomic war, the "ignorant armies" of Matthew Arnold, but more recently a widening awareness that we are killing the earth and rapidly depleting thousands of species. There may be only one way out of this trap--a new global mythology that addresses ways to treat the earth as a sacred being. In this portion of the course the terror of time (human time) demands a new way of life rooted in a sacred ecology with a potent inner mythic core. Such a task will reverse the terror of time so that we are once again in control of a planet that is receding from our grasp.

Topics

Toward a Sacred Ecology
How to Birth a Myth
The Perinatal Experience
Mind Altering Drugs
War as Myth
How to Transform Dark Mythologies
The Tyranny of Time
Slaying the Beast

11/8 C.G. Jung, The Earth Has a Soul, pages to be assigned.
(Available in the library on reserve).

11/15 Research in the library and on-line on the mythic elements in the New England poets. Report findings to class.

VIII. Tat Twam Asi (Thou Art That) "Upanishads"

Gamble everything for love.
If you are a true human being.

If not,
leave this gathering.
Rumi

I have heard what the talkers were talking, the talk of the
beginning and the end,
But I do not talk of the beginning or the end.

There was never any more inception than there is now,
Nor any more youth or age than there is now,
And will never be any more perfection than there is now,
Nor any more heaven or hell than there is now.

"Song of Myself" by Walt Whitman

Here students meet to work together on the fruits of their
contemplations on myth, including the creation of an ecological
myth that can help save the planet from OURSELVES.

11/22 C.G. Jung, The Earth Has a Soul, pages to be assigned.
(Available in the library on reserve).

11/29 THANKSGIVING HOLIDAY

12/6 Class engages in a wilderness journey to be determined.

12/13 Students present a summary of their work on sacred ecology.

COURSE REQUIREMENTS

Students are required to attend all lectures, films and
guest presentations. Students must be prepared to discuss the
readings as assigned each week.

There will be two papers: The first (paper A) will be due
at midterm (worth 20% of the grade). The second (paper B) will
be due at the end of the course as noted in the schedule below
(worth 40% of the grade). Each student will meet with the
instructor to get approval for these projects.

Paper A will be related to the student's interest in some
aspect of mythology. Paper B will be based on research related
to ecology and should have a "myth for our time" based on

notions of sacred ecology. It should be dedicated to the goal of saving our planet from ourselves.

Students will also lead discussions of weekly reading assignments (worth 10% of the grade). Each student is required to keep a weekly journal about personal insights, experiences or dreams associated with mythology (10%). Participation and attendance are very important in this course. Students must be engaged and active participants at all times (worth 20% of the grade).

Paper A 20%
 Paper B 40%
 Discussion Leader 10%
 Myth Journal 10%
 Participation/Attendance 20%

STUDENTS WILL BE GIVEN RUBRICS ON THE FIRST DAY OF CLASS ABOUT WHAT IS EXPECTED IN THE ASSIGNMENTS.

READING SCHEDULE

8/23	Harrod, Chaps. 1-3
9/6	Harrod, Chaps. 4-6
9/13	Eliade, Chap. 2 The Regeneration of Time
9/13	Library and/or internet comparisons of a variety of creation myths--analysis and report in class.
9/20	<u>Gilgamesh</u> , Introduction and Chaps. 1-4

- 9/27 Gilgamesh, Chaps. 5-11
Eliade, Chap. 3 Misfortune and History
- 10/4 Preston, "The Trickster Unmasked."
PAPER A DUE
- 10/11 Eliade, Chap. 4 The Terror of History
- 10/18 Bhagavad Gita, Introduction and Chaps.
1-8
- 10/24 Bhagavad Gita, Chaps. 9-18
- 11/1 Internet research on interplanetary
mythologies from "Star Wars" to "Close
Encounters of the Third Kind."
- 11/8 C.G. Jung, "The Earth Has a Soul"
- 11/15 Mythic themes in the New England Poets--
Whitman, Frost, Emerson, as well as
John Muir and Ansel Adams.
- 11/29 THANKSGIVING BREAK
- 12/6 Wilderness journey (place to be
determined)
- 12/13 STUDENT PRESENTATIONS
PAPER B DUE

APPENDIX

Course Evaluation Policy

Your course grade is based on quality and timeliness of papers, presentations and assignments, attendance, and quality of class participation. You're expected to do the reading for the class and to come prepared for discussion and projects in class. You can expect to spend from 3 to 9 hours per week (3 hours per unit) on readings and projects for this class. Bring a copy of the week's reading and assignments to class for discussion and reference. Papers and assignments are due on the due date; extensions for papers must be discussed with the instructor and approved ahead of the due date. Late papers will be graded down one partial grade for every week they're late.

Course Attendance Policy

Attendance at all class meetings is mandatory. While you can always read what was missed, you can't reproduce the discussions and exercises experienced in class. Attendance means timely attendance—being on time and not leaving early. Being more than 15 minutes late or leaving early constitutes a missed class. Excused absences are possible only with a doctor's note or a real emergency and do not count as an absence instance. At the same time, absence affects your participation points. If you're absent, it's your responsibility to provide the instructor with due notice beforehand and to inform the instructor of the reason for the absence. Class material is due with an excused absence unless you have arranged with the instructor ahead of time. Missing more than one class will bring down your grade; it's not possible to pass the class if you miss more than 3 classes. If you must miss a class, ask someone in class to take notes for you: you are responsible for learning the material covered in a missed class.

Classroom Etiquette Policy

In order to maintain a positive classroom climate, please refrain from engaging in behaviors that are disrespectful and distracting to the professor and to fellow students. These include engaging in side conversations, cross-talk, texting, using cell phones, checking email, or surfing the internet. Please turn off cell phones and computers during class. Cell phone use in class is disruptive, so they may be used outside of class during breaks only. You'll be asked to turn off your phone in class if you check it or answer it during class. Disruptive behavior in class will bring down your final grade.

APA Style for Papers

Papers are double-spaced, paginated, with 1" margins all around, and a simple 12 point font like Times, Times New Roman, Helvetica, Arial, etc. References and citations are APA style. The Library has simple APA style guidelines online. Owl Purdue has excellent online APA style guidelines.

Students with Special Needs

If you are a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677, website www.sonoma.edu/dss/. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

Psy 575 Research Methods Spring 2019

Fri 2-4:50 pm Stev 2079 / 3050
Instructor: Laurel McCabe, Ph.D.
Office: Stevenson 3087

Office Hrs.: by appt.
Phone: (707) 664-2130
Email: laurel.mccabe@sonoma.edu

This class is designed to immerse you in practices of depth inquiry within qualitative research traditions. You will learn the heuristic inquiry method, interviewing, and autoethnography methods and conduct a mini-exploration of each. In class you will engage in depth-oriented, art-based methods, practice reflexive techniques, learn how to write a literature review, examine ethical considerations in depth inquiry, and learn validity criteria for depth oriented qualitative research.

Course Goals

- Deepen your knowledge in depth psychology
 - Outcome: Write a literature review that draws on current research, theory, or scholarship.
- Apply your learning to a depth inquiry project
 - Outcome: Designs and executes an inquiry that draws on concepts and methods of the field, and assesses the resulting gains or challenges.
- Develop your analytical thinking skills
 - Outcome: Identifies, categorizes and distinguishes among elements of ideas and concepts related to the issues being studied.
- Perfect your writing skills
 - Outcome: Creates coherent written narrative.
- Gain skill in using databases
 - Outcome: Uses effective identification and search strategies for information.

Texts

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
Denzin, N. (2013). *Interpretive autoethnography* (3rd ed.). Los Angeles, CA: Sage.
Moustakas, C. (1990). *Heuristic research: Design, methodology, and applications*. Newbury Park, CA: Sage.
Seidman, I. (2013). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (4th ed.). New York, NY: Teachers College Press.

Course Website

Guidelines and assignments will be posted on Moodle, as well as additional readings not listed on the syllabus; check it weekly.

Recommended Resources

Knowles, J. & Cole, A. (2008). *Handbook of arts in qualitative research*. Los Angeles, CA: Sage.
Leavy, P. (2015). *Method meets art: Arts-based research practices*. New York, NY: Guilford.
Levine, E., Kalmanowitz, D., Levine, S., Levine, E., Alalu, J., Calderon, J. Maurial... (2011). *Art in action: Expressive arts therapy and social change*. London, England: Jessica Kingsley.
Strunk, W. & White, E. B. (1979). *The elements of style*. New York, NY: Macmillan.

Course Requirements

Projects & Papers	Due	Points
Heuristic Inquiry	March 15	25
Interview	April 19	25
Autoethnography	May 10	25
In-class exercises, assignments, participation		25
Total points		100

Psy 575 Research Methods Spring 2019

Grading Policy

Your final course grade is based on quality and timeliness of papers and assignments, presentations, in-class exercises, quality of class participation, and class attendance. Make a good-faith effort on all assignments and come prepared for class discussion and projects.

Grades

A+	B = 83 - 87	C- = 70 - 72
A = 93 - 100	B- = 80 - 82	D+ = 68 - 69
A- = 90 - 92	C+ = 78 - 79	D = 63 - 67
B+ = 88 - 89	C = 73 - 77	D- = 60 - 62

In-Class Exercises and Assignments

In-class work is intended to develop your understanding of the material and includes art, symbolic work, written reflections, and queries related to the course material. Come prepared for projects in class, and bring your reading, journal, and art materials. In-class points cannot be made up under any circumstances.

Engaged Participation

Your final grade is partly based on attendance and thoughtful engaged participation in class discussion and in-class and out-of-class exercises.

Attendance

In-person attendance is critical in this class. Missing more than one class will bring down your grade at least 1/3 of a grade (for example from A to A-). Excused absences are possible only with a doctor's note or a real emergency, and do not count as an absence instance. Absence affects your in-class exercise and participation points. If you're absent, it's your responsibility to provide the instructor with due notice beforehand and to inform the instructor of the reason for the absence. If you miss a class, you're responsible for all class material covered, so prepare to ask a classmate to take notes for you.

Classroom Etiquette

In order to maintain a positive classroom climate, please refrain from engaging in behaviors that are disrespectful and distracting to the professor and to fellow students. These include engaging in side conversations, cross-talk, texting, using cell phones, checking email, or surfing the internet. Please turn off cell phones and computers during class. Disruptive behavior in class will bring down your final grade.

Standards of Conduct

This course abides by all of the university policies on standards for conduct and academic freedom. We expect behaviors that are non-disruptive, non-discriminatory, non-harassing, and non-threatening. The policies can be found at <http://web.sonoma.edu/uaffairs/policies/>.

Rubrics

Class assignments are evaluated with a rubric that describes the essential elements of the assignment. And utilize validity checks. Use the rubric to guide you as you write your papers.

Papers

Papers and assignments are due hard copy on the due date; emailed papers are not accepted, so plan ahead if you know you'll miss a class, or ask a classmate who can print out your paper for you. Extensions for papers must be discussed with the instructor and approved ahead of the due date. Late papers are marked down a partial grade.

APA Style

All written papers are in APA style: double-spaced, paginated, with 1" margins all around, simple 12 point font like Times New Roman, Helvetica, or Arial, and References. Points will be given for correct style. Owl Purdue is the best online source for APA style; google Owl Purdue APA 6th edition.

Writing Center

If you'd like to improve your writing, visit the Writing Center in Schulz 1103, where you can get individual attention on your skills. M-Th 9-5, F 9-4, phone (707) 664-4401.

<http://web.sonoma.edu/writingcenter/info/services.html>

Academic Honesty

It is expected that all material submitted as part of any class assignment is the actual work of the student whose name appears on the material. The concept of academic honesty includes plagiarism as well as receiving and / or giving improper assistance on coursework. The university's policy of academic honesty expects students to be honest in attributing others' work to those who wrote it, with proper citations, references, and paraphrasing of material. A paper that has material copied verbatim from a book, article, another student, or Internet source without proper referencing will be given an F and reported to the university officer. The University's Cheating and Plagiarism policy is available at http://www.sonoma.edu/UAffairs/policies/cheating_plagiarism.htm.

Students with Special Needs

If you're a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

Emergency Evacuation

If you're a student with a disability and you think you may require assistance evacuating Stevenson in the event of a disaster, or if the elevator is out of service, inform your instructor about the type of assistance you may require. You and your instructor will discuss your specific needs and the type of precautions that should be made in advance of such an event (e.g., assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and to contact the Disability Services for Students office if other classroom accommodations are needed.

Schedule of Activities

	Class Topics, Activities, & Discussion	Assignments (Due date listed)
1 Jan 25	Course Overview	For Feb 1: Ponder an essential question to explore with a 6 week heuristic inquiry
2 Feb 1 Lab Schulz 2010	Heuristic Inquiry week 1 Initial engagement Meet in classroom Using databases in lab	Read Moustakas, Ch. 1 – 3 Read Kenny, <i>An introduction to Moustakas' heuristic method</i> For Feb 8: In the <i>Jung Journal</i> , choose an article using self-inquiry, bring to class to discuss method of inquiry, content, organization, and literature Each week for next 5 weeks: Bring dream journal, art media, old journals, images, symbols, for depth work on your question
3 Feb 8	Heuristic Inquiry, Depth Inquiry week 2 Immersion Dreamwork, artwork, sandplay	Read Moustakas, Ch. 4 Bring self-inquiry article to discuss For Feb 15: Bring a poem resonant with your inquiry to share

4 Feb 15	Heuristic Inquiry week 3 Immersion Ethics in Depth Inquiry Poetic Inquiry	Read Leggo, <i>Astonishing silence: Knowing in poetry</i> Read Ethics handout on Moodle
5 Feb 22 Lab Schulz 1014	Heuristic Inquiry week 4 Immersion Meet in classroom Art, nature, dreams, sandplay Lab time	Read McNiff, <i>Artistic knowing in art therapy literature</i> Read McNiff, <i>Practitioner research</i>
6 Mar 1 Lab Schulz 2010	Heuristic Inquiry week 5 Incubation & Illumination Meet in classroom Writing the Literature Review Lab time	Re-read sections in Moustakas and Kenny Read Heppner & Heppner, <i>Writing your literature review</i> For March 8: Choose a self-inquiry on Moodle or online and bring to class to discuss content and way of presenting findings
7 Mar 8	Heuristic Inquiry week 6 Explication Creative Synthesis Discuss article Validity	Read Barone, <i>General criteria for judging arts based research</i> <i>Complete Heuristic Inquiry</i>
8 Mar 15	Interviewing	Read Seidman Ch. 1 - 4 <i>Heuristic Inquiry due</i> For Interview Project: Choose a topic and 1 person to interview in 3 30 minute interviews
9 Mar 22	Spring Break	
10 Mar 29	Interviewing	Read Seidman Ch. 6 & 7
11 Apr 5	Interviewing Analysis, interpretation, description	Read Seidman Ch. 8 & Appendix Bring 2 pages of interview transcription to analyze in class
12 Apr 12	Reflexivity Validity / Integrity	Reflexivity Handout Validity Checks Handout Evaluating Writing Handout
13 Apr 19	Autoethnography The epiphany	Read Denzin Ch. 1 & 2 <i>Interview due</i>
14 Apr 26	Autoethnography Using poetry, drama, performance	Read Denzin Ch. 3 & 4 Read Yakushko et al., <i>Cultural unconscious in research</i>
15 May 3	Autoethnography, Ethics Using art	Read Denzin Ch. 5 & 6 Read Tolich, <i>A critique of current practice: 10 foundational guidelines for autoethnographers</i>
16 May 10	Presentations	<i>Autoethnography due</i>

**Psychology 581
Internship
Spring 2019**

Stevenson 3095
5-8pm, Thursday ~
Jan 24, Feb 21, March 28,
April 16, May 9

Instructor: Judy Radiloff, Ph.D.
Email: judy.radiloff@sonoma.edu
Phone: 707.529.5318,
Office Hrs: TBA
Office: TBA

Your Internship is an opportunity to integrate your theoretical depth psychology knowledge with actual experience, in the service of your professional and personal goals, in a way that provides well-being beyond yourself.

Consider your approximately 60 hours of applied work and 30 hours of SSU work as part of an apprenticeship on your path towards becoming an MA Graduate in Depth Psychology.

Learning Goals and Outcomes

This course is designed to provide the opportunity to:

1. Apply your theoretical knowledge of depth theory practices and training in a meaningful field placement;
2. Set and meet appropriate personal and professional development goals;
3. Become familiar with the philosophy, objectives and practices of your supervisor and site;
4. Understand the responsibilities, ethics and boundaries of applied depth psychological work;
5. Evaluate applied depth processes with your peers;
6. Apply psychological theories, concepts and principles to individual experience as well as to broader social issues and social systems;
7. Demonstrates knowledge of ethical issues that may arise with the use of depth inquiry practices and skills, both for oneself and in usage with others, and demonstrates knowledge in adapting techniques to specialized groups or specific individuals;
8. Demonstrates the ability to express internal experience in culturally appropriate ways;
9. Collaborate with others in developing and implementing a depth psychological approach to a psychological cultural issue, evaluates the strengths and weaknesses of the approach and, where applicable, the results;
10. Demonstrates the ability to self-regulate internal experience, including skills in mindfulness, meditation, breathing, self-talk, and self-care.

Course Details: Internship Site Work

Supervisor Meetings

Your Field Supervisor is gifting you with their wisdom, time and expertise; you are gifting them with your growing depth psychology skills and contribution to a project of significance to both

of you. We strongly recommend weekly supervision with your Field Supervisor in a mentor role – evolve details that work for both of you.

Internship Activities

Apply yourself fully; don't be afraid to stretch your comfort zone; ask questions; be punctual; follow through; learn about it; keep records; journal about your reflections.

Time Log: Due Monthly (3rd Thursday)

Track your hours on the form provided. Make sure your Field Supervisor signs monthly - at the end of the semester, aim for 60 hours onsite, and include all activities contributing to your internship (an additional 15 hours). Remember that 15 hours is used up in Psy 581. **(60 hours onsite + 15 hours for Psy 581 + 15 hours of other internship related work, such as reading, prep. Research etc. = 90 hours total)**

Supervisor's Evaluation

Reviewed midway; Due no later than May 15th in Internship Coordinator's campus mailbox

You will receive a short evaluation form. Use it as a touchstone for getting the most out of your internship. Meet with your Field Supervisor midway through your internship to discuss each item and identify changes you might make. Do not ask your Field Supervisor to actually fill out the form until the end of your Internship.

Supervisor's Letter: Due May 9th (hard copy)

At the start of your internship, let your Field Supervisor know that you will need a final letter from him or her, written on the **agency's letterhead** paper.

It is suggested that you ask for a detailed (and glowing!) "To Whom It May Concern" letter of recommendation that you can use later. Keep the original and hand in a copy for this class.

Alternately, the letter may be brief – a simple statement on agency or personal letterhead that you fulfilled your obligations.

On-Campus Supervision Group Class

This class is designed to support your professional/professional development in the field of depth psychology. These are working sessions where you and your peers will share applied work, questions and concerns, and will brainstorm useful ideas for each other based on your own experiences and knowledge.

Our 3- hour meetings will usually start with a 5-minute centering activity, followed by experiential sharing, thought-partnering related to internship work at your site, individual supervision (sign-ups at beginning of class) and critique, ending with discussion of issues relevant to your internships as needed. We will take a short 10-minute break, so please plan accordingly. Aim to participate fully each time.

Your participation in the Internship course implies your agreement to keep professional confidentiality.

COURSE STRUCTURE

Site Work: *Approximately 60 hours*

Your experience is unique to your internship. Together you and your off-campus Supervisor will establish details regarding specific objectives, supervision & timelines. It should add to your personal & professional development, and further the mission of your site as applicable.

Campus Work: *Approximately 30 hours, including your internship preparation.*

This includes 15 hours minimum of on-campus Supervision Group meetings, which provide a container to process what you are learning, share ideas, and discuss professional development issues. One reflection paper and an applied depth psychology presentation will call you to critique and deepen your experience and ground it in a contextual framework relevant to your work.

Evaluation

This class is graded.

You must complete all assignments on time, at a graduate level, and participate fully & appropriately. You must also receive a positive letter and evaluation from your Field Supervisor.

Your course grade is based on quality and timeliness of papers, assignments, attendance, and quality of class participation. You're expected to do the reading for the class and to come prepared for discussion and projects in class. You can expect to spend 2-4 hours per class meeting (3 hours per unit) on readings and prep for this class. Bring a copy of the week's reading and assignments to class for discussion and reference. Papers and assignments are due on the due date; extensions for papers must be discussed with the instructor and approved ahead of the due date. Late papers will be graded down one partial grade for every week they're late.

Assignments

Entrance Paper: *Due February 21st:*

In your entrance paper, please include the following information: Your placement, your field supervisor, and your specific duties. Next, address your expectations, goals, and any concerns you currently have regarding your internship. What do you have to offer? What do you hope to learn? How does the work connect your interests and passions?

Exit Paper: *Due May 9th:*

For your exit paper, please explain what you did at your internship site, be specific. What were the goals of your internship site, specifically related to your work there? How do you believe your work contributed to the internship site? How did you bring the Depth perspective forth in your work there? What did you learn from this experience, personally and professionally? How did you grow as a result, and what new offering to you have to give have you received as a result of this work?

Assignment	Due Date	Points / Percentage
Entrance Paper	February 21	15
Exit Paper	May 9 th	15
Supervisor's Letter	May 15 th	15
Time Log	3 rd Thursday of each month/Internship Coordinator's campus mailbox	15
Engaged Participation		40
Total Points / Total Percentage		100

Rubrics

Rubrics for engaged participation will be handed out during the first class. This rubric will be utilized for grading this aspect of the course.

Attendance

Attendance at all class meetings is mandatory. While you can always read what was missed, you can't reproduce the discussions and exercises experienced in class. Attendance means timely attendance—being on time and not leaving early. Being more than 15 minutes late or leaving early constitutes a missed class. Excused absences are possible only with a doctor's note or a real emergency and do not count as an absence instance. At the same time, absence affects your participation points. If you're absent, it's your responsibility to provide the instructor with due notice beforehand and to inform the instructor of the reason for the absence. Class material is due with an excused absence unless you have arranged with the instructor ahead of time. **Missing more than one class will significantly bring down your grade; it's not possible to pass the class if you miss more than 2 classes.** If you must miss a class, ask someone in class to take notes for you: you are responsible for learning the material covered in a missed class.

Classroom Etiquette

In order to maintain a positive classroom climate, please refrain from engaging in behaviors that are disrespectful and distracting to the professor and to fellow students. These include engaging in side conversations, cross-talk, texting, using cell phones, checking email, or surfing the internet. Please turn off cell phones and computers during class. Cell phone use in class is disruptive, so they may be used outside of class during breaks only. You'll be asked to turn off your phone in class if you check it or answer it during class. Disruptive behavior in class will bring down your final grade.

Plagiarism / Academic Honesty

It is expected that all material submitted as part of any class assignment is the actual work of the student whose name appears on the material. The concept of academic honesty

includes plagiarism as well as receiving and / or giving improper assistance on coursework. The university's policy of academic honesty expects students to be honest in attributing others' work to those who wrote it, with proper citations, references, and paraphrasing of material. Using the words of an author without specifically quoting and referencing the author is plagiarism—passing off another's ideas as one's own. A paper that has material copied verbatim from a book, article, another student, or Internet source without proper referencing may be given an F and will be reported to the university officer. A second instance is also reported and may lead to removal from the university. Classroom instructors may use online software such as [turnitin.com](http://www.turnitin.com) to assess the academic honesty of student papers. The University's Cheating and Plagiarism policy is available at http://www.sonoma.edu/UAffairs/policies/cheating_plagiarism.htm.

APA Style

All written materials for this class must be submitted in APA style format. Papers are double-spaced, paginated, with 1" margins all around, and a simple 12 point font like Times, Times New Roman, Helvetica, Arial, etc. References and citations are APA style. The Library has simple APA style guidelines online. Owl Purdue has excellent online APA style guidelines.

University Standards of Conduct

The program adheres to university student conduct policies found at <http://web.sonoma.edu/uaffairs/policies/>. Each student is expected to be aware of these policies. Areas relevant to students are policies on academic freedom, [academic honesty](#), [alcohol use](#), [disability access](#), [discrimination and sexual harassment](#), [disruptive behavior](#), [drug use](#), the presence of [animals on campus](#), [smoking](#), [assaultive or threatening acts](#), and using human subjects in research.

Student Responsibilities

- Speak from your own experience in class
 - Use "I" language
 - Relate personal material offered during class to class content in service to academic learning
 - Refrain from interpreting or evaluating others' experiences and symbolic work
 - Refrain from speaking for others (no "we" or "you")
 - Refrain from giving advice to others
- Receive permission before talking about another's experiences—classmate experiences are confidential inside and outside of class
- Develop an inner compass for what is right for you
 - Participate at a level that is right for you—you evaluate and determine this
 - Be aware of your academic freedom to engage or not in experiential exercises as they meet your learning goals and benefit your learning
 - Discuss with the instructor how you might modify experiential exercises, projects, and papers to meet your individual needs and learning goals
- Develop self-awareness and self-regulation skills for self-care
 - Maintain an embodied balanced centered focus

- Make use of meditation, mindfulness, deep breathing techniques
- Make use of a curious, open, accepting, loving, compassionate inner stance
- Begin and return to an attuned balanced inner center as a safe spot in exercises
- Step outside of class as needed for self-care: quietly stand up and leave the room, no need to request permission of the instructor
- Identify triggering issues and use self-care with them—deep breathing, mindfulness, stepping outside to rebalance and refresh, reflection, and depth inquiry skills
- Bring self-reflection to learning
 - Develop the inner space to experience, witness, and reflect
 - Work to understand projection in the group field, and seek to learn about yourself from what activates you in others, while setting appropriate boundaries with others when needed
 - Offer questions and insights on work from prior class at the next class
 - Make check-ins brief and reference your experience in support of learning
- Interact as a respectful member of the depth community
 - Develop supportive relationships with classmates to give support in learning
 - Engage in psychotherapy or use mental health resources as needed—be mindful that classmates and faculty cannot provide the ongoing care that a therapist offers
- Abide by the university's policy on academic honesty that prohibits cheating and plagiarism, by citing and referencing the use of others' work
http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm
- Abide by the university's policy on student conduct during class and field trips by avoiding disruptive behaviors that are disrespectful, distracting, and threatening
<http://www.sonoma.edu/uaffairs/policies/disruptive.html>
- Abide by the university's policy on discrimination and sexual harassment by avoiding discriminatory behaviors in relation to race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, medical condition and veteran status, and sexually harassing behaviors
<http://www.sonoma.edu/uaffairs/policies/discrimination.htm>
- Provide course evaluation and teaching feedback with the end-of-semester student evaluation of teaching effectiveness (SETE)
- Consult with the class instructor should questions or concerns arise about class assignments, learning, or evaluation standards
- Questions, concerns, problems? Talk with the class teacher first, then the program coordinator

Faculty Responsibilities

- Set class learning goals that reflect the program learning goals
- Design class exercises and assignments to develop particular skills and competencies that are linked to class learning goals

- Provide clear standards in the form of rubrics or evaluative criteria that indicate how student work in the form of class participation, exercises, papers, projects, is evaluated
- Provide alternative assignments when possible to meet learning goals
- Provide evaluative feedback on student participation, papers and projects that indicates the rationale for the grade
- Model or provide examples of how to integrate academic work (concepts, theory, research, case studies, readings) with experiential work
- Provide a class environment based on mutual respect that fosters intellectual inquiry and personal growth, and which is free of misconduct, discrimination, and harassment
- Provide guidelines for appropriate behaviors regarding assignments
- Intervene when needed in order to maintain a respectful classroom learning environment
- Make time to meet with students when questions or concerns arise, and keep confidential what is discussed
- Respond to emails within 2-3 days during the week during the academic semester; weekends, breaks, and vacations may lengthen the time of response
- Provide mid-semester evaluation reports to students whose work is unsatisfactory
- Consult with faculty, program coordinator, and university staff as the need arises regarding academic issues and student learning questions and concerns
 - Follow university policies regarding academic work, student and faculty conduct, disability, etc.
 - Engage in faculty development workshops and discussions to maintain a high level of professional competence in the classroom

Students with Special Needs

If you're a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

Emergency Evacuation

If you're a student with a disability and you think you may require assistance evacuating Stevenson in the event of a disaster, or if the elevator is out of service, inform your instructor about the type of assistance you may require. You and your instructor will discuss your specific needs and the type of precautions that should be made in advance of such an event (e.g., assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and to contact the Disability Services for Students office if other classroom accommodations are needed.

Schedule of Activities

Date	Topic	Readings & Assignments
January 24	<p>Internship check-In; basic key points; confirm semester schedule</p> <p>Internship agreement form, Review all paperwork, Review Ethics (APA) and discuss in detail.</p> <p>Discuss internship final letter</p>	<p>Bring your <i>Syllabus, Time-Log, and Child Abuse Identification/Reporting document</i> (hard copy)</p> <p>Review <i>Ethics Document</i> and follow link to <i>APA Ethical Codes</i> www.apa.org/ethics/code/index.aspx</p> <p>Be prepared to discuss in detail during this class session.</p>
February 21	<p>Confidential discussion of work: trouble-shoot, support, brainstorm, celebrate successes, individual supervision time</p>	Entrance paper due (hard copy)
March 28	<p>Confidential discussion of work: trouble-shoot, support, brainstorm, celebrate successes</p> <p>Individual supervision time</p>	
April 18	<p>Confidential discussion of work: trouble-shoot, support, brainstorm, celebrate successes</p> <p>Individual supervision time</p>	
May 9	<p>Class celebration, final share of learnings and offerings</p> <p>Celebration Art Offering</p>	<p>Exit paper due (hard copy)</p> <p>Supervisors Letter (electronic or hard copy)</p>

Psychology 597 Culminating Paper
Spring 2019 / Prof. McCabe

Fri 2-5pm, Stev 2079

Instructor: Laurel McCabe, Ph.D.

Office Hrs: Wed 10-1150am drop-in & by appt

Phone: 664-2130

Office: Stevenson 3087

Email: laurel.mccabe@sonoma.edu

The goal of this seminar is to provide a structure and guidance for completing your article / thesis. Each student will develop a timeline of work to be completed during the semester and work individually according to that schedule. Your timeline is individual and composes your course contract, and can be revised according to the work that you do. If your goal is to graduate in May, use the timeline to ensure that you're moving systematically toward your goal.

The seminar is divided into two parts: article / thesis work from Jan 25 – March 1 and Article Evening presentations from March 8 – May 10. Article evening presentations are required. Your final seminar grade is a combination of your work in these two areas.

Class time will focus on student presentation of their work and student rehearsal of their Article Evening presentation. In addition, specific aspects of the research process including conducting the study; reflexivity; developing an argument; description and rendering of findings; meaningful interpretation; writing the literature review; discussion; conclusion; coherence; writing the abstract; and APA style are addressed as relevant.

Texts

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: American Psychological Association.

Select a **text** or model article appropriate to your research, method, descriptive narrative, or interpretation as your guiding text for the semester. It will guide you in creating your timeline.

Course Website

Guidelines, assignments and rubrics will be posted on Moodle, as well as additional readings not listed on the syllabus; check it weekly.

Course Requirements

Assignment	Due	Pts
Timeline	Feb 1 March 29	10 10
Timeline Reflections	Feb 15 April 12	10 10
Draft	March 1	40
Class discussant	Feb 1 – March 1	30
Rehearsals	March 15 – May 10	10 10
Final draft	May 16	50
Article Evening presentation	May 16	50
Engaged Participation, Attendance		20
Total		250

Grading Policy

You'll be evaluated on the assignments, presentations, and quality of your work on your article / thesis. The final grade is cumulative and is based on the progression of your work as seen in your timelines, timeline reflections, and use of feedback from drafts and presentations. Your final draft is evaluated according to course standards, the article/thesis rubric, and your semester timeline.

Grades

A+	B+ = 88 – 89	C+ = 78 – 79	D+ = 68 - 69
A = 93 – 100	B = 83 – 87	C = 73 – 77	D = 63 - 67
A- = 90 – 92	B- = 80 -82	C- = 70 – 72	D- = 60 - 62

Timeline

Two timelines are required. This is a listing of the specific tasks you plan to work on during the semester. Timelines must be specific and focus on tasks. For example, on your timeline indicate "collect 3 articles for section on method" rather than "work on method." Your timeline is progressive. But it also changes depending on your work. You may discover you need 2 weeks on writing 2 paragraphs in the lit review on archetype—then revise your timeline to reflect this.

Choose a text or model article/s that informs you about next steps in method, procedures, narrative description, interpretation, conclusion, organization, etc., and use it to lay out your timeline.

Timeline Reflection & Evaluation

Two timeline reflections are required, in which you describe your work, challenges, what went well, what you learned, and next steps. Your work is evaluated on measured progress in your work according to your timeline, and use of feedback from drafts.

Discussant

Each week for the first 5 weeks, 2-3 students will present a 30 minute discussion on their work. Choose something current that you'd like feedback on, present challenges, that you're unsure or have questions about. Bring written or visual material that helps the class see and understand your material, with 11 copies for the class. Appropriate areas for feedback include your procedures, organization, methods, ethical issues, findings, written narrative, interpretation of findings, symbolic material such as dreams, art, etc., or how you connect your procedures, findings, and literature review.

Article Evening Rehearsal

In the last 8 weeks of the semester, each student will rehearse their 7 minute article evening presentation in 3 rounds of practice. Round 1 allots 40-50 minutes; Round 2 allots 25-40 minutes; and Round 3, 15 minutes. Students are expected to show development of their talks based on substantive feedback in each round. For guidelines see the article/thesis rubric.

Draft

In order to provide feedback on your written work, a draft of your work is due on March 1. You may hand a draft in earlier than this if you're trying to meet the deadlines for May graduation. Feedback on your draft using the article/thesis rubric will be returned within 2 weeks.

Final Draft

Your final draft is due on Thu May 16, the day of Article Evening, and may be handed in that evening.

Article Evening Presentation

Each student will present a 7 minute talk on their work.

Attendance

In-person attendance is critical in this class. Missing more than one class will bring down your grade at least 1/3 of a grade (for example from A to A-). Excused absences are possible only with a doctor's note or a real emergency, and do not count as an absence instance. Absence affects your in-class exercise and participation points. If you're absent, it's your responsibility to provide the instructor with due notice beforehand and to inform the instructor of the reason for the absence. If you miss a class, you're responsible for all class material covered, so prepare to ask a classmate to take notes for you.

In-Class Exercises

In-class work is intended to deepen your thesis work and may include symbolic work, written reflections, dyadic exercises, and queries. Come prepared for projects in class. In-class points cannot be made up under any circumstances.

Engaged Participation

Your final grade is partly based on attendance and thoughtful engaged participation in class discussion and in-class and out-of-class exercises.

Classroom Etiquette

In order to maintain a positive classroom climate, please refrain from engaging in behaviors that are disrespectful and distracting to the professor and to fellow students. These include engaging in side conversations, cross-talk, texting, using cell phones, checking email, or surfing the internet. Please turn off cell phones and computers during class. Disruptive behavior in class will bring down your final grade.

Standards of Conduct

This course abides by all of the university policies on standards for conduct and academic freedom. We expect behaviors that are non-disruptive, non-discriminatory, non-harassing, and non-threatening. The policies can be found at <http://web.sonoma.edu/uaffairs/policies/>.

Rubrics

Class assignments are evaluated with a rubric that describes the essential elements of the assignment. And utilize validity checks. Use the rubric to guide you as you write your papers.

Papers

Papers and assignments are due hard copy on the due date; emailed papers are not accepted, so plan ahead if you know you'll miss a class, or ask a classmate who can print out your paper for you. Extensions for papers must be discussed with the instructor and approved ahead of the due date. Late papers are marked down a partial grade.

APA & SSU Style

All drafts must be in APA style or they will not be read. Consult the *APA Manual* (6th ed.) or Rosnow & Rosnow (2012) if needed. Theses follow both APA and the SSU Guidelines for Theses, which supersede APA guidelines in some areas such as line spacing in References. Owl Purdue is the best online source for APA style; google Owl Purdue APA 6th edition.

Writing Center

If you'd like to improve your writing, visit the Writing Center in Schulz 1103, where you can get individual attention on your skills. M-Th 9-5, F 9-4, phone (707) 664-4401.

<http://web.sonoma.edu/writingcenter/info/services.html>

Academic Honesty & Plagiarism

It is expected that all material submitted as part of any class assignment is the actual work of the student whose name appears on the material. The concept of academic honesty includes plagiarism as well as receiving and / or giving improper assistance on coursework. The university's policy of academic honesty expects students to be honest in attributing others' work to those who wrote it, with proper citations, references, and paraphrasing of material. A paper that has material copied verbatim from a book, article, another student, or Internet source without proper referencing will be given an F and reported to the university officer. The University's Cheating and Plagiarism policy is available at http://www.sonoma.edu/UAffairs/policies/cheating_plagiarism.htm. The class instructor may use Turnitin.com to check for plagiarism. It's on the Moodle site and students may enter their paper into it before turning it in.

Students with Special Needs

If you're a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

Emergency Evacuation

If you're a student with a disability and you think you may require assistance evacuating Stevenson in the event of a disaster, or if the elevator is out of service, inform your instructor about the type of assistance you may require. You and your instructor will discuss your specific needs and the type of precautions that should be made in advance of such an event (e.g., assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and to contact the Disability Services for Students office if other classroom accommodations are needed.

University Graduation Deadlines 2019

May Graduation Article: May 17 Thesis: May 3

Aug Graduation Article: Aug 2 Thesis: July 12

The Graduate Studies website is www.sonoma.edu/aa/gs

University Application to Graduate Deadlines—the same every year

May / Aug Graduation Due Feb 1 Salazar 2030

Dec Graduation Due Sept 15 Salazar 2030

Graduation Forms and Deadlines <http://www.sonoma.edu/aa/gs/forms.html>

Commencement Ceremony Sun May 19, 9am-12 pm, Green Music Center

www.sonoma.edu/uaffairs/commencement

University and Program Article / Thesis Timelines for May Graduation

Findings/Results	First draft late Jan / early Feb. Application to Graduate due Feb 1 Second draft late Feb.
Full Article / Thesis	First draft late Feb Second draft mid / late March
First Draft to Chair	Early / mid-March
Spring break	March 18 - 22
Second Draft to Chair	late March
Draft to Committee	Early April (for May graduation)
Committee Meeting	mid-April
Revisions	Late April, early May
May Grad Deadline + GSO2	May 17 article; May 3 thesis
Final draft for class	
Article Evening	Thursday May 16, 6 – 9 pm, Cooperage
Commencement	Sunday May 19, 9am, Weill Hall Green Music Center
Aug Grad Deadline + GSO2	Aug 2 article; July 12 thesis

Dates & Schedules

Keep in mind that while you may aim for May graduation, with the feedback from your Chair and your committee, and given time for revisions, you may not meet the May deadline. Consider the August deadline. Check with your Chair and your committee about their **summer schedules**. Some Chairs and committee members are available in June and July to work with you, and some are not. Find out ahead of time.

Article Committee Meeting

After your chair approves your article to go to committee, contact the second member, set a meeting date, send hard copies of your article to everyone (including chair). At this point everything should be finished, the article is formatted in APA style, references and citations are accurate, etc. Bring a hard copy of your article and the completed **GSO2 form** to the meeting. Second members usually sign off at the meeting, though some may prefer to wait if more revisions are forthcoming. The chair usually signs

off only when the final approved article is presented. Website for GSO2 if you lose your copy is www.sonoma.edu/aa/gs/gs_forms.shtml.

****Post-Coursework Registration****

If you don't graduate in May or August, you'll register in the fall for **Psy 578 Project Continuation (\$275)** and turn in your new application to graduate by Sept 15 for Dec grad, Feb 1 for May & Aug grad. If you don't finish your article in 3 semesters of Project Continuation, you then register for **3 units of Psy 599** at the current unit fee (currently @ \$600/ unit = \$1,800) in your fourth semester.

Application to Graduate

You must have turned in an Application to Graduate or a Graduation Change form for the semester in which you plan to graduate. The deadlines for the graduation application / change form never change: Feb 1 for May and Aug graduation; Sept 15 for Dec graduation.

Schedule of Activities

Date	Class Topics, Activities, & Discussion	Assignments (Due date listed)
Jan 25 Schulz 2010	Art process, project Collage, painting, pastels Check-in, committee meetings Overview and plan for semester	<i>Application to Graduate (May or Aug) Form due Feb 1 to A&R Salazar 2030</i>
Feb 1 Schulz 2010	2 discussants	<i>Timeline due</i>
Feb 8 Schulz 2010	2-3 discussants Timeline feedback returned	
Feb 15 Schulz 2010	2-3 discussants	<i>Timeline Reflection due</i>
Feb 22 Schulz 2010	2-3 discussants Timeline reflection returned	
March 1 Schulz 2010	2-3 discussants	<i>Draft due</i>
March 8 Schulz 2010	Powerpoints Oral Presentation Draft feedback returned	
March 15	3 7" practice presentations, 40-50" each person (Round 1) Draft feedback returned	
March 22	No Class Spring Break	
March 29	3 7" practice presentations, 40-50" each person (Round 1)	<i>Timeline due</i>
April 5 Stev 3095	3 7" practice presentations, 40-50" each person (Round 1) Timeline feedback returned	
April 12 Stev 3095	2 7" practice presentations, 40-50" each person (Round 1) Evening planning	<i>Timeline Reflection due</i>

	Timeline reflection returned	
April 19 Stev 3095	4-5 7" practice presentations, 25-40" each (Round 2)	
April 26 Stev 3095	4-5 7" practice presentations, 25-40" each (Round 2)	For May 4: Signed GSO2 due to Grad Studies May 4 (T) for May graduation
May 3 Stev 3095	1-3 7" practice presentations, 25-40" each (Round 2) Evening planning	
May 10 Stev 3095 1-5pm	Whole program run through, 7" practice presentations, 15" each (Round 3)	
Thurs May 16	Article Evening 6-9 pm Cooperage	<i>Final Draft due</i> For May 18: Signed GSO2 due to Grad Studies May 18 (T) Aug 3 (A) for Aug graduation
Sun May 19 9am-12 pm Weill Hall	Commencement	

Psychology 599 Master's Thesis
Fall 2019 / Prof. McCabe

Instructor: Laurel McCabe, Ph.D.
Place: Stevenson 3095
Time: Fri 2-4:50pm
Email: laurel.mccabe@sonoma.edu

Office: Stevenson 3087
Phone: 664-2130
Office Hrs: by appt.

This class surveys qualitative and depth inquiry methods and guides you to develop your research proposal. You will learn how to focus and develop research questions, choose a method, write a lit review, and write a research proposal. We will engage in some depth-oriented, art-based methods as you conduct your work. At the end of the semester you will schedule your advancement to candidacy proposal meeting. Some students will work on their Human Subjects application and submit it to the IRB by the end of the semester.

The class presents information on the essential aspects of research design and crafting a proposal. Meet with your Chair early and often regarding your topic, methods, proposal, organization, and Human Subjects if you're using it. Your Chair *must* be advised of what you're doing as you develop your ideas.

The instructor reserves the right to adapt the readings and work to accommodate the work and needs of the students. All class material will be available on Canvas.

Course Goals

- Deepen and broaden your knowledge in depth psychology
 - Program goal: Knowledge base in depth psychology
 - Outcome: Construct a summative project that draws on current research, theory, scholarship or practices in the field
- Apply your learning to a research project that you carry out in the second year.
 - Program goal: Applied learning
 - Outcome: Design and executes an applied work that draws on concepts, perspectives or methods of the field.
- Develop your analytical thinking skills as you synthesize and analyze the research on your topic area
 - Program goal: Analytical skills
 - Outcome: Identify, categorize and distinguish among elements of ideas, concepts, theories or practical approaches to the issues being studied.
- Perfect your writing skills in communicating your ideas and practices clearly
 - Program goal: Written communication skills
 - Outcome: Create sustained and coherent arguments and narratives.
- Become skilled in using the library's databases to research your topic
 - Program goal: Use of information resources
 - Outcome: Identify the ideal characteristics of current information resources for the execution of the project.
 - Describe identification and search strategies for information resources.

Timelines

August, September and October are spent in studying research design and crafting the research proposal. Students choose a chair by the end of September and meet with the chair in September or October to discuss ideas as they evolve. Students are expected to integrate class work with discussions with the chair. The proposal meeting occurs in October or November before Thanksgiving, or in

December. Students who work with human subjects will work with their chair on the Human Subjects application, submitted to the IRB by the end of the fall semester.

Graduation Dates & Deadlines

Graduate Studies graduation deadlines vary. **Articles** are due in May 15 for May 2020 graduation, and July 31 for Aug graduation. **Theses** are usually due May 8 for May 2020 graduation, and July 17 for August graduation. **Check with committee members on availability of working with you in the summer—not every committee member or chair is available in the summer.

Required

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Selected articles and book chapters are on the class Canvas site.

References

Glesne, C. (2016). *Becoming qualitative researchers: An introduction* (5th ed.). Boston, MA: Pearson. [good for developing design; fieldwork; crafting narrative]

Merriam, S. & Tisdell, E. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). San Francisco, CA: Jossey-Bass. [traditional designs with some art, narrative]

May be Useful

Cresswell, J. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Los Angeles, CA: Sage.

Kim, J.-H. (2016). *Understanding narrative inquiry*. Los Angeles, CA: Sage.

Leavy, P. (2015). *Method meets art: Arts-based research practice* (2nd ed.). New York, NY: Guilford.

McNiff, S. (1998). *Art-based research*. London, UK: Jessica Kingsley Publishers.

Moustakas, C. (1990). *Heuristic research: Design, methodology, and applications*. Newbury Park, CA: Sage.

Strunk, W. & White, E. B. (1979). *The elements of style*. New York, NY: Macmillan.

Proposal

The proposal is a short paper (5-15 pages) composed of a question or topic of investigation, a literature review of the topic (which gives background information relevant to your topic), and a methodology designed to answer your question. Be specific in describing how the methodology enables you to answer the research questions.

The Thesis Proposal is due to your committee in October, November, or December. Meet with the Chair of your committee before working on the proposal to discuss the viability of your research idea. Once the chair approves the idea, begin working on the proposal.

The thesis committee reviews your proposal and gives you verbal or written feedback regarding it. Differing viewpoints are discussed in the proposal meeting; it is your responsibility to incorporate the feedback into your proposal. The proposal must be approved and signed off by each member of your thesis committee in October, November, or December.

Evaluation

Grades are assigned for this course. Evaluation is made from handing in two drafts of the first three chapters of the thesis (only the second draft is evaluated for a grade), as well as a thesis proposal to your chair. Handing in late work will pull your grade down. If not using Human Subjects, you're not expected to turn in these forms.

The spring semester Culminating Paper Tutorial, in which you complete your article or thesis and present your work publicly, is also graded.

Integration of topic, question, method: In-class discussions (2)		
	Sept 20 & 27	20%
In class exercises, engagement		20%
Model Article analysis	Sept 6	10%
Literature Review draft	Oct 11	10%
Human Subjects application		
Thesis Proposal draft 1	Oct 25	20%
Thesis Proposal final	Dec 13	20%

Working with Human Subjects

If you'll be using others in your thesis work (interviewing, observation, participant-observation, interventions) complete a University Human Subjects application to the University Human Subjects Committee. Download the form at <https://web.sonoma.edu/orsp/compliance/human-subjects.html> . This includes a description of your research, methodology, interview protocol, steps taken to insure the well-being of the participants in your study, and an informed consent form. The committee reviews your proposal and gives you permission to conduct your study. The committee may ask for more information, or may ask you to revise some of your forms. Allow a *one month* turnaround from the time you turn in the form, to the time you receive approval. In order to begin interviewing participants for your study in mid-November, for example, the Human Subjects form should be in to the Committee in mid-October. Begin consulting with your Chair by late September on your research methods ideas. The final Human Subjects form is turned in to your thesis Chair, and then to the Psychology Department Chair. Both your chair and the Psychology Department Chair sign off on your Human Subjects forms.

Jung Institute Library Resource, ARAS

You might consider taking a membership in the Jung Institute Library in San Francisco, or visiting the library on free days the first Wednesday of each month—contact the library at 415- 717-8055 or email library@sfjung.org . ARAS (Archives for Research in Archetypal Symbolism) might be a resource for you. Contact the Institute for an appointment, or email aras@sfjung.org . You can become an online member for \$100/ year, www.aras.org .

Semester Schedule

1 Aug. 23: Thesis Process, Topic, Committee, Deadlines

2 Aug 30: Topic

Read 1 or 2 of the following readings from Glesne and Merriam

Glesne, Ch. 2, *Research design and other prestudy tasks*

Merriam, Ch. 4, *Designing your study and selecting a sample*

Glesne, *Improvising a song of the world: arts based research*

3 Sept. 6: Research Questions

Creswell, *Scripting a qualitative purpose statement and research questions*

Heppner & Heppner, *Research questions*

Model article analysis due

4 Sept. 13: Introduction

Heppner & Heppner, *Overview* (funnel organization)

Creswell, *Writing a good introduction and opening sentence to the study*

Checklist for Introduction

Application to Graduate Form due Sept 15 in Admissions & Records

5 Sept. 20: Methods

Richardson, *Writing: A method of inquiry*

Beit, Sampling

In-class presentation of ideas linking research statement, research questions, method, lit review, theoretical framework

6 Sept 27: Lit Review

Heppner & Heppner, Writing your literature review

Belcher, Mistakes in Literature Reviews

Literature Review Checklist

In-class presentation of ideas linking research statement, research questions, method, lit review, theoretical framework

7 Oct. 4: Proposal

Cresswell, *The general structure of a plan or proposal*

8 Oct. 11: Interview, IRB

Canvas handouts

Lit Review draft due

9 Oct. 18: Reflexivity

Creswell, *Writing reflexively*

Reflexivity handout on Canvas

10 Oct. 25: Ethics

Ethics Guidelines in Research Handout on Canvas

Solomon, *The ethical attitude in analytic training and practice*

Tolich, *A critique of current practice: Foundational guidelines for autoethnographers*

Thesis proposal due in late October, November, or early December to Committee—meet with Chair to discuss, and give to Chair first for feedback & approval

Draft proposal due

11 Nov. 1: Data Analysis

Canvas handouts

12 Nov. 8: Integrity, Validity

Canvas handout

Proposal feedback and discussion

13 Nov. 15: Open

First draft of Lit Review handed back; discussion

14 Nov. 22: Open

Nov. 29: **Thanksgiving Holiday**

15 Dec. 6: Integration, Looking Ahead

Writing strategies for December and January

16 Dec. 13: No Class—Final deadline for Thesis Proposal Meeting

Proposal due

December and January: Work on your study. Write Findings and begin putting together first draft of article or thesis.

Spring Deadlines, May Graduation

Feb. 1: First draft of Findings due

Feb 22: First draft of thesis due

March 13: Second draft of thesis due

Early April: Thesis draft goes to committee after approval by Chair.

Thesis draft goes to committee after approval by Chair.

Note that **Spring Break** is March 16-20. Take this time for writing on your thesis, writing conclusions, drafts, revising sections, etc. Your chair and committee members may be away during this week—check with them about their schedule.

Thesis is due to Graduate Studies **May 8** for May 2020 Graduation; **July 17** for Aug Graduation.

Article is due to Graduate Studies **May 15** for May 2010 Graduation; **July 31** for Aug. 2020 Graduation

Check with committee members on availability of working with you in the summer.

Appendix E. Description of Psy 576 Depth Psychology Seminars

Year	Term	Unit	Title	Instructor	Description
Cohort 20					
2019	Fa	1	Psychology of Dreams	Greg Bogart, Ph.D.	This seminar begins with a review of C. G. Jung's transformative inner encounters with the unconscious in the form of dreams and visions. Dreams are viewed as expressions of the unconscious and are examined using Jungian concepts such as ego and unconscious; persona and shadow; ego and complex; libido: psychic energy; psychological types; archetypes and personal mythology; anima and animus. The dream symbol is considered for its relevance to individual and cultural healing and individuation.
2019	Fa	1	Alchemy	Robert Bosnak	After an introduction to alchemical psychology in C.G. Jung and James Hillman by way of Jung's essay <i>Psychology of the Transference</i> and Hillman's text <i>Alchemical Psychology</i> , we enter into the various techniques that facilitate embodied shifts of perspective. By way of demonstrations derived from material presented by participants, students learn how to differentiate between embodied imagination – the intelligence within the alchemical material – and fabrication, making things up. Examples from alchemy are used throughout to illustrate techniques used in the seminar.
2019	Fa	1	Self and Healing	David Sowerby, Ph.D.	The seminar addresses how the Jungian construct of the Self is recognized, the effects it can have on health, and how a connection with it can be developed. An inner connection with the Self promotes healing and has the potential to affect various areas of life (e.g., relationships, career, health and well-being, spirituality, decision-making, problem solving, creativity). The seminar's emphasis is on the development of knowledge and practical skills that students can apply immediately to life. Literature from

Appendix E.

					Jungian psychology and from other perspectives that support Jung's work are presented.
2020	Sp	1	Somatic Approaches to Trauma and Grief	Brad Kammer, M.A., LMFT	This seminar explores what happens inside persons faced with overwhelming life experience. Using current perspectives from psychobiological research and theory, students learn how the brain and body respond to trauma and grief, and various ways that therapists use the body to resolve post-traumatic states. Students learn several somatic approaches and basic skills that can be employed in work and life. Students are challenged to reflect on how understanding this essential brain science integrates into the study of depth psychology.
2020	Sp	3	Ritual and Healing	Jim Preston, Ph.D.	This seminar is dedicated to the exploration and design of rituals of healing and wholeness. Particular attention is placed on how ritual functions in the process of healing the individual in relationship to the Self, the environment, the family and the cosmos. Students study a cross-cultural sample of ritual traditions and develop their own rituals. Healing is part of the integration of personality with the whole sensorium. Ritual is the connective tissue that accomplishes the task of integration.
2020	Sp	2	Rites of Passage as Dying Practice	Scott Eberle, M.D.	For millennia indigenous people everywhere have known "how to die." Their teacher was the natural world; and over many years and many generations, they learned their lessons well. Cycles of dying and rebirth were seen everywhere: the setting and rising of the sun, the turning of the seasons, the death of the elderly alongside the birth of a new generation. Ceremonial rites of passage emerged pan-culturally as an expression of these lessons well-learned. These rites supported individuals as they let go of one stage of life—the "little deaths"—and were "reborn" into the next. And

Appendix E.

					<p>these rites supported people as they prepared for the final transition, the big Death that awaits us all.</p> <p>This seminar explores related themes: the three phases of a rite of passage (dying, in between and rebirth); how to prepare for a major life transition; and how to be in relationship with the natural world. Central to this course is a variation on Jung's practice of active imagination. Participants are invited to have a dialogue between the ego and the unconscious through an active-imagination interaction with the natural world (rather than the classic practice of working with dream material).</p>
Cohort 19					
2018	Fa	1	Alchemy	Robert Bosnak	<p>After an introduction to alchemical psychology in C.G. Jung and James Hillman by way of Jung's essay <i>Psychology of the Transference</i> and Hillman's text <i>Alchemical Psychology</i>, we enter into the various techniques that facilitate embodied shifts of perspective. By way of demonstrations derived from material presented by participants, students learn how to differentiate between embodied imagination – the intelligence within the alchemical material – and fabrication, making things up. Examples from alchemy are used throughout to illustrate techniques used in the class.</p>
2018	Fa	2	Somatic Approaches to Trauma and Grief	Brad Kammer, M.A., LMFT	<p>This seminar explores what happens inside persons faced with overwhelming life experience. Using current perspectives from psychobiological research and theory, students learn how the brain and body respond to trauma and grief, and various ways that therapists use the body to resolve post-trauma states. Students learn several somatic approaches and basic skills that can be employed in work and life. Students are challenged to reflect on how understanding this essential brain science</p>

Appendix E.

					integrates into the study of depth psychology.
2018	Fa	2	Transformational Teaching	Jurgen Kremer, Ph.D.	This applied teaching skills seminar facilitates the development and implementation of two teaching skills practices of students' choosing. Beyond the required readings, students conduct searches to identify helpful sources in the literature discussing theories and practices to their practical applications. Self-reflection and feedback are a central part of the learning process.
2018	Fall	1	Living Psyche	Monika Wikman, Ph.D.	This seminar provides an opportunity for an investigation as to how applied alchemy and the reality of the subtle body relate to personal and cultural experience in the contemporary world. Lecture material includes alchemical teachings on the subtle body, imagery from ancient alchemy, and student dream material. Discussion of the readings, images from alchemy to meditate upon, active imagination exercises, and writing exercises ground the work. Throughout the seminar, we address the significance of alchemy as the potential source of a new myth for our time, helping to counter-balance the prevailing attitudes toward the material world, the feminine, nature, instinct, and evil in both orthodox Christianity and the modern scientific West.
2019	Sp	1	Neurodevelopmental Art Therapy	Linda Chapman, M.A., ATR-NC	With the current emphasis on right brain processes in psychotherapy, this two-day seminar focuses on the use of art media and imagery in therapy. Beginning with an introduction to the cross-cultural aspects of imagery in healing, and with an emphasis on understanding and treating acute and chronic exposure to trauma, students learn an application of neuro-biology to the clinical setting. A paradigm of treatment developed by the presenter is used to illustrate the use of imagery in healing that is applicable to many populations. A brief theoretical

Appendix E.

					basis for the model is followed by many case examples of a drawing intervention for acute trauma and or incident-based trauma. Case examples illustrate long-term treatment based in interpersonal neurobiology and attachment theory for treating relational or developmental trauma.
2019	Sp	1	Neuroscience of Resilience	Linda Graham, M.A., LMFT	Modern neuroscience teaches how to use the brain's innate neuroplasticity to rewire coping behaviors, even when they are seemingly "stuck" and intractable. In this seminar students learn through didactics, experiential exercises, and group discussions, which tools and techniques of brain change best help reverse the impact of stress and trauma, come out of anxiety, depression, grief, loneliness, guilt and shame, deepen the self-compassion and empathy that connect them to their inner resources, strengthen the resonant relationships that foster perseverance, and shift their perspectives through mindful awareness to discern options and make wise choices.
2019	Sp	1	Object Relations	Judy Radiloff, Ph.D.	This seminar draws from the psychoanalytical foundation of object relations theory and self psychology. Students explore a variety of concepts and theoretical models, specifically with the intent of applying these theories toward a deeper understanding of psychoanalytic processes. The seminar balances intellectual objectivity with personal reflection, and asks students to engage in the theoretical models and concepts in ways that are process oriented, while also demonstrating intellectual understanding of the material.
2019	Sp	1	Self and Healing	David Sowerby, Ph.D.	This seminar addresses how the Jungian construct of the Self is recognized, the effects it can have on health, and how a connection with it can be developed. An inner connection with the Self promotes healing and has the potential to affect

Appendix E.

					various areas of life (e.g., relationships, career, health and well-being, spirituality, decision-making, problem solving, creativity). The seminar's emphasis is on the development of knowledge and practical skills that students can apply immediately to life. Literature from Jungian psychology and from other perspectives that support Jung's work are presented.
Cohort 18					
2017	Fa	1	Typology	John Beebe, M.D.	This seminar deepens knowledge of Jung's concept of typology through study of readings that extend and refine the theory of type. Students learn how the eight types of consciousness defined by C. G. Jung in <i>Psychological Types</i> relate to archetypal roles that are taken up in the course of everyday life. Students view selected film excerpts that illustrate the eight types. Greater consciousness of the complexes defined by the types and archetypes can enhance adaptation, integrity, and individuation.
2017	Fa	1	Body, Soul and Social Justice	Rae Johnson, Ph.D.	Building on previous coursework in depth psychology and somatics, this seminar continues to refine students' knowledge and skill with the aim of developing more sophisticated and nuanced understandings of issues of power, privilege, and diversity in clinical and other professional settings. A continued emphasis on embodied self-reflection underscores the significance of the person of the practitioner as a locus for personal and social change. Students have an opportunity to explore the role of the body in anti-oppression work, and increase their understanding of the sociocultural and political dimensions of embodied experience.
2017	Fall	1	Medicine Poems: Poetry as a Portal to the Inner Life	Kim Rosen, M.F.A.	This seminar is a multi-faceted immersion in the power of poetry, music, movement and stillness to open a portal to the inner life not usually accessible through linear thought. The poetry we

Appendix E.

					love reflects to us our inner selves, it is an indigenous language that can melt the veils within and between us. Music can dissolve the armor that separates us from ourselves and others. Disrupting habit through movement, silence and ceremony can disorient us from our defenses and tumble us into our real selves. The seminar is primarily a personal immersion in these non-linear elements, which may overflow into service to others. There will be a natural pendulation between personal, direct experience and reflection on that experience from a therapeutic perspective.
2018	Sp	1	Masculine and Feminine in Dreams	Greg Bogart, Ph.D.	This seminar explores masculine and feminine archetypes and their appearance in dream images and narratives. Students engage in inner work through individual and group dream analysis and spontaneous artistic expression. As masculine and feminine energies engage in an eternal interplay, we also discuss the topic of sexuality in dreams. After studying relevant texts, students write and present a brief research paper. The goal of the seminar is to take steps toward achievement of the <i>coniunctio</i> , described by Edward Edinger as “the creation of consciousness through the union of opposites.”
2018	Sp	1	Alchemy	Robert Bosnak	After an introduction to alchemical psychology in C.G. Jung and James Hillman by way of Jung’s essay <i>Psychology of the Transference</i> and Hillman’s text <i>Alchemical Psychology</i> , we enter into the various techniques that facilitate embodied shifts of perspective. By way of demonstrations derived from material presented by participants, students learn how to differentiate between embodied imagination – the intelligence within the alchemical material – and fabrication, making things up. Examples from alchemy are used

Appendix E.

					throughout to illustrate techniques used in the class.
2018	Sp	1	Neurodevelopmental Art Therapy	Linda Chapman, M.A., ATR-NC	With the current emphasis on right brain processes in psychotherapy, this two-day seminar focuses on the use of art media and imagery in therapy. Beginning with an introduction to the cross-cultural aspects of imagery in healing, and with an emphasis on understanding and treating acute and chronic exposure to trauma, students learn an application of neuro-biology to the clinical setting. A paradigm of treatment developed by the presenter is used to illustrate the use of imagery in healing that is applicable to many populations. A brief theoretical basis for the model is followed by case examples of a drawing intervention for acute trauma and or incident-based trauma. Case examples illustrate long-term treatment based in interpersonal neurobiology and attachment theory for treating relational or developmental trauma.
2018	Sp	2	Somatic Approaches to Trauma and Grief	Brad Kammer, M.A., LMFT	This seminar explores what happens inside persons faced with overwhelming life experience. Using current perspectives from psychobiological research and theory, students learn how the brain and body respond to trauma and grief, and various ways that therapists use the body to resolve post-trauma states. Students learn several somatic approaches and basic skills that can be employed in work and life. Students are challenged to reflect on how understanding this essential brain science integrates into the study of depth psychology.
2018	Sp	1	Self and Healing	David Sowerby, Ph.D.	The seminar addresses how the Jungian construct of the Self is recognized, the effects it can have on health, and how a connection with it can be developed. An inner connection with the Self promotes healing and has the potential to affect various areas of life (e.g., relationships,

Appendix E.

					career, health and well-being, spirituality, decision-making, problem solving, creativity). The seminar's emphasis is on the development of knowledge and practical skills that students can apply immediately to life. Literature from Jungian psychology and from other perspectives that support Jung's work are presented.
Cohort 17					
2016	Fa	1	Neurodevelopmental Art Therapy	Linda Chapman, M.A., ATR-NC	With the current emphasis on right brain processes in psychotherapy, this seminar focuses on the assessment and treatment of PTSD with a focus on applying neurobiology to the clinical setting. A model of treatment developed by the presenter, Neurodevelopmental Art Therapy, offers a method of art therapy treatment for post-acute and chronic PTSD that utilizes the integrative capacity of the brain. A brief theoretical basis for the model is offered followed by case examples to illustrate the application of the model in the clinical setting. A specific drawing treatment intervention is offered for acute, incident-based trauma such as physical injuries, exposure to or witnessing violence, motor vehicle accidents, and other acute traumatic events. The application of the model to long term therapy for relational or developmental trauma offers a four-stage model of treatment along with specific art interventions using directive and non-directive art therapy and play therapy for each stage of treatment.
2016	Fall		Somatic Approaches to Trauma and Grief	Brad Kammer, M.A., LMFT	This seminar explores what happens inside persons faced with overwhelming life experience. Using current perspectives from psychobiological research and theory, students learn how the brain and body respond to trauma and grief, and various ways that therapists use the body to resolve post-traumatic states. Students learn several somatic approaches and basic skills that

Appendix E.

					can be employed in work and life. Students are challenged to reflect on how understanding this essential brain science integrates into the study of depth psychology.
2017	Sp	2	Family Constellation	Peter de Vries	This seminar explores the dynamics around representational inquiry. It's a process that can help make visible that which might otherwise go "unseen." In turn, the experience of embodied representations can lead to deep insight into how family systems can impact individuals. The practice of Family Constellations has proven to be an effective aid in the healing of trauma as well as a means to help promote individuals' path to greater freedom and individuation.
2017	Sp	1	Rites of Passage	Mary Gomes, Ph.D. & Jurgen Kremer, Ph.D.	This seminar reviews the literature on rites of passage and invites students to participate in an end-of-program ritual.
2017	Sp	1	Alchemical Art	Felicia Matto-Shepard, M.S., MFT	This seminar continues the exploration of methods and applications of depth psychology and explores new concepts and methodologies. Methods include embodied awareness and movement, paint/ collage/ drawing, story and myth, amplification, poetry, mindfulness, active imagination, dream work, and group ritual. Students study the methods, practice them, and observe their experiences, much like the alchemists of old.
2017	Sp	2	Global Alchemy	Alex Warden	This seminar explores how the feminine became slowly devalued and degraded in the Western world until becoming unrecognized for what it really is, and how this distortion directly affected the lives of women, the feminine qualities in both men and women, the Earth (the Great Feminine), and the natural world. Students are invited to participate in an alchemical process where we rediscover the feminine as it was originally understood and lived. To understand the

Appendix E.

					feminine, we need to recognize and experience it – as body, wisdom and soul - within ourselves, within the Earth, and the cosmos. We do this through working with both the outer and inner qualities and forms of expression of the feminine.
Cohort 16					
2015	Fall	1	Neurodevelopmental Art Therapy	Linda Chapman, M.A., ATR-NC	With the current emphasis on right brain processes in psychotherapy, this seminar focuses on the assessment and treatment of PTSD with a focus on applying neurobiology to the clinical setting. A model of treatment developed by the presenter, Neuro-developmental Art Therapy, offers a method of art therapy treatment for post-acute and chronic PTSD that utilizes the integrative capacity of the brain. A brief theoretical basis for the model is offered followed by case examples to illustrate the application of the model in the clinical setting. A specific drawing treatment intervention is offered for acute, incident- based trauma such as physical injuries, exposure to or witnessing violence, motor vehicle accidents, and other acute traumatic events. The application of the model to long term therapy for relational or developmental trauma offers a four-stage model of treatment along with specific art interventions using directive and non-directive art therapy and play therapy for each stage of treatment.
2015	Fall	2	Individuation, Group and Culture	Shoshana Fershtman, Ph.D.	In recent years Jungian theorists have expanded the work of analytical psychology to explore the impact of group process on individuation, and the impact of culture on psyche. Students explore how learning communities may facilitate individuation, and how culture creates complexes that limit psychological awareness. This seminar employs expressive arts modalities including active imagination, artmaking, dreamwork, sandtray and journaling to attend to the images that arise in

Appendix E.

					individual psyches and in the group field over the course of the semester. Special attention is given to witnessing the role of the intersubjective field in supporting the individuation process.
2016	Sp		Individual Typology and Cultural Attitudes	John Beebe, M.D.	This seminar reviews the new work on type and demonstrates how this theory can be used in clinical work. Dr. Beebe's clinical scholarship has extended and added to Jung's original work on typology, which emphasizes the extraverted and introverted attitudes and the four functions of consciousness: thinking, sensation, intuition and feeling. Jung's theory of psychological types has reached the wider public through the Myers-Briggs Type Indicator, which is used in career counseling, team building in corporate settings, teacher training, and even the construction of characters by screenwriters. Few psychologists, however, know how to make typological assessments while working with clients in their offices, without resorting to giving them a self-assessment test. Fewer still know how to use the theory of types to guide their understanding of the process of dynamic psychotherapy, which had been Jung's original intention in making this contribution. Students view excerpts from selected films to amplify the understanding of type.
2016	Sp		Rites of Passage	Mary Gomes, Ph.D. & Jurgen Kremer, Ph.D.	This seminar reviews the literature on rites of passage and invites students to participate in an end-of-program ritual.
2016	Sp	2	Somatic Approaches to Trauma and Grief	Brad Kammer, M.A., LMFT	This seminar explores what happens inside persons faced with overwhelming life experience. Using current perspectives from psychobiological research and theory, students learn how the brain and body respond to trauma and grief, and various ways that therapists use the body to resolve post-trauma states. Students learn several

Appendix E.

					somatic approaches and basic skills that can be employed in work and life. Students are challenged to reflect on how understanding this essential brain science integrates into the study of depth psychology.
2016	Sp	1	Voice and Body	Roxanna Rutter, Ph.D.	This seminar introduces students to the profound power of the (naked) human voice and natural (un-choreographed) movement. It begins with an evening seminar and discussion of readings, followed by an intensive weekend of experiential and didactic work in the studio. Through the embodiment of the natural voice students develop a deeper understanding of the development of the human voice and movement and its therapeutic uses. Through this work students may reclaim their innate presence and rhythmic flow, thereby increasing self-confidence and sense of personal power.
Cohort 15					
2014	Fa	1	Anima, Animus, and Contrasexual Archetypes in Film and Psyche	John Beebe, M.D.	This seminar deepens knowledge of the concepts of anima and animus and other contrasexual archetypes. Students study and discuss selected readings on the theoretical concepts and on their applications to the medium of film. Students view selected film excerpts that amplify these theoretical concepts and extend their understanding of them.
2014	Fa	1	Group Dialogue	Laurel McCabe, Ph.D.	This seminar introduces students to a method of group inquiry called Dialogue. It was developed in the 1980s by the physicist David Bohm as a result of his inquiry into the fundamental nature of matter - energy. He wrote that an inquiry into the nature of thought reveals a collective source that “moves through” individuals and that may be accessed for emergent meanings. The seminar is a laboratory in which we engage in the dialogue process, observe our responses and movements, explore them in relation to the readings, and reflect on them for

Appendix E.

					personal and theoretical meanings. We spend 2/3 of the class in dialogue, 1/3 of the class in symbolic work. At the end of each class we come together for reflection, discussion, and integration of the work.
2014	Fa	1	Alchemy	Daniel Polikoff, Ph.D.	In this seminar we aim to develop our alchemical imaginations by delving into both the theory and practice of alchemy. After some attention to the complex heritage of alchemy (with particular concentration upon its role in modern depth psychology) and the intrinsic relation between alchemy and art, we pair concerted focus upon alchemy's most essential processes (<i>calcinatio, coniunctio, mortificatio, separatio, solutio, coagulatio, sublimatio</i>) with an in-depth exploration of Rainer Maria Rilke's poetic life and work. This dual focus grants us a close-up look at alchemy in action in the laboratory of Rilke's soul, and so provides an illustrious model of actualized individuation. Concomitantly, we explore the imaginative force of different forms of linguistic expression. Students are encouraged to engage the gears of their own alchemical imaginations through discussion, introspection, and creative writing.
2015	Sp		Revisiting Complex Theory	Betsy Cohen, Ph.D., LCSW	This seminar reviews Jung's discussion of complex theory and supplements it with current readings by post-Jungian authors on the nature of the complex.
2015	Spring		Rites of Passage	Mary Gomes, Ph.D. & Jurgen Kremer, Ph.D.	This seminar reviews the literature on rites of passage and invites students to participate in an end-of-program ritual.
2015	Sp	1	Art and the Mythic Life	Maria Gonzalez-Blue	Through the lens of the classic Hero's Journey motif, students explore the language of the arts (visual art, guided visualization, movement, writing, ritual, etc.) as a pathway to recognizing the deeper, authentic self. The symbolic and often transpersonal aspects of the arts can

Appendix E.

					offer a universal perspective where trust and self-confidence can be developed in order to embrace one's unique, authentic life more fully. Aspects of Carl Rogers' and Natalie Rogers' person-centered approach and Creative Connection theory assist in creating an open, accepting, diverse and safe space for deep work to be done within this intensive seminar.
2015	Sp		Animal Dreams	Sophia Reinders, Ph.D., MFT, REAT	In this seminar we suggest a shift from an anthropocentric to an eco-centric sensibility, with the dreaming psyche as a doorway towards genuine care for the earth. In the deep communing of our dreams we are asked to recognize our resonance and essential inter-relationship with our animal kin. Through this examination we deepen our understanding of depth psychology as a discipline that embraces the soul of the earth in its vision of psychological wholeness. Multimodal creative practices deepen our attunement to the animals and life forms visiting in dreams.
2015	Sp	1	Beyond Words: Poetry as Portal to the Inner Life	Kim Rosen, M.F.A.	This seminar is a multi-faceted immersion in the power of poetry, music, movement and stillness to open a portal to the inner life not usually accessible through linear thought. The poetry we love reflects to us our inner selves, it is an indigenous language that can melt the veils within and between us. Music can dissolve the armor that separates us from ourselves and others. Disrupting habit through movement, silence and ceremony can disorient us from our defenses and tumble us into our real selves. The course is primarily a personal immersion in these non-linear elements which overflow into service to others. There is a natural pendulation between personal, direct experience and reflection on that experience from a therapeutic perspective.
2015	Sp	1	Mythology and Culture	Barry Spector	This seminar argues that our contemporary historical, scientific,

Appendix E.

					<p>political, psychological and religious thinkers offer insufficient responses to the world’s profound crises; we need the broader perspective that mythology offers. Students consider the construct of identity: how – and through which stories – we come to know who we are as members of racial, gendered, ethnic and national communities, and as people who want to make a difference in the world. Beginning with an understanding of Greek myth, we explore what Joseph Campbell called the “demythologized world.” We discuss the unique historical circumstances that led to a vision of a nation divinely ordained to bring opportunity and freedom to the world while simultaneously denying those goals to large segments of its own population. The way that white Americans live with these contradictions is to subscribe, consciously or not, to a complex mythology that allows them to define themselves as both exceptional and innocent of all evil.</p>
--	--	--	--	--	---

Appendix F. Psy 576 Seminar in Depth Psychology Syllabi

PSY 576 SOMATIC APPROACHES TO TRAUMA AND GRIEF
(1 Credit Seminar)

Dates/Times: **Fridays: February 28, March 6 (9 am - 1 pm); March 13 (9 am - 6 pm)**

Location: **Stevenson 3095**

Instructor: **Brad J Kammer, MA, LMFT, LPCC**

Email: bradkammer@body-mindtherapy.com

Phone: **(707) 462 2133**

Office Hours: **Fridays 1:00 – 2:00 pm (By appointment only); via phone/email anytime**

SEMINAR THEME

“According to several Buddhist and Taoist traditions, sex, meditation, death, and trauma share a common potential. These are the great portals – catalysts for profound surrender and awakening.” (Peter Levine)

In this class, we will explore the losses that can occur after trauma, but will frame a larger understanding of trauma as a pathway for personal and social transformation.

READINGS FOR SEMINAR

Recommended Reading:

Levine, P. (2010). *In An Unspoken Voice: How The Body Releases Trauma and Restores Goodness*. Berkeley: North Atlantic Books.

Heller, L. & LaPierre, A. (2012). *Healing Developmental Trauma: How Early Trauma Affect Self-Regulation, Self-Image, and the Capacity for Relationship*. Berkeley: North Atlantic Books.

Additional Suggested Reading:

Ogden, P., Minton, K., and Pain, C. (2006). *Trauma and the Body: A Sensorimotor Approach*. New York: Norton.

Porges, S. (2011). *The Polyvagal Theory: Neurophysiological Foundations of Emotions, Attachment, Communication and Self-Regulation*. New York: Norton.

van der Kolk, B. (2014). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. New York: Viking Press.

TEACHING METHODS

This seminar class will rely on lecture, extensive class discussion, class exercises, small group activities, videos, and student presentations. Each class session will include discussing powerpoint material and reading assignments, and applying these concepts through experiential activities.

Preparation for this class is essential. Reading the chapters/articles prior to class, taking good notes in class, actively asking questions, and applying the concepts in discussions and assignments will lead to a successful experience.

People learn best when they are interested in the material and the learning situation is set up for them to be themselves. Learning of the psychobiology of trauma and grief will take place in context to human lives, including your own. Therefore, classroom material and activities, as well as all assignments, will be geared towards application in your real lives.

COURSE GOALS:

Upon successful completion of this course you will have a thorough understanding of what happens inside us when faced with overwhelming life experience. Using current perspective from psychobiological research and theory, you will learn how the brain and body respond to trauma and grief, and various ways that therapists are using the body to resolve post-traumatic states. You will become familiar with several somatic approaches, and learn basic skills from these approaches you can employ in your work and life. Lastly, you will be challenged to reflect on how understanding this essential brain science integrates into your overall study in Depth Psychology. These course goals meet the program learning goals of a knowledge base in depth psychology, as well as the self-knowledge and self-reflection.

LEARNING GOALS:

- To be able to identify the biopsychological process involved in the human stress response
- To be able to understand the mechanisms, behaviors and symptoms of trauma and grief
- To differentiate between “shock” and “developmental” traumas, as well as the nature of their interaction in “complex trauma”
- To utilize basic somatic skills for regulating stress and trauma reactions

EVALUATION:

Accomplishment of course objectives will be evaluated on the basis of:

50 %	Attendance & Class Participation
25 %	Final Presentation & Summary
25 %	Trauma & Resilience Genogram

Evaluation rubrics will be used in support of evaluations.

MEETING WITH ME:

I strive to be available to every student. I find that learning is supported by clear communication between the instructor and student. So, please feel free to discuss anything with me, at any time during the semester. I have office hours (by appointment) after class, but we can always make arrangements for us to get together or speak at a different time that might be more convenient for you. Just let me know. I’m on your side to make this class both successful and enjoyable for you.

ATTENDANCE POLICY:

Students are expected to attend all classes and to complete all assignments on-time. Attendance

will be taken during each class, and each absence will negatively impact your grade. Missing more than one class could lead to failing this course. Excused absences are those that are communicated to me in advance of the class, or emergencies that can be documented (e.g., doctor's note) – if an emergency does occur, it is your responsibility to promptly notify me via phone/email (or have someone else do this if you are unable). Unexcused absences are those that you do not attend and have not communicated with me. It is your responsibility to assure that I have received any communications you may have sent. Please only contact me via phone or email (i.e., no texting).

Please do your best to be on time for class – late arrivals or early departures of more than 15 minutes (without prior communication) constitutes a missed class. It is the student's responsibility to make arrangements for any missed work due to an absence or late arrival/early departure.

CELL PHONES/TEXTING:

Please remember to turn cell phones off once inside the classroom. Texting is not OK in the classroom – and although I may not say anything to you about it, you will lose participation points if I see you texting in class. If you absolutely need to text or use your phone, you can step out of the classroom to do so.

GRADING/LATE WORK POLICY

I strive to support each student to succeed in this class. I understand the value of being rewarded for your hard work and dedication. I look at grading as a mutual discourse between you and I about the effort and quality of your work. I will use rubrics to help clarify my grading system – and I will distribute these the first day of class so you know what is expected of you. But please do remember that I am looking for consistent demonstration of your applied learning and critical thinking skills in all assignments and classroom participation (see “class participation” below); this is the overarching basis for evaluation in this seminar. If there are any concerns at any point during the semester, please speak with me to clarify so that we are on the same page throughout this course.

The late work policy is that for each week that an assignment is late, one full letter grade will be deducted. So, if the assignment is 1 week late and the grade received is a 90, the adjusted late grade will be an 80; for 2 weeks late, it will be a 70; and so on.

ACADEMIC HONESTY

Seminar-style learning requires every student to bring his/her own unique strengths, experiences, knowledge, and wisdom to each class and assignment. What this means is that you are challenged to think original ideas and produce original material. This is what makes learning fun.

I honor how important grades are to all of you, and I will do my best to help you succeed. But I will not accept academic dishonesty of any kind. This includes cheating, lying, plagiarism, copying of others' work, etc. If you are academically dishonest in this class, you will receive a 0 on the assignment, and may risk expulsion from the class and college. I ask you to honor the integrity of this class by being an academically honest student. You'll learn more too!

STUDENTS WITH SPECIAL NEEDS

If you're a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

EMERGENCY EVACUATION

If you're a student with a disability and you think you may require assistance evacuating Stevenson in the event of a disaster, or if the elevator is out of service, inform your instructor about the type of assistance you may require. You and your instructor will discuss your specific needs and the type of precautions that should be made in advance of such an event (e.g., assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and to contact the Disability Services for Students office if other classroom accommodations are needed.

CLASS PARTICIPATION

Seminar learning relies on interested students working together in a respectful environment. Therefore, effort and preparation for class is essential. The quality of class discussions will rely on your interest in the course material, involvement in class discussions and respect for other students' viewpoints. The emphasis is on the thoughtful consideration by each student. There is no right or wrong when it comes to individual opinions.

The class will emphasize applied learning (the ability to use academic learning to formulate questions and theories in relation to daily life) as well as critical thinking (the ability to express your own opinions and draw your own conclusions based on the material you are learning). Questions can help to clarify concerns and stimulate learning. It is strongly encouraged that each student bring at least one question in regards to the reading material and/or previous class discussions to every class. It is also strongly encouraged that each student use the class to articulate his/her developing ideas in relation to the course subject, while also remaining open to other students' perspectives. Applied learning and critical thinking will be the basis for evaluation on each student's participation in classroom discussions and activities, as well as all other assignments.

NOTE: While learning the field of psychology, personally challenging topics may be encountered. If so, please feel free to speak with the instructor about your situation, or seek outside support. If a topic becomes too sensitive for you in class, please feel free to leave the classroom, and/or discuss your situation with the instructor. Students are required to participate but not to reveal personal information. Please remember that although you are encouraged to apply what you are learning in class to your own lives, you must also be sensitive to the other students in class. This means that each student must be thoughtful and considerate when sharing personal experiences in class. Please also do not share names of others, or personal stories that are unrelated to what we are learning.

WRITING GUIDELINES

All written assignments must be completed in APA style. Papers must be double-spaced, paginated, with 1" margins all around, and a simple 12 point font like Times New Roman,

Helvetica, Arial, etc. References and citations must be in APA style. APA style guidelines can easily be found online and at the library. Submitted papers should include a cover page which includes your name, title of the paper, date submitted, and course title. Papers can be turned in printed or email, but it is your responsibility to assure that I have received it electronically. I expect your papers to reflect your learning experiences, both intellectual and experiential, and your personal internal development.

TRAUMA & RESILIENCE GENOGRAM ASSIGNMENT

We will review the use of genograms – used commonly in family systems approaches – for use in creating your own genogram, focusing on the transgenerational nature of trauma and resilience in your family. The intention of this assignment is to begin reflecting on how extensive trauma is in our world, and how deeply it affects us all, while being mindful of the ways we cope with and can grow after traumatic experience. This assignment can bring up feelings – if you are uncomfortable about it, please speak with me privately. Although we will use this assignment for discussion, you will not have to disclose any private details.

Once you've created the genogram itself, you are to write a (suggested length of) 2 pages reflection on this assignment – what was it like creating it, what you learned from it, how you might view your current life differently in the light of what you documented, and especially, what coping strategies (for better and worse) you and your family used to manage and/or resolve the trauma and grief. The focus is on increasing resilience and supporting Post-Traumatic Growth.

FINAL PRESENTATION AND SUMMARY

Select a current approach to healing trauma and write a (suggested length of) 3 pages summary of this approach and it's usefulness for working with trauma and grief. You are free to use any approach available – whether we covered it in class, whether it's mainstream or controversial, whether it's scientifically validated or not. For this project, it would be ideal if you could speak with someone who practices this approach to give you applicable information about this approach – otherwise, either talking with someone who has experienced this approach or reading about this approach is fine. The summary should also include your own perspective on using this approach to work with trauma and grief.

In addition, use one or two other therapeutic approaches to compare and contrast with this approach, relying on the psychobiology of trauma to inform your analysis. Be sure to identify any shortcomings, potential risks or concerns you have regarding your selected approach, and propose any changes or developments you would like to see to strengthen this approach.

During the final meeting you will have an opportunity to share about your approach with the class. Besides a basic overview of your approach (powerpoints are encouraged), please do some experiential piece – whether you lead the class in a basic exercise, role-play, present a case study, or show a video – please include something that gives students a real sense of how this approach works.

Your grade for this assignment will be based 50% on the written summary and reflection, and 50% on your presentation. Remember to cite any outside sources and reference them appropriately for the written part of this assignment.

PSY 576

6

CLASS/ DATE	TOPICS COVERED	READINGS (due this week)	ASSIGNMENTS (due this week)
1 February 28	Introductions & Review Syllabus <i>The Psychobiology of Stress and Trauma</i>	Recommended: <i>In An Unspoken Voice</i> , Chapters 1-3, 10-11 <i>Healing Developmental Trauma</i> , pgs. 1-36 & 93-123	
2 March 6	<i>Complex Trauma: "Shock" and "Developmental" Trauma</i>	Recommended: <i>In An Unspoken Voice</i> , Chapters 4-7, 12-13 <i>Healing Developmental Trauma</i> , Chapters 2-6, 8, 10-12	Trauma/Resilience Genogram
3 March 13	<i>Somatic Approaches to Healing Trauma: The Future of Trauma Treatment</i> Final Presentations Course Review & Closure		Final Presentations

NOTE: It is possible that the dates of classes and/or assignments may change during the course of the semester, so any changes to the above syllabus will be clearly announced in class. Ask me if you have any questions and/or concerns.

SONOMA STATE UNIVERSITY
SEMINAR IN DEPTH PSYCHOLOGY:
RITUAL AND HEALING
Psych 576

E-mail: prestonj@sonoma.edu Spring 2020
Office: Stevenson 2084G Dr. J. Preston
Office Hours: TBA F 10 a.m.to 12:50 p.m.
Phone: 548-0303 Stevenson 3095

REQUIRED TEXTS

Flowers, Betty. Editor. *Healing and the Mind*. New York, NY: Doubleday, 1993.
Kripal, Jeffrey J. *Authors of the Impossible*. Chicago, IL: University of Chicago Press, 2010.
Myerhoff, Barbara. *Peyote Hunt: Sacred Journey of the Huichol Indians*. Ithaca, NY: Cornell University Press, 1974.

COURSE DESCRIPTION

This seminar is dedicated to the exploration and design of rituals of healing and wholeness. Ritual is the connective tissue that accomplishes the task of integration. The main theme of this course is the search for an ecologically wise mythology that can provide rituals for healing in our time. Particular attention is placed on how ritual functions in the process of healing the individual in relationship to the Self, the environment, the family and the cosmos. Students study a cross-cultural sample of ritual traditions and develop their own rituals. Healing is part of the integration of personality with the whole sensorium.

PROGRAM GOALS:

Self-Knowledge and Self Reflection:

Demonstrates knowledge about one's experiences.

Cultural Reflection:

How knowledge from different cultural perspectives informs the practices and applications of the field. Achieved through comparative studies of ritual and symbol complexes.

Use of information resources:

Provides evidence through assessing, contributing to, or refining information based on resources. Achieved through a paper based on research and including an exercise in the creation of rituals of healing.

COURSE GOALS:

1. Become familiar with the nature of symbols as vehicles for psychological growth and cultural survival.
2. Compare and contrast the similarities and differences in rituals of various cultural origins, including examples from a variety of cultural contexts.

3. Explore both the destructive and healing potentials of myths and rituals as they are lived today.
6. Reclaim the power to be ritual makers and to find authenticity in the myths of healing that claim us.

ASSESSMENT OF LEARNING GOALS;

1. Create a paper and a ritual reflecting the application of knowledge or skills acquired through the study of a specific theme nascent in American and global cultural contexts.
2. Collaborates with others in developing and implementing a depth psychological approach to a psychological cultural issue.
3. Differentiates and evaluates theories, methods and approaches to an issue in context.

Assessment will be accomplished through analysis of student papers, observations of student input into cooperative research with other students and personal interviews.

COURSE OUTLINE (topics)

I. Introduction (1 week)

Ritual is about connection to the cosmos, the environment and other human beings. In this segment of the course ritual is examined and amplified in the cultural and psychological realities of our time.

Topics

Problems of Definition

What is ritual?

How is ritual related to Myth?

The Symbolic Core of the Ritual Process

Methods: Anthropological, Psychological, Literary and
Religious Studies Perspectives

Reading: Myerhoff, *Peyote Hunt*. (Whole Book)

II. Death and the Afterlife (1 week)

The most powerful rituals associated with human life are related to death and concerns about the afterlife. How do such rituals help to heal communities and individuals who are suffering from intense grief? The wound of death is also associated with our planetary consciousness. Are there rituals that can heal that kind of death?

Topics

Death of the beloved

Healing the community

Family grief
 Reconnections with the ancestors
 Planetary consciousness

Reading: to be assigned

III. Initiation as a way to the Center (1 week)

The road to a deeper inner life has been paved by shamanistic teachings, some of which are bogus. Still the uninitiated long for a sense of belonging. This entails healing of the many wounds we suffer in our technocratic culture. Can we find ritual paths to heal these wounds? Where do we get them from?

Topics

The uninitiated
 Paths to the Center
 The Wilderness Experience
 Healing rituals for entering the sacred grove

Reading: to be assigned

IV. Healing and the Miraculous (1 week)

One of the oldest ritual approaches to healing has been expressed through pilgrimage. Here people encounter the mystery of their faith and often achieve a deep integration of body and spirit with the cosmos. Is there any place for the miraculous in our lives today? Or have we shut it out along with the rituals that once fed us and nourished us through the chaos of existence?

Topics

Sacred ecology
 The eternal return
 Opening to the universe
 the unification of opposites
 Achieving depth

Reading: To be assigned

V. Rituals as Vehicles of Healing (1 week)

Not all rituals are performed in order to heal. Many are rituals of destruction, hatred and death. Lust for power, for resources and for fame are highly ritualized. Healing rituals are much different, even though they may be mistakenly dedicated to dark and destructive forces, such rituals are expressed in the form of love. Wounds can only be healed by love in its many manifestations.

Student presentations of healing rituals.

COURSE REQUIREMENTS

Students are required to attend all lectures and films, Students must be prepared to discuss the readings as assigned each week.

There will be one paper and an accompanying ritual to be performed by the class. This will constitute 80% of the grade. The other 20% is for participation. Each student will lead a segment of the seminar based on assigned readings.

Participation and attendance are very important in this course. Students must be engaged and active participants at all times (worth 20% of the grade).

Paper A and ritual 80%
 Discussion Leader 10%
 Participation/Attendance 10%

APPENDIX

Course Evaluation Policy

Your course grade is based on quality and timeliness of papers, presentations and assignments, attendance, and quality of class participation. You're expected to do the reading for the class and to come prepared for discussion and projects in class. You can expect to spend from 3 to 9 hours per week (3 hours per unit) on readings and projects for this class. Bring a copy of the week's reading and assignments to class for discussion and reference. Papers and assignments are due on the due date; extensions for papers must be discussed with the instructor and approved ahead of the due date. Late papers will be graded down one partial grade for every week they're late.

Course Attendance Policy

Attendance at all class meetings is mandatory. While you can always read what was missed, you can't reproduce the discussions and exercises experienced in class. Attendance means timely attendance—being on time and not leaving early. Being more than 15 minutes late or leaving early constitutes a missed class. Excused absences are possible only with a doctor's note or a real emergency and do not count as an absence instance. At the same time, absence affects your participation points. If you're absent, it's your responsibility to provide the instructor with due notice beforehand and to inform the instructor of the reason for the absence. Class material is due with an excused absence unless you have arranged with the instructor. ahead of time. Missing more than one class will bring down your grade; it's not possible to pass the class if you miss more than 3 classes. If you must miss a class, ask someone in class to take notes for you: you are responsible for learning the material covered in a missed class.

Classroom Etiquette Policy

In order to maintain a positive classroom climate, please refrain from engaging in behaviors that are disrespectful and distracting to the professor and to fellow students. These include engaging in side conversations, cross-talk, texting, using cell phones, checking email, or surfing the internet. Please turn off cell phones and computers during class. Cell phone use in class is disruptive, so they may be used outside of class during breaks only. You'll be asked to turn off your phone in class if you check it or answer it during class. Disruptive behavior in class will bring down your final grade.

APA Style for Papers

Papers are double-spaced, paginated, with 1" margins all around, and a simple 12 point font like Times, Times New Roman, Helvetica, Arial, etc. References and citations are APA style. The Library has simple APA style guidelines online. Owl Purdue has excellent online APA style guidelines.

Students with Special Needs

If you are a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677, website www.sonoma.edu/dss/. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

Psy 576.2 (2 units)
Rites of Passage as Dying Practice
Instructor: Scott Eberle, M.D.
seberle@sbcglobal.net
707-772-5404

Course schedule:

- Fri Feb 7, 10:30-12:30 at Putnam Park (rain date: Fri, Feb 14, 9-12)
- Sat Mar 28, 9:00-5:00 at Fairfield Osborne Preserve (rain date: Sat April 4)
- Fri Sat Sun Apr 24, 25, 26 at Galbreath Preserve, arrive 4 pm Friday & finish by 1 pm Sunday (rain dates: May 1, 2, 3)

Class description

For millennia indigenous people everywhere have known "how to die." Their teacher was the natural world; and over many years and many generations, they learned their lessons well. Cycles of dying and rebirth were seen everywhere: the setting and rising of the sun, the turning of the seasons, the death of the elderly alongside the birth of a new generation. Ceremonial rites of passage emerged pan-culturally as an expression of these lessons well-learned. These rites supported individuals as they let go of one stage of life—the "little deaths"—and were "reborn" into the next. And these rites supported people as they prepared for the final transition, the big Death that awaits us all. In stark contrast, modern culture has split human from nature and matter from spirit. Dressing Death in a monstrous guise, we have pushed Death away from Life, the dying away from the living—all in order to impose the illusion of control on the uncertainty of chaos and change. Through a myriad of modern conveniences, we have lost touch with the natural world and with our place in it as mortal animals.

This course will be meet outdoors, inviting each participant to see themselves as a mortal animal in the natural world. We will explore related themes: the three phases of a rite of passage (dying, in between and rebirth); how to prepare for a major life transition; and how to be in relationship with the natural world. Central to this coursework will be a variation on Jung's practice of "active imagination". Participants will be invited to have a dialogue between the ego and the unconscious through an active-imagination interaction with the natural world (rather than the classic practice of working with dream material).

Learning Goals and Outcomes

Drawing from those for the master's program in depth psychology:

2. Depth Inquiry Practices and Skills

- 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.
 - *Each course participant will be invited into an "active imagination" relationship with the natural world and their own inner experience. This will include a two-hour walk alone in nature during the second class meeting and an all-day walk alone in nature during the weekend-long meeting the concludes the course.*

- 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 as a result of, depth inquiry practices and skills.
 - *Prior to the above-mentioned outdoor experiences, each class participant will complete two papers: the first 2-3 pages in length; the second 3- to 5- pages in length. Each paper will ask them to reflect on the situation(s) in their own lives that are relevant for the theme of that particular nature experience, and how they want to turn that into an intention for the upcoming walk.*
 - *After each outdoor experience, the participant will be asked to speak about what occurred (outward events) and what was revealed (inner events) during that walk.*
3. 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 express internal experience in culturally appropriate ways.
 - Demonstrates the capacity to differentiate between one's own and other's experiences.
 - *The essays and oral reportings described above also align with these program goals and outcomes.*

Readings

All to be sent by email to class participants, except the Abram piece, which will be given as a printed copy at the first meeting

Prior to first meeting (Feb 7)

- "Uncovering Your Myth", chapter from *Storied Lives* by Craig Chalquist
- Excerpt on "the hero's journey" from *A Joseph Campbell Companion* by Diane Osbon
- Excerpt on "life story" from *Stories of Sickness* by Howard Brody
- Handout re. *The Seven Basic Plots: Why We Tell Stories* by Christopher Booker

Prior to second meeting (Mar 28)

- "Defining and Approaching Active Imagination", excerpt from *Inner Work* by Robert Johnson
- "The Day Walk", essay by Scott Eberle
- Selected excerpts from *The Final Crossing: Learning to Die in Order to Live* by Scott Eberle

Prior to third meeting (Apr 24-26)

- "Touching Earth, Finding Spirit", article by Betsy Perluss
- "The Ecology of Magic", first chapter from *The Spell of the Sensuous* by David Abram

Evaluation

Your course grade is based first and foremost on class attendance. Any missed time will require additional readings and written work as make-up (details for such work to be determined by the length of absence and which part of the course is missed). In addition, the course grade will be based on the quality and timeliness of the two papers, as well as the quality of participation during each of the class meetings. You're expected to do the readings assigned for each meeting prior to that gathering, and to come prepared for discussions and related experiential work in each class. You can expect to spend 1-2 hours on readings prior to each class meeting. Bring a copy of the week's reading to meetings for discussion and reference. The first of two papers will be assigned at the end of the first class (Feb 7) and will be due on Monday, March 23, five days prior to the second meeting. The second paper will be assigned at the end of the second meeting (March 28) and will be due Monday, April 20, four days prior to the third meeting. Exact due dates will be provided at the time of each assignment. Late papers will be graded down one partial grade for every week they're late.

Evaluation

Assignment	Due Date	Points / Percentage
First paper	March 23 rd	20%
Second paper	April 20 th	30%
Engaged Participation		50%
Total Percentage		100%

Rubrics

Attendance

Attendance at all class meetings is mandatory. While you can always read what was missed, you can't reproduce the discussions and exercises experienced in class. Attendance means timely attendance—being on time and not leaving early. Being more than 15 minutes late or leaving early constitutes a missed class. Excused absences are possible only with a doctor's note or a real emergency and do not count as an absence instance. At the same time, absence affects your participation. If you're absent, it's your responsibility to provide the instructor with due notice beforehand and to inform the instructor of the reason for the absence. Given that the course is only three meetings, any missed classes – either a partial or total absence – will require make-up work to be assigned by the instructor. The readings and written work assigned as make-up will depend on which meeting or portion of a meeting are missed. Given the experiential work that is at the heart of this course, missing any meetings is discouraged.

Etiquette at meetings

In order to maintain a positive climate of participation, please refrain from engaging in behaviors that are disrespectful and distracting to the instructor and to fellow students. These include engaging in side conversations, cross-talk, texting, using cell phones, checking email, or surfing the internet. Please do not bring cell phones and computers to class meetings—leave them in your car. Disruptive behavior in class will bring down your final grade.

Plagiarism / Academic Honesty

It is expected that all material submitted as part of any class assignment is the actual work of the student whose name appears on the material. The concept of academic honesty includes plagiarism as well as receiving and / or giving improper assistance on coursework.

APA Style

Papers are double-spaced, paginated, with 1” margins all around, and a simple 12 point font like Times, Times New Roman, Helvetica, Arial, etc. References and citations are APA style. The Library has simple APA style guidelines online. Owl Purdue has excellent online APA style guidelines.

University Standards of Conduct

The program adheres to university student conduct policies found at <http://web.sonoma.edu/uaffairs/policies/>. Each student is expected to be aware of these policies. Areas relevant to students are policies on academic freedom, [academic honesty](#), [alcohol use](#), [disability access](#), [discrimination and sexual harassment](#), [disruptive behavior](#), [drug use](#), the presence of [animals on campus](#), [smoking](#), [assaultive or threatening acts](#), and using human subjects in research.

Student Responsibilities

- Speak from your own experience in class
 - Use “I” language
 - Relate personal material offered during class to class content in service to academic learning
 - Refrain from interpreting or evaluating others' experiences and symbolic work
 - Refrain from speaking for others (no “we” or “you”)
 - Refrain from giving advice to others
- Receive permission before talking about another's experiences—classmate experiences are confidential inside and outside of class
- Develop an inner compass for what is right for you
 - Participate at a level that is right for you—you evaluate and determine this
 - Be aware of your academic freedom to engage or not in experiential exercises as they meet your learning goals and benefit your learning
 - Discuss with the instructor how you might modify experiential exercises, projects, and papers to meet your individual needs and learning goals
- Develop self-awareness and self-regulation skills for self-care
 - Maintain an embodied balanced centered focus
 - Make use of meditation, mindfulness, deep breathing techniques
 - Make use of a curious, open, accepting, loving, compassionate inner stance
 - Begin and return to an attuned balanced inner center as a safe spot in exercises
 - Step outside of class as needed for self-care: quietly stand up and leave the room, no need to request permission of the instructor
 - Identify triggering issues and use self-care with them—deep breathing, mindfulness, stepping outside to rebalance and refresh, reflection, and depth inquiry skills
- Bring self-reflection to learning
 - Develop the inner space to experience, witness, and reflect

- Work to understand projection in the group field, and seek to learn about yourself from what activates you in others, while setting appropriate boundaries with others when needed
- Offer questions and insights on work from prior class at the next class
- Make check-ins brief and reference your experience in support of learning
- Interact as a respectful member of the depth community
 - Develop supportive relationships with classmates to give support in learning
 - Engage in psychotherapy or use mental health resources as needed—be mindful that classmates and faculty cannot provide the ongoing care that a therapist offers
- Abide by the university's policy on academic honesty that prohibits cheating and plagiarism, by citing and referencing the use of others' work http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm
- Abide by the university's policy on student conduct during class and field trips by avoiding disruptive behaviors that are disrespectful, distracting, and threatening <http://www.sonoma.edu/uaffairs/policies/disruptive.html>
- Abide by the university's policy on discrimination and sexual harassment by avoiding discriminatory behaviors in relation to race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, medical condition and veteran status, and sexually harassing behaviors <http://www.sonoma.edu/uaffairs/policies/discrimination.htm>
- Provide course evaluation and teaching feedback with the end-of-semester student evaluation of teaching effectiveness (SETE)
- Consult with the class instructor should questions or concerns arise about class assignments, learning, or evaluation standards
- Questions, concerns, problems? Talk with the class teacher first, then the program coordinator

Faculty Responsibilities

- Set class learning goals that reflect the program learning goals
- Design class exercises and assignments to develop particular skills and competencies that are linked to class learning goals
- Provide clear standards in the form of rubrics or evaluative criteria that indicate how student work in the form of class participation, exercises, papers, projects, is evaluated
- Provide alternative assignments when possible to meet learning goals
- Provide evaluative feedback on student participation, papers and projects that indicates the rationale for the grade
- Model or provide examples of how to integrate academic work (concepts, theory, research, case studies, readings) with experiential work
- Provide a class environment based on mutual respect that fosters intellectual inquiry and personal growth, and which is free of misconduct, discrimination, and harassment
- Provide guidelines for appropriate behaviors regarding assignments
- Intervene when needed in order to maintain a respectful classroom learning environment
- Make time to meet with students when questions or concerns arise, and keep confidential what is discussed
- Respond to emails within 2-3 days during the week during the academic semester; weekends, breaks, and vacations may lengthen the time of response
- Provide mid-semester evaluation reports to students whose work is unsatisfactory

- Consult with faculty, program coordinator, and university staff as the need arises regarding academic issues and student learning questions and concerns
- Follow university policies regarding academic work, student and faculty conduct, disability, etc.
- Engage in faculty development workshops and discussions to maintain a high level of professional competence in the classroom

Students with Special Needs

If you're a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

Emergency Evacuation

If you're a student with a disability and you think you may require assistance evacuating Stevenson in the event of a disaster, or if the elevator is out of service, inform your instructor about the type of assistance you may require. You and your instructor will discuss your specific needs and the type of precautions that should be made in advance of such an event (e.g., assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and to contact the Disability Services for Students office if other classroom accommodations are needed.

Schedule of Activities

Date	Topic	Readings & Assignments
Fri, Feb 7	Life stories Rites of passage	<ul style="list-style-type: none"> • “Uncovering Your Myth”, chapter from <i>Storied Lives</i> by Craig Chalquist • Excerpt on “hero’s journey” from <i>A Joseph Campbell Companion</i> by Diane Osbon • Excerpt on “life story” from <i>Stories of Sickness</i> by Howard Brody • Handout re. <i>The Seven Basic Plots: Why We Tell Stories</i> by Christopher Booker
Sat Mar 28	Active imagination The day walk The death lodge	<ul style="list-style-type: none"> • “Defining and Approaching Active Imagination”, excerpt from <i>Inner Work</i> by Robert Johnson • “The Day Walk”, essay by Scott Eberle • Selected excerpts from <i>The Final Crossing</i> by Scott Eberle
Fri Apr 24 Sat Apr 25 Sun Apr 26	Active imagination Three phases of a rite of passage Intention	<ul style="list-style-type: none"> • Touching Earth, Finding Spirit”, article by Betsy Perluss • “The Ecology of Magic”, first chapter from <i>The Spell of the Sensuous</i> by David Abram

Instructor: Robert Bosnak

Time: Sat & Sun Nov 9 & 10, 10:15am – 6:45pm

Place: Stevenson 3042

Email: rbosnak@mindspring.com

To alchemists the substance they are dealing with is alive. Alchemy is a dialogue between alchemist and material. Our conventional way of looking at science is from the perspective of the scientist. It is therefore relatively easy to get into the perspective of the alchemist. It is more difficult for us to take the perspective of the material itself.

Embodied Imagination has developed practical ways to move perspective away from conventional consciousness to the self-awareness within the material. This class will teach practical methods for leaving habitual consciousness and entering into unfamiliar perspectives.

After an introduction to alchemical psychology in C.G. Jung and James Hillman by way of Hillman's book *Alchemical Psychology*, we enter into the various techniques that facilitate embodied shifts of perspective.

By way of demonstrations derived from material presented by participants, students will learn how to differentiate between embodied imagination – the intelligence within the alchemical material – and fabrication, making things up. Examples from alchemy will be used throughout to illustrate techniques used in the class.

Course Goals & Learning Outcomes

Program goal: Knowledge base in depth psychology

Outcomes:

- Know the crucial phenomenological difference between Jung's psychology of alchemy and Hillman's alchemical psychology.
- Understand the uses of color-metaphors in alchemy and the involuntary imagination.
- Understand the principles of dream incubation, the ancient method used to dream about particular issues and gain voluntary access to deep creative imagination
- Become familiar with the principles of *mimesis*.

Program goal: competency in depth inquiry practices & skills

Outcomes:

- Be able to work to some extent on dreams and imaginal material from others.
- Have a way to enter into the depth of involuntary imagination in slow motion so imagination can be experienced as an embodied event.

Required Texts

Hillman, J. (2009). *Alchemical psychology*. Thompson, CT: Spring.

Bosnak, R (2006) *Embodiment: Creative Imagination in Medicine, Art and Travel*. London, UK: Routledge.

Course Policies

If you'd like to meet to discuss some aspect of the course or your experience in the course, please see me at breaks, before or after class, or email me.

Methods of Instruction

This course involves a variety of methods, including lecture, demonstration, experiential exercises, and discussion.

Attendance

In-person class attendance is required. Attendance means timely attendance—being more than 15 minutes late or leaving early constitutes a missed class. While you can always do the reading anywhere, you can't reproduce the participation and discussion that occur in class. Excused absences are possible only with a doctor's note or a real emergency, and do not count as an absence instance. At the same time, absence affects your participation points. If you're absent, it's your responsibility to provide the instructor with due notice beforehand and to inform the instructor of the reason for the absence. Class material is due with an excused absence unless you have arranged with the instructor ahead of time. Have a class buddy who you can contact when you're absent, and ask them to take notes, etc. If you miss a class, you're responsible for all class material covered.

Classroom Etiquette

In order to maintain a positive classroom climate, please refrain from engaging in behaviors that are disrespectful and distracting to the professor and to fellow students. These include engaging in side conversations, cross-talk, texting, using cell phones, checking email, or surfing the internet. Please turn off cell phones and computers during class. Disruptive behavior in class will bring down your final grade.

Evaluation

Your course grade is based on attendance, in-class engagement and activities, and quality of class participation. You will be evaluated based on the level of attention paid to the material presented and the effort displayed in attempts to grasp this material. The class participation does not necessarily have to be verbal, but full presence and attention is expected. Come prepared for discussion and projects in class, and bring your reading to class for reference.

Students will at no point be asked to present material or to reveal intimate details of their lives against their will. See the Student and Faculty Responsibilities (attached) for guidelines for behavior.

Course Grading Structure

93-100% A	78-79% C+	60-62% D-
90-92% A-	73-77% C	<60%
88-89% B+	70-72% C-	
83-87% B	68-69% D+	
80-82% B-	63-67 D	

Students with Special Needs

If you're a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

Emergency Evacuation

If you're a student with a disability and you think you may require assistance evacuating Stevenson in the event of a disaster, or if the elevator is out of service, inform your instructor about the type of assistance you may require. You and your instructor will discuss your specific needs and the type of precautions that should be made in advance of such an event (e.g., assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and to contact the Disability Services for Students office if other classroom accommodations are needed.

Faculty Responsibilities

- Set class learning goals that reflect the program learning goals
- Design class exercises and assignments to develop particular skills and competencies that are linked to class learning goals
- Provide clear standards in the form of rubrics or evaluative criteria that indicate how student work in the form of class participation, exercises, papers, projects, is evaluated

- Provide alternative assignments when possible to meet learning goals
- Provide evaluative feedback on student participation, papers and projects that indicates the rationale for the grade
- Model or provide examples of how to integrate academic work (concepts, theory, research, case studies, readings) with experiential work
- Provide a class environment based on mutual respect that fosters intellectual inquiry and personal growth, and which is free of misconduct, discrimination, and harassment
- Provide guidelines for appropriate behaviors regarding assignments
- Intervene when needed in order to maintain a respectful classroom learning environment
- Make time to meet with students when questions or concerns arise, and keep confidential what is discussed
- Respond to emails within 2-3 days during the week during the academic semester; weekends, breaks, and vacations may lengthen the time of response
- Provide mid-semester evaluation reports to students whose work is unsatisfactory
- Consult with faculty, program coordinator, and university staff as the need arises regarding academic issues and student learning questions and concerns
 - Follow university policies regarding academic work, student and faculty conduct, disability, etc.
 - Engage in faculty development workshops and discussions to maintain a high level of professional competence in the classroom

Student Responsibilities

Speak from your own experience in class

- Use “I” language
- Relate personal material offered during class to class content in service to academic learning
- Refrain from interpreting or evaluating others' experiences and symbolic work
- Refrain from speaking for others (no “we” or “you”)
- Refrain from giving advice to others

Receive permission before talking about another's experiences—classmate experiences are confidential inside and outside of class

Develop an inner compass for what is right for you

- Participate at a level that is right for you—you evaluate and determine this
- Be aware of your academic freedom to engage or not in experiential exercises as they meet your learning goals and benefit your learning
- Discuss with the instructor how you might modify experiential exercises, projects, and papers to meet your individual needs and learning goals

Develop self-awareness and self-regulation skills for self-care

- Maintain an embodied balanced centered focus
- Make use of meditation, mindfulness, deep breathing techniques
- Make use of a curious, open, accepting, loving, compassionate inner stance
- Begin and return to an attuned balanced inner center as a safe spot in exercises
- Step outside of class as needed for self-care: quietly stand up and leave the room, no need to request permission of the instructor
- Identify triggering issues and use self-care with them—deep breathing, mindfulness, stepping outside to rebalance and refresh, reflection, and depth inquiry skills

Bring self-reflection to learning

- Develop the inner space to experience, witness, and reflect
- Work to understand projection in the group field, and seek to learn about yourself from what activates you in others, while setting appropriate boundaries with others when needed
- Offer questions and insights on work from prior class at the next class
- Make check-ins brief and reference your experience in support of learning

Interact as a respectful member of the depth community

- Develop supportive relationships with classmates to give support in learning
- Engage in psychotherapy or use mental health resources as needed—be mindful that

classmates and faculty cannot provide the ongoing care that a therapist offers

Abide by the university's policy on academic honesty that prohibits cheating and plagiarism, by citing and referencing the use of others' work

http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm

Abide by the university's policy on student conduct during class and field trips by avoiding disruptive behaviors that are disrespectful, distracting, and threatening

<http://www.sonoma.edu/uaffairs/policies/disruptive.html>

Abide by the university's policy on discrimination and sexual harassment by avoiding discriminatory behaviors in relation to race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, medical condition and veteran status, and sexually harassing behaviors <http://www.sonoma.edu/uaffairs/policies/discrimination.htm>

Provide course evaluation and teaching feedback with the end-of-semester student evaluation of teaching effectiveness (SETE)

Consult with the class instructor should questions or concerns arise about class assignments, learning, or evaluation standards

Questions, concerns, problems? Talk with the class teacher first, then the program coordinator

PSYCHOLOGY 576-101 – SELF AND HEALING

Class Number: 3158

Days and Times: Saturday and Sunday, 9 a.m. – 5:30 p.m.

Dates: 10/19/19, 10/20/19

Where: Sonoma State University, Stevenson Hall, Room 3042

Units: 1 unit

Instructor: Dr. David F. Sowerby

Voice-Mail: (707) 588-0725

Web Site: www.dfsowerbyphdconsulting.com

E-Mail: sowerby@sonoma.edu

Office: Stevenson Hall, Room 3085

Office Hours: Mondays, 4:45 - 5:45 p.m.

Tuesdays, 5:45 - 6:45 p.m.

Thursdays, 4:45 - 6:45 p.m.

Note: The first office hour is on 8/27/19 and the last one is on 12/5/19.

Course Description: In this course you will learn how to recognize and develop your connection with your Self in order to experience healing. This inner healing has the potential to affect various areas of your life (e.g., relationships, career, health and well-being, spirituality, decision-making, problem solving, creativity, etc.). The emphasis of this course is on the development of knowledge and practical skills that you can apply immediately to your life. Literature from Jungian psychology and from other perspectives that support Carl Jung's work will be presented. The course addresses how the Self is recognized, the effects it can have on health, and how a connection with it can be developed.

Program Learning Goals and Specific Course Learning Goals/Outcomes:

1. Depth Inquiry Practices and Skills
 - a. Demonstrates the ability to recognize and record (e.g., via writing, audio recording, art work) how the Self has shown up in one's life (e.g., during dreams, meditation, and other altered states of consciousness).
 - b. Demonstrates the ability to identify how experiencing the Self has affected one's life (e.g., changes in perceptions, emotions, desires, body sensations, behaviors).
2. Self-Knowledge and Self-Reflection
 - a. Demonstrates self-awareness of one's experiences of the Self, the ability to reflect on the significance and impact of these experiences on his/her life, and to determine if they have led to or reflect healing.
3. Applied Learning
 - a. Creates a verbal presentation for one's peers that reflects an awareness of how the Self has affected the student's life.
 - b. Demonstrates an understanding of the material in the Required Reading, and how this can be applied to the student's life.
4. Fluency in Verbal Communication
 - a. Demonstrates the ability to communicate verbally to one's peers how the Self has shown up in his/her life. Art work (e.g., drawing, painting, collage, poetry) can

be used to help the student express his/her understanding of the experience of the Self.

Format: Classes will include lectures, experiential exercises, class discussions, and student presentations.

Required Reading (students should read these works before the first class):

Coward, H. (2013). Mysticism in Patanjali's Yoga Sutras and in Carl Jung's psychology. *Journal of Hindu-Christian Studies*, 26 (7), 1-7. <https://doi.org/10.7825/2164-6279.1546>

Dobson, M. D. S. (2015). Transcendent dimensions of the Self: A spiritual home for self psychology. *International Journal of Psychoanalytic Self Psychology*, 10, 1-13. doi: 10.1080/15551024.2015.977482

Fordham, M. (2002). The self in Jung's works. In M. Fordham, *The Library of Analytical Psychology, Volume VII: Explorations into the self* (pp. 5-33). New York: Karnac. (Original work published 1985).

Grevatt, W. K. (2016). Meister Eckhart and C. G. Jung: Mysticism, individuation, and the Transformation of the God-image. *Psychological Perspectives*, 59, 391-401. doi: 10.1080/00332925.2016.1202697

Redfearn, J. W. T. (1977). The Self and individuation. *Journal of Analytical Psychology*, 22 (2), 125-141.

Recommended Reading:

Assagioli, R. (1990). *Psychosynthesis: A manual of principles and techniques*. Wellingborough, England: Crucible.

Braud, W. (2012). Health and well-being benefits of exceptional human experiences. Retrieved April 4, 2016, from www.inclusivepsychology.webstarts.com (look under Archived Papers page on the website)

Bucke, R. M. (1993). *Cosmic consciousness: A study in the evolution of the human mind*. New York: Carol Publishing Group. (Original work published 1961)

Forman, R. K. C. (1998). What does mysticism have to teach us about consciousness? *Journal of Consciousness Studies*, 5 (2), 185-201.

James, W. (1953). *The philosophy of William James: Selected from his chief works*. New York: Random House. (Original work published 1925)

Jung, C. G. (1967). *Collected works of C. G. Jung* (H. Read, M. Fordham, & G. Adler, Eds.). Princeton, NJ: Princeton University Press.

- Jung, C. G. (2009). *The red book* (S. Shamdasani, Ed.) (M. Kyburz, J. Peck, & S. Shamdasani, Trans.). New York: W. W. Norton & Company.
- Krippner, S. (1972). The plateau experience: A. H. Maslow and others. *The Journal of Transpersonal Psychology*, 4 (2), 107-120.
- Mann, R. (1998). *Sacred healing: Integrating spirituality with psychotherapy*. Nevada City, CA: Blue Dolphin Publishing.
- Maslow, A. H. (1976). *The farther reaches of human nature*. New York: Penguin Books. (Original work published 1971)
- Sowerby, D. F. (2012). *Intuition and dreams: How to realize your healing potential in all areas of life*. West Conshohocken, PA: Infinity Publishing.
- Tolle, E. (2001). *Practicing the power of now: Essential teachings, meditations, and exercises from the power of Now*. Novato, CA: New World Library.
- Vaughan, F. (1995). *The inward arc: Healing in psychotherapy and spirituality*. Nevada City, California: Blue Dolphin Publishing, Inc.
- von Franz, M. L. (1968). The process of individuation. In C. G. Jung & M. L. von Franz (Eds.), *Man and his symbols* (pp. 157-254). United States: Dell Publishing. (Original work published 1964)
- White, J. (Ed.). (1984). *What is enlightenment? Exploring the goal of the spiritual path*. Los Angeles: Jeremy Tarcher, Inc.
- White, R. A. (1999). What are exceptional human experiences? Retrieved February 18, 2016, from www.ehe.org (Look under About EHEs page on the website, then click on the link: What are Exceptional Human Experiences?)
- Yogananda, P. (2005). *Journey to Self-realization: Collected talks and essays on realizing God in daily life, volume III*. Los Angeles: Self-Realization Fellowship. (Original work published 1997)

Assignment:

Bring to all classes a written recording (including art work) of any experiences you have had when believe you have contacted your Self. This experience could have occurred in any state of consciousness (e.g., dream, meditative, daydreaming). This experience could have occurred before or after this course began.

Evaluation:

Presentation: Each student will be required to do an in-class presentation during the second class meeting. During the presentation, you will share with the class an experience that took place:

- a) before the course began,
- b) during the meditation and/or dream incubation procedure done after the first class.
- c) any time between the start of the course and before you do your presentation.

During your presentation, answer the following questions (in order):

1. Describe the experience of contacting your Self as completely as possible (e.g., What were the circumstances of the “event”? Where did it happen? Who were you with? What were you doing?)
2. In what form(s) did your Self appear? Some possibilities include: thoughts, images, memories, emotions, desires, body sensations, behaviors (body movements or words), direct knowing (no specific form), and perceptual changes.
3. What were you doing immediately prior to the event? What was your inner state (thoughts, feelings, desires) and the state of your body immediately prior to the experience? What was going on in your life before the event occurred (which might have triggered or invited the experience)?
4. What were the characteristics of the Self that showed up (e.g., knowledge, love, goodwill, peace, bliss)?
5. Did you go into an altered state of consciousness? If yes, how was it different than your previous state of consciousness? If no, describe the state you were in.
6. Was there specific information that you received? If yes, what was it? Was the information literal? Symbolic? Both?
7. How did you interpret the experience and/or the information? What is the significance of this event for you? Were there pleasant and/or unpleasant consequences that you experienced as a result of this experience?
8. Did this experience affect your health (body and/or mind)? If yes, how? Did the effect last or was it fleeting? Was this experience the result of healing? Explain.

Present art work that captures your experience of your Self, if this is possible. The artwork can take any form, including drawing, painting, collage, poetry, sculpture, etc.

You will be evaluated according to:

1. The **clarity** of your presentation style – **20 points**
2. How **completely** the above questions are answered; this includes the **knowledge** and **application** of relevant material from the Required Readings – **20 points**
3. Your degree of **self-awareness** – **20 points**

Weight: 60 points

Maximum Length: To be announced during the first class.

When: You will present during the second class meeting.

Class Participation: Each student will be evaluated according to the frequency and quality of your in-class contributions (questions and/or comments).

Weight: 40 points

Summary of Grading System:

60 points - Presentation (second class)

40 points - Class Participation

100 points - total

Grading:

A = 91.1 – 100 points

A- = 90 – 91 points

B+ = 89 – 89.9 points

B = 81.1 – 88.9 points

B- = 80 – 81 points

C+ = 79 – 79.9 points

C = 71.1 – 78.9 points

C- = 70 – 71 points

D+ = 69 – 69.9 points

D = 61.1 – 68.9 points

D- = 60 – 61 points

F = 0 – 59.9 points

Special Needs:

If you are having trouble in the course or if you have special academic needs, please see me immediately, so I can assist you. I will do my best to facilitate your learning and work with you to create an enjoyable educational experience.

If you are a student with special learning needs and you think that you may require accommodations, your first step is to register with the campus office of Disabled Student Services (DSS), Schulz 1014A (phone number: 664-2677). DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

Attendance:

In-person attendance is required. Missing more than 3 hours of class time will not permit you to pass the course. Excused absences are possible only if official documentation is presented to the instructor (e.g., medical note), which explains or supports the reason for the absence. If you miss your presentation for a legitimate reason (and official documentation is provided), you must arrange with the instructor a time to present during the office hours listed on this syllabus. If you miss a class, you are responsible for all material covered during your absence; in this instance, ask a classmate to take notes for you. Being more than 15 minutes late or leaving early constitutes a missed class.

Classroom Etiquette:

In order to maintain a positive classroom climate, please refrain from engaging in behaviors that are disrespectful and distracting to the professor and to fellow students. These include side conversations, texting, using mobile phones, checking email, or surfing the internet.

Student Responsibilities:

Speak from your own experience in class

- Use “I” statements

- Relate personal material offered in class to course content in service to academic learning

- Refrain from evaluating others’ experiences and symbolic work

- Refrain from speaking for others (no “we” or “you”)

- Refrain from giving advice to others

Receive permission before talking about another’s experience—classmate experiences are confidential inside and outside of class

Develop an inner compass for what is right for you

- Participate at a level that is right for you—*you* evaluate and determine this

- Be aware of your academic freedom to engage or not in experiential exercises as they meet your learning goals and benefit your learning

- Discuss with the instructor how you might modify experiential exercises or assignments to meet your individual needs and learning goals

Develop self-awareness and self-regulation skills for self-care

- Maintain an embodied, balanced centered focus

- Make use of meditation, mindfulness, and deep breathing techniques

- Make use of a curious, open, accepting, loving, compassionate inner stance

- Begin and return to an attuned balanced inner center as a safe spot in exercises

- Step outside the classroom as needed; quietly stand up and leave the room; no need to ask for permission from the instructor

- Identify triggering issues and use self-care with them—deep breathing, mindfulness, stepping outside to rebalance and refresh, reflection, and depth inquiry skills

Bring self-reflection to learning

- Develop the inner space to experience, witness, and reflect

- Work to understand projection in the group field, and seek to learn about yourself from what activates you in others, while setting appropriate boundaries with others as needed

- Offer questions and insights on work from prior class at the next class

- Make check-ins brief and reference your experience in support of learning

Interact as a respectful member of the depth community

- Develop supportive relationships with classmates to give support in learning

- Engage in psychotherapy or use mental health resources as needed—be mindful that classmates and faculty cannot provide the ongoing care that a therapist offers

The program adheres to university student conduct policies found at <http://web.sonoma.edu/uaffairs/policies/>. Each student is expected to be aware of these policies. Areas relevant to students are policies on academic freedom, academic honesty, alcohol use, disability access, discrimination and sexual harassment, disruptive behavior, drug use, the presence of animals on campus, smoking, assaultive or threatening acts, and human subjects in research

Abide by the university's policy on academic honesty that prohibits cheating and plagiarism, by citing and referencing the use of others' work:

http://www.sonoma.eduuaffairs/policies/cheating_plagiarism.html

Abide by the university's policy on student conduct during class by avoiding behaviors that are disrespectful, distracting, and threatening:

<http://www.sonoma.edu/uaffaris/policies/disruptive.html>

Abide by the university's policy on discrimination and sexual harassment by avoiding discriminatory behaviors in relation to race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, medical condition and veteran status, and sexually harassing behaviors: <http://www.sonoma.edu/uaffairs/policies/discrimination.html>

Provide course evaluation and teaching feedback with the end-of-semester student evaluation of teaching effectiveness (SETE)

Consult with the course instructor should questions or concerns arise about class assignments, learning, or evaluation standards

Questions, concerns, problems? Talk with the course instructor first, then the program coordinator

Faculty Responsibilities:

Set class learning goals that reflect the program learning goals

Design class exercises and assignments to develop particular skills and competencies that are linked to class learning goals

Provide clear standards in the form of evaluative criteria that indicate how student work (i.e., class participation, presentation) is evaluated

Provide alternative assignments when possible to meet learning goals

Provide evaluative feedback on each student's participation and presentation that indicates the rationale for the grade

Model or provide examples of how to integrate academic work (concepts, theory, research, case studies, readings) with experiential work

Provide a class environment based on mutual respect that fosters intellectual inquiry and personal growth, and which is free of misconduct, discrimination, and harassment

Provide guidelines for appropriate behaviors regarding assignments

Intervene where needed in order to maintain a respectful classroom learning environment

Make time to meet with students when questions or concerns arise, and keep confidential what is discussed

Respond to email within 2-3 days during the week during the academic semester; weekends, breaks, and vacations may lengthen the time of response

Consult with faculty, program coordinator, and university staff as the need arises regarding academic issues and student learning questions and concerns

Follow university policies regarding academic work, student and faculty conduct, disability, etc.

Engage in faculty development workshops and discussions to maintain a high level of professional competence in the classroom

Emergency Evacuation:

If you are a student with a disability and you think you may require assistance evacuating Stevenson in the event of a disaster, or if the elevator is out of service, inform your instructor about the type of assistance you may require. You and your instructor will discuss your specific needs and the type of precautions that should be made in advance of such an event (e.g., assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and to contact the Disability Services for Students office if other classroom accommodations are needed.

Recordings of Instructor's Lectures and Student Discussions/Presentations:

Students may not record (audio or video) the instructor's lectures or the students' discussions/presentations during classes, except with Americans with Disabilities Act (ADA) accommodations. Any recordings made in connection with a disability accommodation are for the student's personal academic use only and may not be distributed in any manner to any other individual.

Dates, Topics, Activities:

10/19 – introduction, experiencing the Self, definitions of healing and the Self, meditation, the appearance of the Self, characteristics and capacities of the Self, the effects of contact/merging with the Self, how to contact the Self, dream incubation

10/20 – **presentations**, elaboration of topics from first class, and questions and discussion of these topics

Course Title: Neurodevelopmental Art Therapy

Course Number: Psych 576.1

Instructor: Linda Chapman, MA, ATR-NC

Instructor Contact: 707-485-0105 or arttherapy@pacific.net

Place: Art Room 3095

Dates & Times: February 9, 2019: 9 a.m. - 6 p.m. February 10, 2019: 9 a.m. – 5 p.m.

With the current emphasis on right brain processes in psychotherapy, this two-day workshop will focus on the use of art media and imagery in therapy. Beginning with an introduction to the cross-cultural aspects of imagery in healing, and with an emphasis on understanding and treating acute and chronic exposure to trauma, students will learn an application of neurobiology to the clinical setting. A paradigm of treatment developed by the presenter will be used to illustrate the use of imagery in healing that is applicable to many populations. A brief theoretical basis for the model will be followed by many case examples of a drawing intervention for acute trauma and or incident-based trauma. Case examples will illustrate long-term treatment based in interpersonal neurobiology and attachment theory for treating relational or developmental trauma. There will be opportunities for experiential learning through experimentation with simple art media. All activities are designed to be safe, private, and confidential. No prior art training is necessary.

Learning Goals & Outcomes: Upon completion of the course, attendees will be able to:

- 1) Describe the theory, practice and research of a neurobiologically based model of PTSD treatment and apply the material to their specific academic and professional goals demonstrated in a written paper.
 - Program outcome: Differentiates and evaluates theories, methods, or approaches to an issue or context.
- 2) Demonstrate efficiency in the use of art media and non-verbal expression in the expression and integration of trauma through six art experiential and role-play assignments.
 - Program outcome: 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 as a result of, depth inquiry practices and skills.
- 3) Describe ways the presented material is applicable to a larger coherent understanding of non-verbal, bodily-based expression as it relates to the larger field of depth psychology.
 - Program outcome: Demonstrates a synthetic understanding of how specific ideas and concepts 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.

Readings: Chapman, L. (2014). *Neurobiologically Informed Trauma Therapy with Children and Adolescents: Understanding Mechanisms of Change*. NY: W.W. Norton.

Evaluation: Grades will be based on attendance, class participation, experiential learning and a final exam/paper as follows:

Class Attendance	30 possible points
Class Participation	20 possible points
Experiential Learning	20 possible points
Final Exam	30 possible points

Rubrics

Students will be evaluated on course attendance, participation in class discussions, art experiential activities, and role play. Written assignments will be based on proper grammar and spelling, content, and the integration of concepts with depth psychology and specific academic and professional goals.

Academic Honesty

It is expected that all material submitted as part of any class assignment is the actual work of the student whose name appears on the material. The concept of academic honesty includes plagiarism as well as receiving and / or giving improper assistance on coursework. The university's policy of academic honesty expects students to be honest in attributing others' work to those who wrote it, with proper citations, references, and paraphrasing of material. A paper that has material copied verbatim from a book, article, another student, or Internet source without proper referencing will be reported to the university officer and *will* receive a failing grade for the assignment or the course. The University's Cheating and Plagiarism policy is available at http://www.sonoma.edu/UAffairs/policies/cheating_plagiarism.htm.

University Standards of Conduct

This course abides by all of the university policies on standards for conduct and academic freedom. We expect behaviors that are non-disruptive, non-discriminatory, non-harassing, and non-threatening. The policies can be found at <http://web.sonoma.edu/uaffairs/policies/>.

Attendance: Timely, in-person class attendance is required. While you can always do the reading anywhere, you can't reproduce the participation and discussion that occur in class. Missing more than 3 hours of class time will not permit you to pass the class. Excused absences are possible only with a doctor's note or a real emergency, and do not count as an absence instance. At the same time, absence affects your participation points. If you're absent, it's your responsibility to provide the instructor with due notice beforehand and to inform the instructor of the reason for the absence. Class material is due with an excused absence unless you have arranged with the instructor ahead of time.

If you miss a class, you're responsible for all class material covered, and to ask a classmate to take notes for you.

Attendance means timely attendance—being more than 15 minutes late or leaving early constitutes a missed class.

Classroom Etiquette

In order to maintain a positive classroom climate, please refrain from engaging in behaviors that are disrespectful and distracting to the professor and to fellow students. These include engaging in side conversations, cross-talk, texting, using cell phones, checking email, or surfing the internet. Please turn off cell phones and computers during class. Disruptive behavior in class will bring down your final grade.

Student Responsibilities

- Speak from your own experience in class
 - Use "I" language
 - Relate personal material offered during class to class content in service to academic learning
 - Refrain from interpreting or evaluating others' experiences and symbolic work

- Refrain from speaking for others (no “we” or “you”)
 - Refrain from giving advice to others
- Receive permission before talking about another's experiences—classmate experiences are confidential inside and outside of class
- Develop an inner compass for what is right for you
 - Participate at a level that is right for you—you evaluate and determine this
 - Be aware of your academic freedom to engage or not in experiential exercises as they meet your learning goals and benefit your learning
 - Discuss with the instructor how you might modify experiential exercises, projects, and papers to meet your individual needs and learning goals
- Develop self-awareness and self-regulation skills for self-care
 - Maintain an embodied balanced centered focus
 - Make use of meditation, mindfulness, deep breathing techniques
 - Make use of a curious, open, accepting, loving, compassionate inner stance
 - Begin and return to an attuned balanced inner center as a safe spot in exercises
 - Step outside of class as needed for self-care: quietly stand up and leave the room, no need to request permission of the instructor
 - Identify triggering issues and use self-care with them—deep breathing, mindfulness, stepping outside to rebalance and refresh, reflection, and depth inquiry skills
- Bring self-reflection to learning
 - Develop the inner space to experience, witness, and reflect
 - Work to understand projection in the group field, and seek to learn about yourself from what activates you in others, while setting appropriate boundaries with others when needed
 - Offer questions and insights on work from prior class at the next class
 - Make check-ins brief and reference your experience in support of learning
- Interact as a respectful member of the depth community
 - Develop supportive relationships with classmates to give support in learning
 - Engage in psychotherapy or use mental health resources as needed—be mindful that classmates and faculty cannot provide the ongoing care that a therapist offers
- Abide by the university’s policy on academic honesty that prohibits cheating and plagiarism, by citing and referencing the use of others’ work
http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm
- Abide by the university’s policy on student conduct during class and field trips by avoiding disruptive behaviors that are disrespectful, distracting, and threatening
<http://www.sonoma.edu/uaffairs/policies/disruptive.html>
- Abide by the university’s policy on discrimination and sexual harassment by avoiding discriminatory behaviors in relation to race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, medical condition and veteran status, and sexually harassing behaviors <http://www.sonoma.edu/uaffairs/policies/discrimination.htm>
- Provide course evaluation and teaching feedback with the end-of-semester student evaluation of teaching effectiveness (SETE)
- Consult with the class instructor should questions or concerns arise about class assignments, learning, or evaluation standards
- Questions, concerns, problems? Talk with the class teacher first, then the program coordinator

Faculty Responsibilities

- Set class learning goals that reflect the program learning goals

- Design class exercises and assignments to develop particular skills and competencies that are linked to class learning goals
- Provide clear standards in the form of rubrics or evaluative criteria that indicate how student work in the form of class participation, exercises, papers, projects, is evaluated
- Provide alternative assignments when possible to meet learning goals
- Provide evaluative feedback on student participation, papers and projects that indicates the rationale for the grade
- Model or provide examples of how to integrate academic work (concepts, theory, research, case studies, readings) with experiential work
- Provide a class environment based on mutual respect that fosters intellectual inquiry and personal growth, and which is free of misconduct, discrimination, and harassment
- Provide guidelines for appropriate behaviors regarding assignments
- Intervene when needed in order to maintain a respectful classroom learning environment
- Make time to meet with students when questions or concerns arise, and keep confidential what is discussed
- Respond to emails within 2-3 days during the week during the academic semester; weekends, breaks, and vacations may lengthen the time of response
- Provide mid-semester evaluation reports to students whose work is unsatisfactory
- Consult with faculty, program coordinator, and university staff as the need arises regarding academic issues and student learning questions and concerns
- Follow university policies regarding academic work, student and faculty conduct, disability, etc.
- Engage in faculty development workshops and discussions to maintain a high level of professional competence in the classroom

Students with Special Needs

If you're a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

Emergency Evacuation

If you're a student with a disability and you think you may require assistance evacuating Stevenson in the event of a disaster, or if the elevator is out of service, inform your instructor about the type of assistance you may require. You and your instructor will discuss your specific needs and the type of precautions that should be made in advance of such an event (e.g., assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and to contact the Disability Services for Students office if other classroom accommodations are needed.

Seminar in depth psychology: Resilience & Neuroscience. Psy 576.3

March 9-10, 2019, Stevenson 3087

Linda Graham, M.A.

linda@lindagraham-mft.net, 415-924-7765

Dealing effectively with challenges and crises is the core of resilience and well-being. Helping clients develop flexible and adaptive strategies for coping with everyday disappointments, existential dread, and extraordinary disasters is the heart of the therapeutic process. Helping clients harness the brain's processes of change to rewire coping strategies that are defensive, dysfunctional, and blocking of growth, and to encode new more flexible patterns of response, is the focus of this training.

Modern neuroscience is teaching us how to use the brain's innate neuroplasticity to rewire coping behaviors, even when they are seemingly "stuck" and intractable. Clinicians will learn through didactics, experiential exercises, and group discussions, which tools and techniques of brain change best help clients reverse the impact of stress and trauma, come out of anxiety, depression, grief, loneliness, guilt and shame, deepen the self-compassion and empathy that connect them to their inner resources, strengthen the resonant relationships that foster perseverance, and shift their perspectives through mindful awareness to discern options and make wise choices.

Participants will learn to apply these tools and techniques, which underlie the therapeutic modalities they are already familiar with – Internal Family Systems, Sensorimotor Psychotherapy, AEDP, DBT, EFT – to four intelligences - somatic, emotional, relational, reflective - and recover the natural resilience that supports well-being and flourishing. Clinicians will also learn to apply these tools to their own brain care as self-care to avoid compassion fatigue and burnout.

Class Schedule

Saturday morning

Basics of Neuroscience of Resilience

- * Evolution of theories, concepts, practices of strengthening resilience
- * Neuroplasticity; mechanisms of brain change
- * Executive functions of the pre-frontal cortex – the brain's CEO of resilience
- * Impact of attachment conditioning, including early developmental trauma, on brain functioning and resilience
- * The power of neural deconsolidation-reconsolidation to create new neural pathways and rewire traumatic memories

(read Introduction, Chapter 1: The Basics of Strengthening Resilience: How We Learn to Bounce Back, and Chapter 2: Practices of Somatic Intelligence: Breath, Touch, Movement, Visualization, Social Engagement in *Resilience*)

Somatic Intelligence

- * Body-based tools to regulate the nervous system's automatic survival responses, and return the body-brain to its natural physiological equilibrium
- * Use of the brain's social engagement system to manage surges of emotions, generate a neuroception of safety, and prime the brain's plasticity-receptivity to learning

Saturday afternoon

Emotional Intelligence

- * Cultivating positive, pro-social emotions to shift the functioning of the brain out of contraction, negativity, and reactivity to more openness, receptivity, the bigger picture.
- * Practices of mindful empathy, mindful self-compassion and self-acceptance to antidote the brain's negativity bias and manage surges of powerful negative emotions – anger, grief, rage, shame
- * Exercises to manage signal anxiety when facing the new or the unknown

(Read Chapter 3: Practices of Emotional Intelligence: Self-Compassion, Mindful Empathy, Positivity, Theory of Mind in *Resilience*)

Sunday morning

Relational Intelligence

- * Tools to help clients recover the internal secure base of earned secure attachment – the neural platform to heal toxic shame, and retire the inner critic
- * Teach clients skills of resonant relationships: reaching out for help, setting limits and boundaries, repairing ruptures, resolving conflicts, negotiating change, that allow them to navigate their world with skill and love
- * The impact of digital technology on the brain, on relationships, on resilience

(Read Chapter 4: Practices of Relational Intelligence within Yourself: Self-Awareness, Self-Acceptance, Inner Secure Base and Chapter 5: Practices of Relational Intelligence with Others: Trust, Shared Humanity, Interdependence, Refuges, Resources in *Resilience*)

Sunday afternoon

Reflective Intelligence

- * Practices of mindfulness – knowing what you're experiencing while you're experiencing it - that strengthen the brain's response flexibility that leads to therapeutic change
- * Tools to notice, name and tolerate what's happening *and* reactions to what's happening, to step back and unpack thoughts, emotions, "rules," belief systems, to shift perspectives and discern options
- * Tools to create the coherent narrative of experience that leads to post-traumatic growth

(Read Chapter 6: Reflective Intelligence: Mindfulness, Seeing Clearly, Choosing Wisely, Equanimity and Chapter 7: Full-On Resilience: Coping with Anything, Anything at All in *Resilience*)

Learning Goals and Outcomes

1. Knowledge Base in Depth Psychotherapy

Describe major theories, research methods, practices in the field of resilience

Outcome: Implement at least one experiential practice from each of the five intelligences in individual or small group exercises during the class

2. Depth Inquiry Practices and Skills

Demonstrates skills in self-observation and witnessing of physiological, somatic, cognitive, emotional, imaginative, and perceptual experiences and behaviors, noting shifts in these experiences and behaviors as a result of depth inquiry practices – in written reflections, small and large group discussions.

3. Self-Knowledge and Self-Reflection

Demonstrates the ability to self-regulate internal experience using somatic tools of breath, touch, movement, visualization, mindfulness, and social engagement – in individual and small group exercises.

Reading

Resilience: Powerful Practices for Bouncing Back from Disappointment, Difficulty, and Even Disaster by Linda Graham, MFT (New World Library, 2018). Available through Amazon.com

Evaluation

Acknowledging the subjective, experiential nature of this seminar, your course grade is based on participation in class exercises, discussions, and Q&A. You're expected to do the reading for the class, to come prepared for discussion, to participate in the experiential exercises and written reflections as long as it is (self-monitored) psychologically safe to do so. Bring a copy of the course text (*Resilience* by Linda Graham) for discussion and reference.

Attendance

Attendance at all class meetings is mandatory. While you can always read what was missed, you can't reproduce the discussions and exercises experienced in class. Attendance means timely attendance—being on time and not leaving early. Being more than 30 minutes late or leaving early constitutes a missed class. Excused absences are possible only with a doctor's note or a real emergency and do not count as an absence instance. At the same time, absence affects your participation points. If you're absent, it's your responsibility to provide the instructor with due notice beforehand and to inform the instructor of the reason for the absence. Class material is due with an excused absence unless you have arranged with the instructor ahead of time.

Classroom Etiquette

In order to maintain a positive classroom climate, please refrain from engaging in behaviors that are disrespectful and distracting to the professor and to fellow students. These include engaging in side conversations, cross-talk, texting, using cell phones, checking email, or surfing the internet. Please turn off cell phones and computers during class. Cell phone use in class is disruptive, so they may be used outside of class during breaks only. You'll be asked to turn off your phone in class if you check it or answer it during class. Disruptive behavior in class will bring down your final grade.

University Standards of Conduct

The program adheres to university student conduct policies found at <http://web.sonoma.edu/uaffairs/policies/>. Each student is expected to be aware of these policies. Areas relevant to students are policies on academic freedom, [academic honesty](#), [alcohol use](#), [disability access](#), [discrimination and sexual harassment](#), [disruptive behavior](#), [drug use](#), the presence of [animals on campus](#), [smoking](#), [assaultive or threatening acts](#), and using human subjects in research.

Student Responsibilities

- Speak from your own experience in class
 - Use "I" language

- Relate personal material offered during class to class content in service to academic learning
 - Refrain from interpreting or evaluating others' experiences and symbolic work
 - Refrain from speaking for others (no “we” or “you”)
 - Refrain from giving advice to others
- Receive permission before talking about another's experiences—classmate experiences are confidential inside and outside of class
- Develop an inner compass for what is right for you
 - Participate at a level that is right for you—you evaluate and determine this
 - Be aware of your academic freedom to engage or not in experiential exercises as they meet your learning goals and benefit your learning
 - Discuss with the instructor how you might modify experiential exercises, projects, and papers to meet your individual needs and learning goals
- Develop self-awareness and self-regulation skills for self-care
 - Maintain an embodied balanced centered focus
 - Make use of meditation, mindfulness, deep breathing techniques
 - Make use of a curious, open, accepting, loving, compassionate inner stance
 - Begin and return to an attuned balanced inner center as a safe spot in exercises
 - Step outside of class as needed for self-care: quietly stand up and leave the room, no need to request permission of the instructor
 - Identify triggering issues and use self-care with them—deep breathing, mindfulness, stepping outside to rebalance and refresh, reflection, and depth inquiry skills
- Bring self-reflection to learning
 - Develop the inner space to experience, witness, and reflect
 - Work to understand projection in the group field, and seek to learn about yourself from what activates you in others, while setting appropriate boundaries with others when needed
 - Offer questions and insights on work from prior class at the next class
 - Make check-ins brief and reference your experience in support of learning
- Interact as a respectful member of the depth community
 - Develop supportive relationships with classmates to give support in learning
 - Engage in psychotherapy or use mental health resources as needed—be mindful that classmates and faculty cannot provide the ongoing care that a therapist offers
- Abide by the university’s policy on academic honesty that prohibits cheating and plagiarism, by citing and referencing the use of others’ work
http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm
- Abide by the university’s policy on student conduct during class and field trips by avoiding disruptive behaviors that are disrespectful, distracting, and threatening
<http://www.sonoma.edu/uaffairs/policies/disruptive.html>
- Abide by the university’s policy on discrimination and sexual harassment by avoiding discriminatory behaviors in relation to race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, medical condition and veteran status, and sexually harassing behaviors <http://www.sonoma.edu/uaffairs/policies/discrimination.htm>
- Provide course evaluation and teaching feedback with the end-of-semester student evaluation of teaching effectiveness (SETE)
- Consult with the class instructor should questions or concerns arise about class assignments, learning, or evaluation standards
- Questions, concerns, problems? Talk with the class teacher first, then the program coordinator

Faculty Responsibilities

- Set class learning goals that reflect the program learning goals
- Design class exercises and assignments to develop particular skills and competencies that are linked to class learning goals
- Provide clear standards in the form of rubrics or evaluative criteria that indicate how student work in the form of class participation, exercises, papers, projects, is evaluated
- Provide alternative assignments when possible to meet learning goals
- Provide evaluative feedback on student participation, papers and projects that indicates the rationale for the grade
- Model or provide examples of how to integrate academic work (concepts, theory, research, case studies, readings) with experiential work
- Provide a class environment based on mutual respect that fosters intellectual inquiry and personal growth, and which is free of misconduct, discrimination, and harassment
- Provide guidelines for appropriate behaviors regarding assignments
- Intervene when needed in order to maintain a respectful classroom learning environment
- Make time to meet with students when questions or concerns arise, and keep confidential what is discussed
- Respond to emails within 2-3 days during the week during the academic semester; weekends, breaks, and vacations may lengthen the time of response
- Provide mid-semester evaluation reports to students whose work is unsatisfactory
- Consult with faculty, program coordinator, and university staff as the need arises regarding academic issues and student learning questions and concerns
- Follow university policies regarding academic work, student and faculty conduct, disability, etc.

Students with Special Needs

If you're a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

Emergency Evacuation

If you're a student with a disability and you think you may require assistance evacuating Stevenson in the event of a disaster, or if the elevator is out of service, inform your instructor about the type of assistance you may require. You and your instructor will discuss your specific needs and the type of precautions that should be made in advance of such an event (e.g., assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and to contact the Disability Services for Students office if other classroom accommodations are needed.

**Psychology 576.4
Object Relations
Spring 2019**

Stevenson 3095
5-8pm, Thursday ~
Feb 7, Feb 28, March 7,
March 14, April 4.

Instructor: Judy Radiloff, Ph.D.
Email: judy.radiloff@sonoma.edu
Phone: 707.529.5318
Office Hrs: By Appointment

This course draws from the psychoanalytical foundation of object relations theory and self-psychology. We will be exploring a variety of concepts and theoretical models of object relations theory, specifically with the intent of applying these theories toward a deep understanding of psychoanalytic processes, thereby expanding your knowledge base. This course balances intellectual objectivity with personal reflection, asking you to engage in the theoretical models/concepts in ways that are process oriented, while also illustrating your intellectual understanding of the material.

Learning Goals and Outcomes

- Students will be able to describes the major theories of Object Relations and implement at least two of them through a paper or project.
- Students will be able to 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 capacity to differentiate between one's own and other's experiences.
- Students will be able to create a project, paper, or practice reflecting the application of knowledge or skills acquired through this study to a specific object, person, group, setting, or cultural context.
- Students will be able to differentiates and evaluate theories, methods, or approaches to an issue or context.
- Students will be able to analyze, adapt, and reformulate, using central ideas, concepts and techniques.

Readings

- St. Claire, M. (2000). *Object relations and self psychology: An introduction* (3rd ed.). Stamford, CT: Wadsworth/Thomson Learning. (available on Amazon).
- Ogden, T.H. (1985). On potential space. *International Journal of Psychoanalysis*, 66, 129-141. (PDF Attached).

Evaluation

Your course grade is based on quality and timeliness of papers, presentations and assignments, attendance, and quality of class participation. You're expected to do the reading for the class and to come prepared for discussion and projects in class. You can expect to spend 3-6 hours per class (3 hours per unit) on readings and projects for this

class. Bring a copy of the week's reading and assignments to class for discussion and reference. Papers and assignments are due on the due date; extensions for papers must be discussed with the instructor and approved ahead of the due date. Late papers will be graded down one partial grade for every week they're late.

Evaluation

Assignment	Due Date	Points
Final Paper	April 4	40
Engaged Participation	Ongoing	60
Total Points / Total Percentage		100

Course Assignments

Conceptual Analysis, Final Paper: For your final assignment, you will write a 5-page paper analyzing 2 particular theories/theorists discussed in class. In the paper, you will discuss each theorist's central concepts, and apply a minimum of 3 concepts toward a relevant understanding of some aspect of your own internal psychological/emotional process and/or experience. This can be an aspect of your personality, an aspect of your developmental history, some aspect that constellates in your relationships with other, an aspect that presents itself through your creativity, or another proposed topic of your own that incorporates a topic of interest related to your own internal world.

You will turn in a 1 paragraph proposal of your conceptual analysis topic no later than March 14th (4th class) for review and approval. You may turn this proposal in at any point prior to this date for early feedback. Please note: you will be unable to write your final paper until you have received approval for your proposal.

The Final Paper will be turned in at the beginning of the final class - April 4th. It must be written in APA style, including APA citation and reference page.

Rubrics

Rubrics will be handed out on the first class, clearly outlining the criteria for grading. A participation rubric will also be included for this course.

Attendance

Attendance at all class meetings is mandatory. While you can always read what was missed, you can't reproduce the discussions and exercises experienced in class. Attendance means timely attendance—being on time and not leaving early. Being more than 15 minutes late or leaving early constitutes a missed class. Excused absences are possible only with a doctor's note or a real emergency and do not count as an absence instance. At the same time, absence affects your participation points. If you're absent, it's your responsibility to provide the instructor with due notice beforehand and to inform the instructor of the reason for the absence. Class material is due with an excused absence unless you have arranged with the instructor ahead of time. Missing more than one class will bring down your grade; it's not possible to pass the class if you miss more than 2 classes. If you must miss a class due to an emergency, please let the professor know in advance. It is essential that you ask someone in class to take notes for you: you are

responsible for learning the material covered in a missed class.

Classroom Etiquette

In order to maintain a positive classroom climate, please refrain from engaging in behaviors that are disrespectful and distracting to the professor and to fellow students. These include engaging in side conversations, cross-talk, texting, using cell phones, checking email, or surfing the internet. Please turn off cell phones and computers during class. Cell phone use in class is disruptive, so they may be used outside of class during breaks only. You'll be asked to turn off your phone in class if you check it or answer it during class. Disruptive behavior in class will bring down your final grade.

Plagiarism / Academic Honesty

It is expected that all material submitted as part of any class assignment is the actual work of the student whose name appears on the material. The concept of academic honesty includes plagiarism as well as receiving and / or giving improper assistance on coursework. The university's policy of academic honesty expects students to be honest in attributing others' work to those who wrote it, with proper citations, references, and paraphrasing of material. Using the words of an author without specifically quoting and referencing the author is plagiarism—passing off another's ideas as one's own. A paper that has material copied verbatim from a book, article, another student, or Internet source without proper referencing may be given an F and will be reported to the university officer. A second instance is also reported and may lead to removal from the university. Classroom instructors may use online software such as turnitin.com to assess the academic honesty of student papers. The University's Cheating and Plagiarism policy is available at http://www.sonoma.edu/UAffairs/policies/cheating_plagiarism.htm.

APA Style

All written work for this class must be submitted in APA style:

Papers are double-spaced, paginated, with 1" margins all around, and a simple 12 point font like Times, Times New Roman, Helvetica, Arial, etc. References and citations are APA style. The Library has simple APA style guidelines online. Owl Purdue has excellent online APA style guidelines.

University Standards of Conduct

The program adheres to university student conduct policies found at <http://web.sonoma.edu/uaffairs/policies/>. Each student is expected to be aware of these policies. Areas relevant to students are policies on academic freedom, [academic honesty](#), [alcohol use](#), [disability access](#), [discrimination and sexual harassment](#), [disruptive behavior](#), [drug use](#), the presence of [animals on campus](#), [smoking](#), [assaultive or threatening acts](#), and using human subjects in research.

Student Responsibilities

- Speak from your own experience in class
 - Use "I" language

- Relate personal material offered during class to class content in service to academic learning
- Refrain from interpreting or evaluating others' experiences and symbolic work
- Refrain from speaking for others (no “we” or “you”)
- Refrain from giving advice to others
- Receive permission before talking about another's experiences—classmate experiences are confidential inside and outside of class
- Develop an inner compass for what is right for you
 - Participate at a level that is right for you—you evaluate and determine this
 - Be aware of your academic freedom to engage or not in experiential exercises as they meet your learning goals and benefit your learning
 - Discuss with the instructor how you might modify experiential exercises, projects, and papers to meet your individual needs and learning goals
- Develop self-awareness and self-regulation skills for self-care
 - Maintain an embodied balanced centered focus
 - Make use of meditation, mindfulness, deep breathing techniques
 - Make use of a curious, open, accepting, loving, compassionate inner stance
 - Begin and return to an attuned balanced inner center as a safe spot in exercises
 - Step outside of class as needed for self-care: quietly stand up and leave the room, no need to request permission of the instructor
 - Identify triggering issues and use self-care with them—deep breathing, mindfulness, stepping outside to rebalance and refresh, reflection, and depth inquiry skills
- Bring self-reflection to learning
 - Develop the inner space to experience, witness, and reflect
 - Work to understand projection in the group field, and seek to learn about yourself from what activates you in others, while setting appropriate boundaries with others when needed
 - Offer questions and insights on work from prior class at the next class
 - Make check-ins brief and reference your experience in support of learning
- Interact as a respectful member of the depth community
 - Develop supportive relationships with classmates to give support in learning
 - Engage in psychotherapy or use mental health resources as needed—be mindful that classmates and faculty cannot provide the ongoing care that a therapist offers
- Abide by the university's policy on academic honesty that prohibits cheating and plagiarism, by citing and referencing the use of others' work
http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm
- Abide by the university's policy on student conduct during class and field trips by avoiding disruptive behaviors that are disrespectful, distracting, and threatening
<http://www.sonoma.edu/uaffairs/policies/disruptive.html>

- Abide by the university's policy on discrimination and sexual harassment by avoiding discriminatory behaviors in relation to race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, medical condition and veteran status, and sexually harassing behaviors
<http://www.sonoma.edu/uaffairs/policies/discrimination.htm>
- Provide course evaluation and teaching feedback with the end-of-semester student evaluation of teaching effectiveness (SETE)
- Consult with the class instructor should questions or concerns arise about class assignments, learning, or evaluation standards
- Questions, concerns, problems? Talk with the class teacher first, then the program coordinator

Faculty Responsibilities

- Set class learning goals that reflect the program learning goals
- Design class exercises and assignments to develop particular skills and competencies that are linked to class learning goals
- Provide clear standards in the form of rubrics or evaluative criteria that indicate how student work in the form of class participation, exercises, papers, projects, is evaluated
- Provide alternative assignments when possible to meet learning goals
- Provide evaluative feedback on student participation, papers and projects that indicates the rationale for the grade
- Model or provide examples of how to integrate academic work (concepts, theory, research, case studies, readings) with experiential work
- Provide a class environment based on mutual respect that fosters intellectual inquiry and personal growth, and which is free of misconduct, discrimination, and harassment
- Provide guidelines for appropriate behaviors regarding assignments
- Intervene when needed in order to maintain a respectful classroom learning environment
- Make time to meet with students when questions or concerns arise, and keep confidential what is discussed
- Respond to emails within 2-3 days during the week during the academic semester; weekends, breaks, and vacations may lengthen the time of response
- Provide mid-semester evaluation reports to students whose work is unsatisfactory
- Consult with faculty, program coordinator, and university staff as the need arises regarding academic issues and student learning questions and concerns
- Follow university policies regarding academic work, student and faculty conduct, disability, etc.
- Engage in faculty development workshops and discussions to maintain a high level of professional competence in the classroom

Students with Special Needs

If you're a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677. DSS will provide you with written

confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

Emergency Evacuation

If you're a student with a disability and you think you may require assistance evacuating Stevenson in the event of a disaster, or if the elevator is out of service, inform your instructor about the type of assistance you may require. You and your instructor will discuss your specific needs and the type of precautions that should be made in advance of such an event (e.g., assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and to contact the Disability Services for Students office if other classroom accommodations are needed.

Schedule of Activities

Date	Topic	Readings & Assignments
February 7	Introduction to Object Relations Theories and Self Psychology and the Freudian Foundation	St. Claire – Chapter 1 pp. 1-19 St. Claire – Chapter 2 pp. 21-32
February 28:	The Theories of Melanie Klein & W.R.D Fairbairn	St. Claire – Chapter 3 pp. 34-47 St. Claire – Chapter 4 pp. 49-63
March 7	The Theories of D.W. Winnicott	St. Claire – Chapter 5 pp. 64-80
March 14	The Theories of Margaret Mahler & Otto Kernberg	St. Claire – Chapter 6 pp. 82-101 St. Claire – Chapter 8 pp. 118-136 Paragraph Proposal for Final Paper due
April 4	Heinz Kohut: Self Psychology and Narcissism	St. Claire – Chapter 9 pp. 138-157 Final Paper, Conceptual Analysis due

PSYCHOLOGY 576.2 – SELF AND HEALING

Days and Times: Fridays, 10 a.m. – 1 p.m.

Dates: 2/15/19, 2/22/19, 3/1/19, 3/8/19, 3/15/19

Where: Sonoma State University, Stevenson Hall, Room 3095

Units: 1 unit

Instructor: Dr. David F. Sowerby

Voice-Mail: (707) 588-0725

Web Site: www.dfsowerbyphdconsulting.com

E-Mail: sowerby@sonoma.edu

Office: Stevenson Hall, Room 3085

Office Hours: Mondays, 2 - 4 p.m.

Tuesdays, 5:45 - 6:45 p.m.

Thursdays, 4:45 - 5:45 p.m.

Note: Office hours begin on 1/29/19 and end on 5/9/19

Course Description: In this course you will learn how to recognize and develop your connection with your Self in order to experience healing. This inner healing has the potential to affect various areas of your life (e.g., relationships, career, health and well-being, spirituality, decision-making, problem solving, creativity, etc.). The emphasis of this course is on the development of knowledge and practical skills that you can apply immediately to your life. Literature from Jungian psychology and from other perspectives that support Carl Jung's work will be presented. The course addresses how the Self is recognized, the effects it can have on health, and how a connection with it can be developed.

Program Learning Goals and Specific Course Learning Goals/Outcomes:

1. Depth Inquiry Practices and Skills
 - a. Demonstrates the ability to recognize and record (e.g., via writing, audio recording, art work) how the Self has shown up in one's life (e.g., during dreams, meditation, and other altered states of consciousness).
 - b. Demonstrates the ability to identify how experiencing the Self has affected one's life (e.g., changes in perceptions, emotions, desires, body sensations, behaviors).
2. Self-Knowledge and Self-Reflection
 - a. Demonstrates self-awareness of one's experiences of the Self, the ability to reflect on the significance and impact of these experiences on his/her life, and to determine if they have led to or reflect healing.
3. Applied Learning
 - a. Creates a verbal presentation for one's peers that reflects an awareness of how the Self has affected the student's life.
 - b. Demonstrates an understanding of the material in the Required Reading, and how this can be applied to the student's life.
4. Fluency in Verbal Communication
 - a. Demonstrates the ability to communicate verbally to one's peers how the Self has shown up in his/her life. Art work (e.g., drawing, painting, collage, poetry) can

be used to help the student express his/her understanding of the experience of the Self.

Format: Classes will include lectures, experiential exercises, class discussions, and student presentations.

Required Reading (students should read these works before the first class):

Coward, H. (2013). Mysticism in Patanjali's Yoga Sutras and in Carl Jung's psychology.

Journal of Hindu-Christian Studies, 26 (7), 1-7. <https://doi.org/10.7825/2164-6279.1546>

Dobson, M. D. S. (2015). Transcendent dimensions of the Self: A spiritual home for self psychology. *International Journal of Psychoanalytic Self Psychology*, 10, 1-13.
doi: 10.1080/15551024.2015.977482

Fordham, M. (2002). The self in Jung's works. In M. Fordham, *The Library of Analytical Psychology, Volume VII: Explorations into the self* (pp. 5-33). New York: Karnac. (Original work published 1985).

Grevatt, W. K. (2016). Meister Eckhart and C. G. Jung: Mysticism, individuation, and the Transformation of the God-image. *Psychological Perspectives*, 59, 391-401.
doi: 10.1080/00332925.2016.1202697

Redfearn, J. W. T. (1977). The Self and individuation. *Journal of Analytical Psychology*, 22 (2), 125-141.

Recommended Reading:

Assagioli, R. (1990). *Psychosynthesis: A manual of principles and techniques*. Wellingborough, England: Crucible.

Braud, W. (2012). Health and well-being benefits of exceptional human experiences. Retrieved April 4, 2016, from www.inclusivepsychology.webstarts.com (look under Archived Papers page on the website)

Bucke, R. M. (1993). *Cosmic consciousness: A study in the evolution of the human mind*. New York: Carol Publishing Group. (Original work published 1961)

Forman, R. K. C. (1998). What does mysticism have to teach us about consciousness? *Journal of Consciousness Studies*, 5 (2), 185-201.

James, W. (1953). *The philosophy of William James: Selected from his chief works*. New York: Random House. (Original work published 1925)

Jung, C. G. (1967). *Collected works of C. G. Jung* (H. Read, M. Fordham, & G. Adler, Eds.). Princeton, NJ: Princeton University Press.

- Jung, C. G. (2009). *The red book* (S. Shamdasani, Ed.) (M. Kyburz, J. Peck, & S. Shamdasani, Trans.). New York: W. W. Norton & Company.
- Krippner, S. (1972). The plateau experience: A. H. Maslow and others. *The Journal of Transpersonal Psychology*, 4 (2), 107-120.
- Mann, R. (1998). *Sacred healing: Integrating spirituality with psychotherapy*. Nevada City, CA: Blue Dolphin Publishing.
- Maslow, A. H. (1976). *The farther reaches of human nature*. New York: Penguin Books. (Original work published 1971)
- Sowerby, D. F. (2012). *Intuition and dreams: How to realize your healing potential in all areas of life*. West Conshohocken, PA: Infinity Publishing.
- Tolle, E. (2001). *Practicing the power of now: Essential teachings, meditations, and exercises from the power of Now*. Novato, CA: New World Library.
- Vaughan, F. (1995). *The inward arc: Healing in psychotherapy and spirituality*. Nevada City, California: Blue Dolphin Publishing, Inc.
- von Franz, M. L. (1968). The process of individuation. In C. G. Jung & M. L. von Franz (Eds.), *Man and his symbols* (pp. 157-254). United States: Dell Publishing. (Original work published 1964)
- White, J. (Ed.). (1984). *What is enlightenment? Exploring the goal of the spiritual path*. Los Angeles: Jeremy Tarcher, Inc.
- White, R. A. (1999). What are exceptional human experiences? Retrieved February 18, 2016, from www.ehe.org (Look under About EHEs page on the website, then click on the link: What are Exceptional Human Experiences?)
- Yogananda, P. (2005). *Journey to Self-realization: Collected talks and essays on realizing God in daily life, volume III*. Los Angeles: Self-Realization Fellowship. (Original work published 1997)

Assignment:

Bring to all classes a written recording (including art work) of any experiences you have had when believe you have contacted your Self. This experience could have occurred in any state of consciousness (e.g., dream, meditative, daydreaming). This experience could have occurred before or after this course began.

Evaluation:

Presentation: Each student will be required to do an in-class presentation. During the presentation, you will share with the class an experience that took place:

- a) before the course began,
- b) during the meditation and/or dream incubation procedure done after the first class.
- c) any time between the start of the course and before you do your presentation.

During your presentation, answer the following questions (in order):

1. Describe the experience of contacting your Self as completely as possible (e.g., What were the circumstances of the “event”? Where did it happen? Who were you with? What were you doing?)
2. In what form(s) did your Self appear? Some possibilities include: thoughts, images, memories, emotions, desires, body sensations, behaviors (body movements or words), direct knowing (no specific form), and perceptual changes.
3. What were you doing immediately prior to the event? What was your inner state (thoughts, feelings, desires) and the state of your body immediately prior to the experience? What was going on in your life before the event occurred (which might have triggered or invited the experience)?
4. What were the characteristics of the Self that showed up (e.g., knowledge, love, goodwill, peace, bliss)?
5. Did you go into an altered state of consciousness? If yes, how was it different than your previous state of consciousness? If no, describe the state you were in.
6. Was there specific information that you received? If yes, what was it? Was the information literal? Symbolic? Both?
7. How did you interpret the experience and/or the information? What is the significance of this event for you? Were there pleasant and/or unpleasant consequences that you experienced as a result of this experience?
8. Did this experience affect your health (body and/or mind)? If yes, how? Did the effect last or was it fleeting? Was this experience the result of healing? Explain.

Present art work that captures your experience of your Self, if this is possible. The artwork can take any form, including drawing, painting, collage, poetry, sculpture, etc.

You will be evaluated according to:

1. The **clarity** of your presentation style - **20%**
2. How **completely** the above questions are answered; this includes the **knowledge and application** of relevant material from the Required Readings - **20%**
3. Your degree of **self-awareness** - **20%**

Weight: 60% of final grade

Maximum Length: To be announced during the first class.

When: You will be assigned a date during the first class.

Class Participation: Each student will be evaluated according to the frequency and quality of your in-class contributions (questions and/or comments).

Weight: 40% of final grade

Summary of Grading System:

60% - Presentation (second class)

40% - Class Participation

Grading:

A = 91.1 – 100%

A- = 90 – 91%

B+ = 89 – 89.9%

B = 81.1 – 88.9%

B- = 80 – 81%

C+ = 79 – 79.9%

C = 71.1 – 78.9%

C- = 70 – 71%

D+ = 69 – 69.9%

D = 61.1 – 68.9%

D- = 60 – 61%

F = 0 – 59.9%

Special Needs:

If you are having trouble in the course or if you have special academic needs, please see me immediately, so I can assist you. I will do my best to facilitate your learning and work with you to create an enjoyable educational experience.

If you are a student with special learning needs and you think that you may require accommodations, your first step is to register with the campus office of Disabled Student Services (DSS), Salazar 1049 (phone number: 664-2677). DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

Attendance:

In-person attendance is required. Missing more than 3 hours of class time will not permit you to pass the course. Excused absences are possible only if official documentation is presented to the instructor (e.g., medical note), which explains or supports the reason for the absence. If you miss your presentation for a legitimate reason (and official documentation is provided), you must arrange with the instructor a time to present during the office hours listed on this syllabus or reschedule during one of the remaining classes (time permitting). If you miss a class, you are responsible for all material covered during your absence; in this instance, ask a classmate to take notes for you. Being more than 15 minutes late or leaving early constitutes a missed class.

Classroom Etiquette:

In order to maintain a positive classroom climate, please refrain from engaging in behaviors that are disrespectful and distracting to the professor and to fellow students. These include side conversations, texting, using mobile phones, checking email, or surfing the internet.

Student Responsibilities:

Speak from your own experience in class

- Use “I” statements

- Relate personal material offered in class to course content in service to academic learning

- Refrain from evaluating others’ experiences and symbolic work

- Refrain from speaking for others (no “we” or “you”)

- Refrain from giving advice to others

Receive permission before talking about another’s experience—classmate experiences are confidential inside and outside of class

Develop an inner compass for what is right for you

- Participate at a level that is right for you—you evaluate and determine this

- Be aware of your academic freedom to engage or not in experiential exercises as they meet your learning goals and benefit your learning

- Discuss with the instructor how you might modify experiential exercises or assignments to meet your individual needs and learning goals

Develop self-awareness and self-regulation skills for self-care

- Maintain an embodied, balanced centered focus

- Make use of meditation, mindfulness, and deep breathing techniques

- Make use of a curious, open, accepting, loving, compassionate inner stance

- Begin and return to an attuned balanced inner center as a safe spot in exercises

- Step outside the classroom as needed; quietly stand up and leave the room; no need to ask for permission from the instructor

- Identify triggering issues and use self-care with them—deep breathing, mindfulness, stepping outside to rebalance and refresh, reflection, and depth inquiry skills

Bring self-reflection to learning

- Develop the inner space to experience, witness, and reflect

- Work to understand projection in the group field, and seek to learn about yourself from what activates you in others, while setting appropriate boundaries with others as needed

- Offer questions and insights on work from prior class at the next class

- Make check-ins brief and reference your experience in support of learning

Interact as a respectful member of the depth community

- Develop supportive relationships with classmates to give support in learning

- Engage in psychotherapy or use mental health resources as needed—be mindful that classmates and faculty cannot provide the ongoing care that a therapist offers

The program adheres to university student conduct policies found at <http://web.sonoma.edu/uaffairs/policies/>. Each student is expected to be aware of these policies. Areas relevant to students are policies on academic freedom, academic honesty, alcohol use, disability access, discrimination and sexual harassment, disruptive behavior, drug use, the presence of animals on campus, smoking, assaultive or threatening acts, and human subjects in research

Abide by the university's policy on academic honesty that prohibits cheating and plagiarism, by citing and referencing the use of others' work:

http://www.sonoma.eduuaffairs/policies/cheating_plagiarism.html

Abide by the university's policy on student conduct during class by avoiding behaviors that are disrespectful, distracting, and threatening:

<http://www.sonoma.edu/uaffaris/policies/disruptive.html>

Abide by the university's policy on discrimination and sexual harassment by avoiding discriminatory behaviors in relation to race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, medical condition and veteran status, and sexually harassing behaviors: <http://www.sonoma.edu/uaffairs/policies/discrimination.html>

Provide course evaluation and teaching feedback with the end-of-semester student evaluation of teaching effectiveness (SETE)

Consult with the course instructor should questions or concerns arise about class assignments, learning, or evaluation standards

Questions, concerns, problems? Talk with the course instructor first, then the program coordinator

Faculty Responsibilities:

Set class learning goals that reflect the program learning goals

Design class exercises and assignments to develop particular skills and competencies that are linked to class learning goals

Provide clear standards in the form of evaluative criteria that indicate how student work (i.e., class participation, presentation) is evaluated

Provide alternative assignments when possible to meet learning goals

Provide evaluative feedback on each student's participation and presentation that indicates the rationale for the grade

Model or provide examples of how to integrate academic work (concepts, theory, research, case studies, readings) with experiential work

Provide a class environment based on mutual respect that fosters intellectual inquiry and personal growth, and which is free of misconduct, discrimination, and harassment

Provide guidelines for appropriate behaviors regarding assignments

Intervene where needed in order to maintain a respectful classroom learning environment

Make time to meet with students when questions or concerns arise, and keep confidential what is discussed

Respond to email within 2-3 days during the week during the academic semester; weekends, breaks, and vacations may lengthen the time of response

Consult with faculty, program coordinator, and university staff as the need arises regarding academic issues and student learning questions and concerns

Follow university policies regarding academic work, student and faculty conduct, disability, etc.

Engage in faculty development workshops and discussions to maintain a high level of professional competence in the classroom

Emergency Evacuation:

If you are a student with a disability and you think you may require assistance evacuating Stevenson in the event of a disaster, or if the elevator is out of service, inform your instructor about the type of assistance you may require. You and your instructor will discuss your specific needs and the type of precautions that should be made in advance of such an event (e.g., assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and to contact the Disability Services for Students office if other classroom accommodations are needed.

Dates, Topics, Activities:

2/15 – introduction, experiencing the Self, definitions of healing and the Self, meditation, dream incubation

2/22 – the appearance of the Self, characteristics and capacities of the Self, the effects of contact/merging with the Self

3/1 – how to contact the Self

3/8 – **presentations**

3/15 – **presentations**

Psy 576, Alchemy

Instructor: Robert Bosnak

Time: Sat & Sun Nov 17 & 18, 10am – 6:30pm

Place: Stevenson 3042 Fall 2018, 1 unit

Email: rbosnak@mindspring.com

To alchemists the substance they are dealing with is alive. Alchemy is a dialogue between alchemist and material. Our conventional way of looking at science is from the perspective of the scientist. It is therefore relatively easy to get into the perspective of the alchemist. It is more difficult for us to take the perspective of the material itself.

Embodied Imagination has developed practical ways to move perspective away from conventional consciousness to the self-awareness within the material. This class will teach practical methods for leaving habitual consciousness and entering into unfamiliar perspectives.

After an introduction to alchemical psychology in C.G. Jung and James Hillman by way of Hillman's book *Alchemical Psychology*, we enter into the various techniques that facilitate embodied shifts of perspective.

By way of demonstrations derived from material presented by participants, students will learn how to differentiate between embodied imagination – the intelligence within the alchemical material – and fabrication, making things up. Examples from alchemy will be used throughout to illustrate techniques used in the class.

Course Goals & Learning Outcomes

Program goal: Knowledge base in depth psychology

Outcomes:

- Know the crucial phenomenological difference between Jung's psychology of alchemy and Hillman's alchemical psychology.
- Understand the uses of color-metaphors in alchemy and the involuntary imagination.
- Understand the principles of dream incubation, the ancient method used to dream about particular issues and gain voluntary access to deep creative imagination
- Become familiar with the principles of *mimesis*.

Program goal: competency in depth inquiry practices & skills

Outcomes:

- Be able to work to some extent on dreams and imaginal material from others.
- Have a way to enter into the depth of involuntary imagination in slow motion so imagination can be experienced as an embodied event.

Required Texts

Hillman, J. (2009). *Alchemical psychology*. Thompson, CT: Spring.

Bosnak, R (2006) *Embodiment: Creative Imagination in Medicine, Art and Travel*. London, UK: Routledge.

Course Policies

If you'd like to meet to discuss some aspect of the course or your experience in the course, please see me at breaks, before or after class, or email me.

Methods of Instruction

This course involves a variety of methods, including lecture, demonstration, experiential exercises, and discussion.

Attendance

In-person class attendance is required. Attendance means timely attendance—being more than 15 minutes late or leaving early constitutes a missed class. While you can always do the reading anywhere, you can't reproduce the participation and discussion that occur in class. Excused absences are possible only with a doctor's note or a real emergency, and do not count as an absence instance. At the same time, absence affects your participation points. If you're absent, it's your responsibility to provide the instructor with due notice beforehand and to inform the instructor of the reason for the absence. Class material is due with an excused absence unless you have arranged with the instructor ahead of time. Have a class buddy who you can contact when you're absent, and ask them to take notes, etc. If you miss a class, you're responsible for all class material covered.

Classroom Etiquette

In order to maintain a positive classroom climate, please refrain from engaging in behaviors that are disrespectful and distracting to the professor and to fellow students. These include engaging in side conversations, cross-talk, texting, using cell phones, checking email, or surfing the internet. Please turn off cell phones and computers during class. Disruptive behavior in class will bring down your final grade.

Evaluation

Your course grade is based on attendance, in-class engagement and activities, and quality of class participation. You will be evaluated based on the level of attention paid to the material presented and the effort displayed in attempts to grasp this material. The class participation does not necessarily have to be verbal, but full presence and attention is expected. Come prepared for discussion and projects in class, and bring your reading to class for reference.

Students will at no point be asked to present material or to reveal intimate details of their lives against their will. See the Student and Faculty Responsibilities (attached) for guidelines for behavior.

Course Grading Structure

93-100% A	78-79% C+	60-62% D-
90-92% A-	73-77% C	<60%
88-89% B+	70-72% C-	
83-87% B	68-69% D+	
80-82% B-	63-67 D	

Students with Special Needs

If you're a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

Emergency Evacuation

If you're a student with a disability and you think you may require assistance evacuating Stevenson in the event of a disaster, or if the elevator is out of service, inform your instructor about the type of assistance you may require. You and your instructor will discuss your specific needs and the type of precautions that should be made in advance of such an event (e.g., assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and to contact the Disability Services for Students office if other classroom accommodations are needed.

Faculty Responsibilities

- Set class learning goals that reflect the program learning goals

- Design class exercises and assignments to develop particular skills and competencies that are linked to class learning goals
- Provide clear standards in the form of rubrics or evaluative criteria that indicate how student work in the form of class participation, exercises, papers, projects, is evaluated
- Provide alternative assignments when possible to meet learning goals
- Provide evaluative feedback on student participation, papers and projects that indicates the rationale for the grade
- Model or provide examples of how to integrate academic work (concepts, theory, research, case studies, readings) with experiential work
- Provide a class environment based on mutual respect that fosters intellectual inquiry and personal growth, and which is free of misconduct, discrimination, and harassment
- Provide guidelines for appropriate behaviors regarding assignments
- Intervene when needed in order to maintain a respectful classroom learning environment
- Make time to meet with students when questions or concerns arise, and keep confidential what is discussed
- Respond to emails within 2-3 days during the week during the academic semester; weekends, breaks, and vacations may lengthen the time of response
- Provide mid-semester evaluation reports to students whose work is unsatisfactory
- Consult with faculty, program coordinator, and university staff as the need arises regarding academic issues and student learning questions and concerns
 - Follow university policies regarding academic work, student and faculty conduct, disability, etc.
 - Engage in faculty development workshops and discussions to maintain a high level of professional competence in the classroom

Student Responsibilities

Speak from your own experience in class

- Use “I” language
- Relate personal material offered during class to class content in service to academic learning
- Refrain from interpreting or evaluating others' experiences and symbolic work
- Refrain from speaking for others (no “we” or “you”)
- Refrain from giving advice to others

Receive permission before talking about another's experiences—classmate experiences are confidential inside and outside of class

Develop an inner compass for what is right for you

- Participate at a level that is right for you—you evaluate and determine this
- Be aware of your academic freedom to engage or not in experiential exercises as they meet your learning goals and benefit your learning
- Discuss with the instructor how you might modify experiential exercises, projects, and papers to meet your individual needs and learning goals

Develop self-awareness and self-regulation skills for self-care

- Maintain an embodied balanced centered focus
- Make use of meditation, mindfulness, deep breathing techniques
- Make use of a curious, open, accepting, loving, compassionate inner stance
- Begin and return to an attuned balanced inner center as a safe spot in exercises

- Step outside of class as needed for self-care: quietly stand up and leave the room, no need to request permission of the instructor

- Identify triggering issues and use self-care with them—deep breathing, mindfulness, stepping outside to rebalance and refresh, reflection, and depth inquiry skills

Bring self-reflection to learning

- Develop the inner space to experience, witness, and reflect

- Work to understand projection in the group field, and seek to learn about yourself from what activates you in others, while setting appropriate boundaries with others when needed

- Offer questions and insights on work from prior class at the next class

- Make check-ins brief and reference your experience in support of learning

Interact as a respectful member of the depth community

- Develop supportive relationships with classmates to give support in learning

- Engage in psychotherapy or use mental health resources as needed—be mindful that classmates and faculty cannot provide the ongoing care that a therapist offers

Abide by the university's policy on academic honesty that prohibits cheating and plagiarism, by citing and referencing the use of others' work

http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm

Abide by the university's policy on student conduct during class and field trips by avoiding disruptive behaviors that are disrespectful, distracting, and threatening

<http://www.sonoma.edu/uaffairs/policies/disruptive.html>

Abide by the university's policy on discrimination and sexual harassment by avoiding discriminatory behaviors in relation to race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, medical condition and veteran status, and sexually harassing behaviors <http://www.sonoma.edu/uaffairs/policies/discrimination.htm>

Provide course evaluation and teaching feedback with the end-of-semester student evaluation of teaching effectiveness (SETE)

Consult with the class instructor should questions or concerns arise about class assignments, learning, or evaluation standards

Questions, concerns, problems? Talk with the class teacher first, then the program coordinator

PSY 576 SOMATIC APPROACHES TO TRAUMA AND GRIEF
(2 Credit Seminar)

Dates: **Fridays:** October 26, November 2, November 9, November 16 (9 am – 5 pm); Friday Nov 30 (9-6 pm); **Thursdays:** October 25 (5-8 pm), November 15 (5-8 pm)

Time: **9:00 am – 1:00 pm**

Location: **Stevenson 3095**

Instructor: **Brad J Kammer, MA, LMFT, LPCC, SEP**

Email: bradkammer@body-mindtherapy.com

Phone: **(707) 462 2133**

Office Hours: **Fridays 1:00 – 2:00 pm (By appointment only); via phone/email anytime**

SEMINAR THEME

“According to several Buddhist and Taoist traditions, sex, meditation, death, and trauma share a common potential. These are the great portals – catalysts for profound surrender and awakening.” (Peter Levine)

In this class, we will explore the losses that can occur after trauma, but will frame a larger understanding of trauma as a pathway for personal and social transformation.

READINGS FOR SEMINAR

Required Reading:

Levine, P. (2010). *In An Unspoken Voice: How The Body Releases Trauma and Restores Goodness*. Berkeley: North Atlantic Books.

Supplemental Articles will be emailed out to you

Recommended Reading:

Heller, L. & LaPierre, A. (2012). *Healing Developmental Trauma: How Early Trauma Affect Self-Regulation, Self-Image, and the Capacity for Relationship*. Berkeley: North Atlantic Books.

Ogden, P., Minton, K., and Pain, C. (2006). *Trauma and the Body: A Sensorimotor Approach*. New York: Norton.

Porges, S. (2011). *The Polyvagal Theory: Neurophysiological Foundations of Emotions, Attachment, Communication and Self-Regulation*. New York: Norton.

van der Kolk, B. (2014). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. New York: Viking Press.

TEACHING METHODS

This seminar class will rely on lecture, extensive class discussion, class exercises, small group activities, videos, and student presentations. Each class session will include discussing powerpoint material and reading assignments, and applying these concepts through experiential activities.

Preparation for this class is essential. Reading the chapters/articles prior to class, taking good notes in class, actively asking questions, and applying the concepts in discussions and assignments will lead to a successful experience.

People learn best when they are interested in the material and the learning situation is set up for them to be themselves. Learning of the psychobiology of trauma and grief will take place in context to human lives, including your own. Therefore, classroom material and activities, as well as all assignments, will be geared towards application in your real lives.

COURSE GOALS:

Upon successful completion of this course you will have a thorough understanding of what happens inside us when faced with overwhelming life experience. Using current perspective from psychobiological research and theory, you will learn how the brain and body respond to trauma and grief, and various ways that therapists are using the body to resolve post-traumatic states. You will become familiar with several somatic approaches, and learn basic skills from these approaches you can employ in your work and life. Lastly, you will be challenged to reflect on how understanding this essential brain science integrates into your overall study in Depth Psychology. These course goals meet the program learning goals of a knowledge base in depth psychology, as well as the self-knowledge and self-reflection.

LEARNING GOALS:

- To be able to identify the biopsychological process involved in the human stress response
- To be able to understand the mechanisms, behaviors and symptoms of trauma and grief
- To differentiate between “shock” and “developmental” traumas, as well as the nature of their interaction in “complex trauma”
- To utilize basic somatic skills for regulating stress and trauma reactions

EVALUATION:

Accomplishment of course objectives will be evaluated on the basis of:

40 %	Attendance & Class Participation
20 %	Final Presentation & Summary
15 %	Trauma & Resilience Genogram
15 %	Trauma and Grief in the Movies Assignment
10 %	Article Review/Discussion

Evaluation rubrics will be used in support of evaluations.

MEETING WITH ME:

I strive to be available to every student. I find that learning is supported by clear communication between the instructor and student. So, please feel free to discuss anything with me, at any time during the semester. I have office hours (by appointment) after class, but we can always make arrangements for us to get together or speak at a different time that might be more convenient for you. Just let me know. I'm on your side to make this class both successful and enjoyable for you.

ATTENDANCE POLICY:

Students are expected to attend all classes and to complete all assignments on-time. Attendance will be taken during each class, and each absence will negatively impact your grade. Missing more than one class could lead to failing this course. Excused absences are those that are communicated to me in advance of the class, or emergencies that can be documented (e.g., doctor's note) – if an emergency does occur, it is your responsibility to promptly notify me via phone/email (or have someone else do this if you are unable). Unexcused absences are those that you do not attend and have not communicated with me. It is your responsibility to assure that I have received any communications you may have sent. Please only contact me via phone or email (i.e., no texting).

Please do your best to be on time for class – late arrivals or early departures of more than 15 minutes (without prior communication) constitutes a missed class. It is the student's responsibility to make arrangements for any missed work due to an absence or late arrival/early departure.

CELL PHONES/TEXTING:

Please remember to turn cell phones off once inside the classroom. Texting is not OK in the classroom – and although I may not say anything to you about it, you will lose participation points if I see you texting in class. If you absolutely need to text or use your phone, you can step out of the classroom to do so.

GRADING/LATE WORK POLICY

I strive to support each student to succeed in this class. I understand the value of being rewarded for your hard work and dedication. I look at grading as a mutual discourse between you and I about the effort and quality of your work. I will use rubrics to help clarify my grading system – and I will distribute these the first day of class so you know what is expected of you. But please do remember that I am looking for consistent demonstration of your applied learning and critical thinking skills in all assignments and classroom participation (see “class participation” below); this is the overarching basis for evaluation in this seminar. If there are any concerns at any point during the semester, please speak with me to clarify so that we are on the same page throughout this course.

The late work policy is that for each week that an assignment is late, one full letter grade will

be deducted. So, if the assignment is 1 week late and the grade received is a 90, the adjusted late grade will be an 80; for 2 weeks late, it will be a 70; and so on.

ACADEMIC HONESTY

Seminar-style learning requires every student to bring his/her own unique strengths, experiences, knowledge, and wisdom to each class and assignment. What this means is that you are challenged to think original ideas and produce original material. This is what makes learning fun.

I honor how important grades are to all of you, and I will do my best to help you succeed. But I will not accept academic dishonesty of any kind. This includes cheating, lying, plagiarism, copying of others' work, etc. If you are academically dishonest in this class, you will receive a 0 on the assignment, and may risk expulsion from the class and college. I ask you to honor the integrity of this class by being an academically honest student. You'll learn more too!

STUDENTS WITH SPECIAL NEEDS

If you're a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

EMERGENCY EVACUATION

If you're a student with a disability and you think you may require assistance evacuating Stevenson in the event of a disaster, or if the elevator is out of service, inform your instructor about the type of assistance you may require. You and your instructor will discuss your specific needs and the type of precautions that should be made in advance of such an event (e.g., assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and to contact the Disability Services for Students office if other classroom accommodations are needed.

CLASS PARTICIPATION

Seminar learning relies on interested students working together in a respectful environment. Therefore, effort and preparation for class is essential. The quality of class discussions will rely on your interest in the course material, involvement in class discussions and respect for other students' viewpoints. The emphasis is on the thoughtful consideration by each student. There is no right or wrong when it comes to individual opinions.

The class will emphasize applied learning (the ability to use academic learning to formulate questions and theories in relation to daily life) as well as critical thinking (the ability to express your own opinions and draw your own conclusions based on the material you are learning). Questions can help to clarify concerns and stimulate learning. It is strongly encouraged that each student bring at least one question in regards to the reading material and/or previous class discussions to every class. It is also strongly encouraged that each student use the class to articulate his/her developing ideas in relation to the course subject, while also remaining open

to other students' perspectives. Applied learning and critical thinking will be the basis for evaluation on each student's participation in classroom discussions and activities, as well as all other assignments.

NOTE: While learning the field of psychology, personally challenging topics may be encountered. If so, please feel free to speak with the instructor about your situation, or seek outside support. If a topic becomes too sensitive for you in class, please feel free to leave the classroom, and/or discuss your situation with the instructor. Students are required to participate but not to reveal personal information. Please remember that although you are encouraged to apply what you are learning in class to your own lives, you must also be sensitive to the other students in class. This means that each student must be thoughtful and considerate when sharing personal experiences in class. Please also do not share names of others, or personal stories that are unrelated to what we are learning.

WRITING GUIDELINES

All written assignments must be completed in APA style. Papers must be double-spaced, paginated, with 1" margins all around, and a simple 12 point font like Times New Roman, Helvetica, Arial, etc. References and citations must be in APA style. APA style guidelines can easily be found online and at the library. Submitted papers should include a cover page which includes your name, title of the paper, date submitted, and course title. Papers can be turned in printed or email, but it is your responsibility to assure that I have received it electronically. I expect your papers to reflect your learning experiences, both intellectual and experiential, and your personal internal development.

ARTICLE REVIEW/DISCUSSION ASSIGNMENT

Each class week, I will email all students several articles to be read for the next class. All students are responsible for reading these articles, but each week only 1 student will be responsible for writing a 1-2 page review and reflection of one of the articles, which will be shared in class the following week. Please do not read your review/reflection in class – use it as a basis for a class-wide discussion on this article. Your grade for this assignment will be based 50% on the article review/reflection, and 50% on your presenting it and leading an informed discussion in class. If you are uncomfortable with the presenting/discussing part of this assignment, please speak with me privately.

TRAUMA & RESILIENCE GENOGRAM ASSIGNMENT

I will pass out a sample genogram form (used commonly in family systems approaches) for use in creating your own genogram, focusing on the transgenerational nature of trauma and resilience in your family. The intention of this assignment is to begin reflecting on how extensive trauma is in our world, and how deeply it affects us all, while being mindful of the ways we cope with and can grow after traumatic experience. This assignment can bring up feelings – if you are uncomfortable about it, please speak with me privately. Although we will use this assignment for discussion, you will not have to disclose any private details.

Once you've created the genogram itself, you are to write a (suggested length of) 2 pages reflection on this assignment – what was it like creating it, what you learned from it, how you might view your current life differently in the light of what you documented, and especially,

what coping strategies (for better and worse) you and your family used to manage and/or resolve the trauma and grief.

TRAUMA & GRIEF IN THE MOVIES ASSIGNMENT

For this assignment you will choose a movie that includes a character that is dealing with, or has dealt with a significant trauma and/or loss. The intention of this assignment is to be able to identify, diagnose, and explain using a psychobiological understanding an individual's reaction to trauma and/or loss; as well as provide a therapeutic treatment plan for this particular individual. You will also be asked to reflect on this individuals' resiliency before and after the trauma and/or loss, prognosis, and potential for post-traumatic growth. More information on this assignment will be handed out during class. The suggested length of this paper is 3 pages.

FINAL PRESENTATION AND SUMMARY

Select an approach to healing trauma and write a (suggested length of) 3 pages summary of this approach and it's usefulness for working with trauma and grief. You are free to use any approach available – whether we covered it in class, whether it's mainstream or controversial, whether it's scientifically validated or not. For this project, it would be ideal if you could speak with someone who practices this approach to give you applicable information about this approach – otherwise, either talking with someone who has experienced this approach or reading about this approach is fine. The summary should also include your own perspective on using this approach to work with trauma and grief.

In addition, use one or two other therapeutic approaches to compare and contrast with this approach, relying on the psychobiology of trauma to inform your analysis. Be sure to identify any shortcomings, potential risks or concerns you have regarding your selected approach, and propose any changes or developments you would like to see to strengthen this approach.

During the final meeting you will have an opportunity to share about your approach with the class. Besides a basic overview of your approach (powerpoints are encouraged), please do some experiential piece – whether you lead the class in a basic exercise, role-play, present a case study, or show a video – please include something that gives students a real sense of how this approach works.

Your grade for this assignment will be based 50% on the written summary and reflection, and 50% on your presentation. Remember to cite any outside sources and reference them appropriately for the written part of this assignment.

CLASS/ DATE	TOPICS COVERED	READINGS (due this week)	ASSIGNMENTS (due this week)
1 October 25	Introductions & Review Syllabus <i>Trauma & Civilization</i>	<i>Supplemental Articles will be given weekly</i>	
2 October 26	<i>The Psychobiology of Stress and Trauma</i>	<i>In An Unspoken Voice,</i> Chapters 1-3, 10-11	Article Review/Discussion Assignment (weekly)
3 November 2	<i>Complex Trauma: "Shock" and "Developmental" Trauma</i>	<i>In An Unspoken Voice,</i> Chapter 4 & 7 Recommended: <i>Healing Developmental Trauma</i> , pgs. 1-36 & 93-123	Trauma/Resilience Genogram
4 November 9	<i>Complex Trauma continued</i> <i>Traumatic Grief</i>		
5 November 15	<i>Somatic Approaches to Healing Trauma: The Future of Trauma Treatment</i>	<i>In An Unspoken Voice,</i> Chapters 5-6, 12-13	Movie Assignment
6 November 16	<i>Somatic Approaches to Healing Trauma: Professional Self-Care</i>	<i>In An Unspoken Voice,</i> Chapters 14	
7 & 8 November 30	Final Presentations Course Review & Closure		Final Presentations

NOTE: It is possible that the dates of classes and/or assignments may change during the course of the semester, so any changes to the above syllabus will be clearly announced in class. Ask me if you have any questions and/or concerns.

PSY-576-102

Seminar in Depth Psychology: Transformative Teaching Skills

Instructor: Jurgen Werner Kremer, PhD
Office Location: Nichols NH 209
Telephone: Email contact preferred
Email: kremerj@sonoma.edu
Office Hours: By appointment MW 3 – 4; F 12 - 1
F 9-noon (class ends Oct 19)
Class Days/Time: Th 5-8 Sept 13
Stevenson 2075
Classroom: (Thursday class in Stevenson 2079)

COURSE DESCRIPTION:

This applied teaching skills seminar facilitates the development and implementation of two teaching skills practices of students' choosing. Beyond the required readings, students conduct searches to identify helpful sources in the literature discussing theories and practices to their practical applications. Self-reflection and feedback are a central part of the learning process.

Basic Expectations

- It is your responsibility to use Canvas in order to know what it is due when
- All deadlines are firm, no late anything (only exceptions: jury duty, military service & MD documented illness).
- Check your e-mail regularly for any announcements or alerts.
- Attendance is required. Excused absences are the following: jury duty, military service & MD documented illness.
- Mindful presence and active participation are expected during class
- It is your responsibility to be familiar with the syllabus.
- All assignments submitted electronically must be in pdf file format only (**no pages or other file formats**).

Learning Goals and Outcomes

- Demonstrates knowledge of ethical issues that may arise with the use of depth inquiry practices and skills, both for oneself and in usage with others, and demonstrates knowledge in adapting techniques to specialized groups or specific individuals.
- Demonstrates the capacity to assess the impact of one's behavior on others.
- Creates a project, paper, or practice reflecting the application of knowledge or skills acquired through study to a specific object, person, group, setting, or cultural context.

Class Meetings and Attendance Policy

Your course grade is based on quality and timeliness of papers, presentations and assignments, attendance, and quality of class participation. You're expected to do the reading for the class and to come prepared for discussion and projects in class. You can expect to spend from 9 (3 hours per unit) hours per week on readings and projects for this class. Bring a copy of the week's reading and assignments to class for discussion and reference. Papers and assignments are due on the due date; extensions for papers must be discussed with the instructor and approved ahead of the due date. Late papers will be graded down one grade for every week they're late.

Attendance at all class meetings is mandatory. While you can always read what was missed, you can't reproduce the discussions and exercises experienced in class. Attendance means timely attendance—being on time and not leaving early. Being more than 15 minutes late or leaving early constitutes a missed class. Excused absences are possible only with a doctor's note or a real emergency; promptly notify the instructor by phone or email if this should happen. Cell phone use in class is disruptive, so they may be used outside of class during breaks only. You'll be asked to turn off your phone in class if you check it or answer it during class. Missing more than one class will bring down your grade; it's not possible to pass the class if you miss more than 3 classes. If you must miss a class, ask someone in class to take notes for you: you are responsible for learning the material covered in a missed class.

APA Style

Papers are double-spaced, paginated, with 1" margins all around, and a simple 12 point font like Times, Times New Roman, Helvetica, Arial, etc. References and citations are APA style. The Library has simple APA style guidelines online. Owl Purdue has excellent online APA style guidelines.

Your final paper should be in APA style; in class handouts only the references need to be in APA style.

Students with Special Needs

If you are a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677, website www.sonoma.edu/dss/. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

Cell Phone Use and Texting

Cell phone during class time is not appropriate. Students will be asked on the first and second occasion to put away the cell phone. On the third notice the student will be asked to leave class and the class will be counted as an absence.

Skillful Communication

When communicating in the classroom or online, be considerate of the person or persons you are responding to. Kindness, caring, and empathy are important psychological skill. This does not mean you should not be critical, but it does mean that you express your critical thoughts or disagreements in a fashion that is considerate of your addressee. Put yourself in that person's shoes and imagine you were to receive the message you are writing.

Expressing critical thoughts or disagreements in a constructive way is an important skill.

One of the teachings that comes out of meditation traditions is at times called "wise speech" or "compassionate speech" or "right speech." It refers to qualities that are relevant for anybody studying psychology.

In Buddhist tradition this refers to speaking (or writing) with four qualities:

- Truthfulness
- Helpfulness
- Kindness
- Clear Intention (including good timing, appropriateness, non-distractedness,).

Obviously, these qualities are relevant for anybody wanting to engage in depth psychological work, whether self exploration or teaching or multicultural dialogue or something else.

It is always good to be mindful of these qualities of psychologically helpful speech, whether in conversation or while writing e-mails or responding to a classmate's posting (essay).

When we are upset it is oftentimes useful to take a breather (e.g., several deep breaths) and to quiet ourselves for a moment. When writing an e-mail this can be done by drafting an e-mail, but then keeping it in the draft folder instead of sending it immediately. Then look at it again in a calmer moment and see if you want to make any revisions.

Speaking personally (rather than in an objectifying or distancing way) can make a significant difference in how a statement in the classroom or an e-mail message is read. Own your statements and be personable.

Classroom Protocol

Norms for this learning community will be discussed during the first few classes and then posted on Canvas in the top block. These norms are part of the syllabus and class requirements.

Course Requirements

1. **Attendance:** Attend all classes.
2. **Course assignments:** See Canvas for details for assignments each week. Take note of due dates. All instructions can be found on Canvas. Post your work on Canvas. Pdf file format is always required (no pages or other file formats).
3. **Learning contract:** At the beginning of class students develop a detailed learning contract that identifies teaching skills to be developed and readings.
4. **Class presentations:** Two class presentations are required.
5. **Transformative teaching skills practical demonstrations:** Two demonstrations are required.
6. **Final paper:** Reflections on your learning process of building transformative teaching skills.

Grading Policy

Total: 500pts available

50 pts. Learning agreement

100 pts. Presentation & discussion facilitation

300 pts. Transformative teaching skills practical demonstrations

50 pts. Final reflective paper

Grading Rubrics

See further below.

Class Meetings and Attendance

Your course grade is based on quality and timeliness of papers, presentations and assignments, attendance, and quality of class participation. You're expected to do the reading for the class and to come prepared for discussion and projects in class. You can expect to spend from 9 (3 hours per unit) hours per week on readings and projects for this class. Bring a copy of the week's reading and assignments to class for discussion and reference. Papers and assignments are due on the due date; extensions for papers must be discussed with the instructor and approved ahead of the due date. Late papers will be graded down one grade for every week they're late.

Attendance at all class meetings is mandatory. While you can always read what was missed, you can't reproduce the discussions and exercises experienced in class. Attendance means timely attendance—being on time and not leaving early. Being more than 15 minutes late or leaving early constitutes a missed class. Excused absences are possible only with a doctor's note or a real

emergency; promptly notify the instructor by phone or email if this should happen. Cell phone use in class is disruptive, so they may be used outside of class during breaks only. You'll be asked to turn off your phone in class if you check it or answer it during class. Missing more than one class will bring down your grade; it's not possible to pass the class if you miss more than 3 classes. If you must miss a class, ask someone in class to take notes for you: you are responsible for learning the material covered in a missed class.

APA Style

Papers are double-spaced, paginated, with 1" margins all around, and a simple 12 point font like Times, Times New Roman, Helvetica, Arial, etc. References and citations are APA style. The Library has simple APA style guidelines online. Owl Purdue has excellent online APA style guidelines.

Students with Special Needs

If you are a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677, website www.sonoma.edu/dss/. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

If you are a student with a disability and you think you may require assistance evacuating a building in the event of a disaster, you should inform your instructor about the type of assistance you may require. You and your instructor should discuss your specific needs and the type of precautions that should be made in advance of such an event (e.g., assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and contact the Disability Services for Students office if other classroom accommodations are needed.

Cell Phone Use and Texting

Cell phone during class time is not appropriate. Students will be asked on the first and second occasion to put away the cell phone. On the third notice the student will be asked to leave class and the class will be counted as an absence.

Student Conduct

The program adheres to university student conduct policies found at <http://web.sonoma.edu/uaffairs/policies/>. Each student is expected to be aware of these policies. Areas relevant to students are policies on academic freedom, academic honesty, alcohol use, disability access, discrimination and sexual harassment, disruptive behavior, drug use, the presence of animals on campus, smoking, assaultive or threatening acts, and using human subjects in research.

Plagiarism/Academic Honesty

Students are expected to read academic sources and communicate the ideas in their own words in academic papers. Using the words of an author without specifically quoting and referencing the author is plagiarism—passing off another's ideas as one's own. The first instance of plagiarism is reported to the campus disciplinary officer and may result in a failing course grade. A second instance is also reported and may lead to removal from the university. Classroom instructors may use online software such as turnitin.com to assess the academic honesty of student papers.

Class Readings

Bugental, J. F. T. (1987). *The art of the psychotherapist*. NY: W. W. Norton & Company. (Available new & cheap 2nd hand)

Cajete, G. (2004). A pueblo story for transformation (pp. 103-114). In E. O'Sullivan, M. M. Taylor, & M. A. O'Connor (Eds.), *Learning toward an ecological consciousness: selected transformative practices*. Pan Macmillan. (Available as ebook through SSU library.)

Dietrich, B. (2016). C.G. Jung - champion of the imagination (pp. 122-135). In L. Davenport, *Transformative imagery*. London: Jessica Kingsley. (Canvas)

Elias, D. (1997). It's time to change our minds. *ReVision*, 21(1), 2-7. (Canvas)

Ettling, D., & Guilian, L. (2004). Midwifing transformative change (pp. 115-131). In E. O'Sullivan, M. M. Taylor, & M. A. O'Connor (Eds.), *Learning toward an ecological consciousness: selected transformative practices*. Pan Macmillan. (Available as ebook through SSU library.)

Graham, L. (2016). Using guided imagery to create brain change (pp. 136-148). In L. Davenport, *Transformative imagery*. London: Jessica Kingsley. (Canvas)

Hammond, Z. (2015). *Culturally responsive teaching & the brain*. Thousand Oaks, CA: Corwin.

Kasl, E., Yorks, L. (2016). Do I really know you? Do you really know me? Empathy amid diversity in differing learning contexts. *Adult education quarterly*, 66(1), 3-20. doi: 10.1177/0741713615606965 (Canvas)

Keating, A. (2013). Pedagogies of invitation (pp. 167-188). In A. Keating, *Transformation now!* Urbana, IL: University of Illinois Press. (Canvas)

Kremer, J. W. (2017). Memory and learning (ch. 7) (electronic version). In *Psychology in diversity - diversity in psychology*. Dubuque, IA: Kendall Hunt. (Canvas)

Mezirow, J. (1991). Fostering transformative adult learning (pp. 196-226). In J. Mezirow, *Transformative dimensions of adult learning*. San Francisco: Jossey-Bass. (Pay particular attention to the discussion of ethics)

Reznick, Ch. (2016). Imagery as a therapeutic tool for children (pp. 149-161). In L. Davenport, *Transformative imagery*. London: Jessica Kingsley. (Canvas)

Rappaport, L. (2016). Enhancing imagery with focusing-oriented expressive arts (pp. 248-265). In L. Davenport, *Transformative imagery*. London: Jessica Kingsley. (Canvas)

Rogers, C. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of Consulting Psychology*, 21(2), 95-103. (Canvas)

Rogers, C. (1958). Personal thoughts on teaching and learning. *Improving College and University Teaching*, 6(1), 4-5. (Canvas)

Rogers, C. (1969). Some reflections (pp. 299-307). In C. Rogers, *Freedom to learn*. Columbus, OH: Charles E. Merrill. (Canvas)

Samuels, M. (2016). Four shamanic journeys with guided imagery (pp. 176-184). In L. Davenport, *Transformative imagery*. London: Jessica Kingsley. (Canvas)

Resource Books

Achterberg, J. (1985). *Imagery in healing*. Boston: Shambhala. (This is a classic, still useful, but the neurobiological information is dated and should be augmented with more current sources, such as Montgomery (2013) or Winkelman (2010) or Ginot (2015) or Panksepp & Biven (2012) or any current edition of a neuroscience textbook.)

Corey, G., Schneider Corey, M., Callanan, P., & Russell, J. M. (1992). *Group techniques*. Pacific Grove, CA: Brooks/Cole. (Good source for hands-on guidance)

Davenport, L. (Ed.) (2016). *Transformative imagery*. London: Jessica Kingsley. (Contains additional articles and imagery exercises beyond the articles selected for class reading.)

Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco: Jossey-Bass. (Classic text; it is good to balance Mezirow's cognitive bias with O'Sullivan's work)

O'Sullivan, E., Taylor, M. M., & O'Connor, M. A. (Eds.) (2004). *Learning toward an ecological consciousness: selected transformative practices*. Pan Macmillan. (Available as ebook through SSU library.)

Rogers, C. (1969). *Freedom to learn*. Columbus, OH: Charles E. Merrill. (Class text, humanistic psychology tradition, still inspirational)

Pedersen, P. B. (2004). *110 experiences for multicultural learning*. Washington, D.C.: APA. (Many ideas that can be used or built on)

The detailed schedules for readings due is available on Canvas.

The library switched database providers in the summer of 2017 to a system that's not user-friendly. For student research assignments, they should *not* use the OneSearch line on the library home page—it doesn't reliably access PsycInfo which is the standard database resource for Psychology.

To access PsycInfo do the following from the library home page:

- Click on *A-Z List of Article Databases*. Click on P. Click on *PsycInfo*.
- To access a larger listing of humanities resources, click on E, then click *Ebsco*.

Faculty Responsibilities

- Set class learning goals that reflect the program learning goals
- Design class exercises and assignments to develop particular skills and competencies that are linked to class learning goals
- Provide clear standards in the form of rubrics or evaluative criteria that indicate how student work in the form of class participation, exercises, papers, projects, is evaluated
- Provide alternative assignments when possible to meet learning goals
- Provide evaluative feedback on student participation, papers and projects that indicates the rationale for the grade
- Model or provide examples of how to integrate academic work (concepts, theory, research, case studies, readings) with experiential work
- Provide a class environment based on mutual respect that fosters intellectual inquiry and personal growth, and which is free of misconduct, discrimination, and harassment
- Provide guidelines for appropriate behaviors regarding assignments
- Intervene when needed in order to maintain a respectful classroom learning environment
- Make time to meet with students when questions or concerns arise, and keep confidential what is discussed
- Respond to emails within 2-3 days during the week during the academic semester; weekends, breaks, and vacations may lengthen the time of response
- Provide mid-semester evaluation reports to students whose work is unsatisfactory
- Consult with faculty, program coordinator, and university staff as the need arises regarding academic issues and student learning questions and concerns
- Follow university policies regarding academic work, student and faculty conduct, disability, etc.
- Engage in faculty development workshops and discussions to maintain a high level of professional competence in the classroom

Student Responsibilities

- Speak from your own experience in class
 - Use “I” language

- Relate personal material offered during class to class content in service to academic learning
 - Refrain from interpreting or evaluating others' experiences and symbolic work
 - Refrain from speaking for others (no “we” or “you”)
 - Refrain from giving advice to others
- Receive permission before talking about another's experiences—classmate experiences are confidential inside and outside of class
- Develop an inner compass for what is right for you
 - Participate at a level that is right for you—you evaluate and determine this
 - Be aware of your academic freedom to engage or not in experiential exercises as they meet your learning goals and benefit your learning
 - Discuss with the instructor how you might modify experiential exercises, projects, and papers to meet your individual needs and learning goals
- Develop self-awareness and self-regulation skills for self-care
 - Maintain an embodied balanced centered focus
 - Make use of meditation, mindfulness, deep breathing techniques
 - Make use of a curious, open, accepting, loving, compassionate inner stance
 - Begin and return to an attuned balanced inner center as a safe spot in exercises
 - Step outside of class as needed for self-care: quietly stand up and leave the room, no need to request permission of the instructor
 - Identify triggering issues and use self-care with them—deep breathing, mindfulness, stepping outside to rebalance and refresh, reflection, and depth inquiry skills
- Bring self-reflection to learning
 - Develop the inner space to experience, witness, and reflect
 - Work to understand projection in the group field, and seek to learn about yourself from what activates you in others, while setting appropriate boundaries with others when needed
 - Offer questions and insights on work from prior class at the next class
 - Make check-ins brief and reference your experience in support of learning
- Interact as a respectful member of the depth community
 - Develop supportive relationships with classmates to give support in learning
 - Engage in psychotherapy or use mental health resources as needed—be mindful that classmates and faculty cannot provide the ongoing care that a therapist offers
- Abide by the university’s policy on academic honesty that prohibits cheating and plagiarism, by citing and referencing the use of others’ work
http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm

- Abide by the university's policy on student conduct during class and field trips by avoiding disruptive behaviors that are disrespectful, distracting, and threatening
<http://www.sonoma.edu/uaffairs/policies/disruptive.html>
- Abide by the university's policy on discrimination and sexual harassment by avoiding discriminatory behaviors in relation to race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, medical condition and veteran status, and sexually harassing behaviors
<http://www.sonoma.edu/uaffairs/policies/discrimination.htm>
- Provide course evaluation and teaching feedback with the end-of-semester student evaluation of teaching effectiveness (SETE)
- Consult with the class instructor should questions or concerns arise about class assignments, learning, or evaluation standards
- Questions, concerns, problems? Talk with the class teacher first, then the program coordinator

Class Schedule

Please see Canvas for further details and updates.

Week 1 8/24 Introductions & Overview

Week 2 8/31 Teaching & Learning

Elias, D. (1997). It's time to change our minds. *ReVision*, 21(1), 2-7. (Canvas)

Rogers, C. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of Consulting Psychology*, 21(2), 95-103. (Canvas)

Rogers, C. (1958). Personal thoughts on teaching and learning. *Improving College and University Teaching*, 6(1), 4-5. (Canvas)

Rogers, C. (1969). Some reflections (pp. 299-307). In C. Rogers, *Freedom to learn*. Columbus, OH: Charles E. Merrill. (Canvas)

Week 3 9/7 Transformative learning

Mezirow, J. (1991). Fostering transformative adult learning (pp. 196-226). In J. Mezirow, *Transformative dimensions of adult learning*. San Francisco: Jossey-Bass. (Pay particular attention to the discussion of ethics) (two presentations)

Kremer, J. W. (2017). Memory and learning (ch. 7) (electronic version). In *Psychology in diversity - diversity in psychology*. Dubuque, IA: Kendall Hunt. (Canvas)

Ettling, D., & Guilian, L. (2004). Midwifing transformative change (pp. 115-131). In E. O'Sullivan, M. M. Taylor, & M. A. O'Connor (Eds.), *Learning toward an ecological consciousness: selected transformative practices*. Pan Macmillan. (Available as ebook through SSU library.)

Three presentations

Week 4 9/13 Transformative learning and interpersonal skills

Th Cajete, G. (2004). A pueblo story for transformation (pp. 103-114). In E. O'Sullivan, M. M. Taylor, & M. A. O'Connor (Eds.), *Learning toward an ecological consciousness: selected transformative practices*. Pan Macmillan. (Available as ebook through SSU library.)

Th Bugental, J. F. T. (1987). *The art of the psychotherapist*. NY: W. W. Norton & Company. (Available new & cheap 2nd hand) Chapter 2

Th Bugental, J. F. T. (1987). *The art of the psychotherapist*. NY: W. W. Norton & Company. (Available new & cheap 2nd hand) Chapter 3

Th Bugental, J. F. T. (1987). *The art of the psychotherapist*. NY: W. W. Norton & Company. (Available new & cheap 2nd hand) Chapter 4

Two demonstrations, four presentations

Week 4 9/14 Transformative learning and interpersonal skills

F Bugental, J. F. T. (1987). *The art of the psychotherapist*. NY: W. W. Norton & Company. (Available new & cheap 2nd hand) Chapter 5

F Bugental, J. F. T. (1987). *The art of the psychotherapist*. NY: W. W. Norton & Company. (Available new & cheap 2nd hand) Chapter 6

Two demonstrations, two presentations

Week 5 9/21 Interpersonal skills (continued) & Teaching skills

Bugental, J. F. T. (1987). *The art of the psychotherapist*. NY: W. W. Norton & Company. (Available new & cheap 2nd hand) Chapter 7

Bugental, J. F. T. (1987). *The art of the psychotherapist*. NY: W. W. Norton & Company. (Available new & cheap 2nd hand) Chapter 8

Hammond, Z. (2015). *Culturally responsive teaching & the brain*. Thousand Oaks, CA: Corwin. (Part I)

Keating, A. (2013). Pedagogies of invitation (pp. 167-188). In A. Keating, *Transformation now!* Urbana, IL: University of Illinois Press. (Canvas)

Three demonstrations, four presentations

Week 6 9/28 Interpersonal skills (continued) & Teaching skills

Bugental, J. F. T. (1987). *The art of the psychotherapist*. NY: W. W. Norton & Company. (Available new & cheap 2nd hand) Chapter 13

Hammond, Z. (2015). *Culturally responsive teaching & the brain*. Thousand Oaks, CA: Corwin. (Part II)

Hammond, Z. (2015). *Culturally responsive teaching & the brain*. Thousand Oaks, CA: Corwin. (Part III)

Kasl, E., Yorks, L. (2016). Do I really know you? Do you really know me? Empathy amid diversity in differing learning contexts. *Adult education quarterly*, 66(1), 3-20. doi: 10.1177/0741713615606965 (Canvas)

Four demonstrations, four presentations

Week 7 10/5 Working with imagery

Dietrich, B. (2016). C.G. Jung - champion of the imagination (pp. 122-135). In L. Davenport, *Transformative imagery*. London: Jessica Kingsley. (Canvas)

Graham, L. (2016). Using guided imagery to create brain change (pp. 136-148). In L. Davenport, *Transformative imagery*. London: Jessica Kingsley. (Canvas)

Reznick, Ch. (2016). Imagery as a therapeutic tool for children (pp. 149-161). In L. Davenport, *Transformative imagery*. London: Jessica Kingsley. (Canvas)

Five demonstrations, three presentations

Week 8 10/12 Working with imagery

Rappaport, L. (2016). Enhancing imagery with focusing-oriented expressive arts (pp. 248-265). In L. Davenport, *Transformative imagery*. London: Jessica Kingsley. (Canvas)

Samuels, M. (2016). Four shamanic journeys with guided imagery (pp. 176-184). In L. Davenport, *Transformative imagery*. London: Jessica Kingsley. (Canvas)

Four demonstrations, two presentations

Rubrics

Preparation	draft due one week before demonstration;		final version due on day of demonstration)
Skill identification & description	Vague or too broad	Clearly defined	Very clear & specific
Objective	Vague or too broad	Good	Very focused, clearly boundaried
Clarity of outline (lesson plan)	Confusing or unclear	Elements build on each other	Clear & compelling sequence
Ethical & professional considerations (background?)	Missing or minimal	Central considerations identified	All relevant issues identified
Clarity of rationale for intervention	Vague or too broad	Clearly defined	Very clear, specific
Demonstration			
Handout/Powerpoint	Too much information, too little information, or jumbled	Good overview; adequate use of images (as applicable)	Provides very clear & helpful guidance for students; excellent use of images (as applicable)
Introduction of lesson	Unclear; vague; misleading; etc.	Clear & engaging	Very engaging, very clear connection between introduction & topic
Information	Unclear; vague; disorganized; tangents; difficult to follow; etc.	Clearly organized; logical progression	Well organized; delivered at the right level (not too much, not too little; appropriate for audience)
Central concepts	Insufficiently defined & discussed; unclear	Defined & discussed	Very clearly defined & discussed
Feedback from students/participants	Insufficient interactivity;	Adequately interactive; opportunities for feedback, questions, etc.	Regularly asks for feedback; opportunities for questions; dialogues; exploration; etc.
Engagement	Not very engaging; information & activities don't connect	Engaging; triggers attention & participation; engages through connection between information & activities	Very engaging; information & activities catalyze each other
Integration/closure	Missing; incomplete; rushed; etc.	Good & clear closure	Good closure; sense of completion
Time management	Notably too short or long	Fine	Well timed flow of information/activities
Delivery	Not engaging; distracted; etc.	Lively & engaging	Very engaging

Presentation			
Objective	Vague or too broad	Good	Very focused, clearly boundaried
Clarity of outline (lesson plan)	Confusing or unclear	Elements build on each other	Clear & compelling sequence
Handout/Powerpoint	Too much information, too little information, or jumbled	Good overview; adequate use of images (as applicable)	Provides very clear & helpful guidance for students; excellent use of images (as applicable)
Introduction of lesson	Unclear; vague; misleading; etc.	Clear & engaging; provides focus	Very engaging, very clear connection between introduction & topic; crystal clear focus
Information	Unclear; vague; disorganized; tangents; difficult to follow; etc.	Clearly organized; logical progression	Well organized; delivered at the right level (not too much, not too little; appropriate for audience)
Central concepts	Insufficiently defined & discussed; unclear	Defined & discussed	Very clearly defined & discussed
Feedback from students/participants; checking reception	Insufficient interactivity;	Adequately interactive; opportunities for feedback, questions, etc.	Regularly asks for feedback; opportunities for questions; dialogues; exploration; etc.
Engagement	Not very engaging; information & activities don't connect	Engaging; triggers attention & participation; engages through connection between information & activities	Very engaging; information & activities catalyze each other
Integration/closure	Missing; incomplete; rushed; etc.	Good & clear closure	Good closure; sense of completion
Time management	Notably too short or long	Fine	Well timed flow of information/activities
Delivery	Not engaging; distracted; etc.	Lively & engaging	Very engaging

Presentation Assignments

Below find general instructions. Please don't hesitate to meet up with me (or to set up a skype call) as you prepare for presentation or demonstration. (See for rubrics below.)

Remember: The focus is teaching skills.

This is one of four occasions to practice teaching skills you want to strengthen (two by presenting on readings, two through demonstrations).

Think of it this way: You are the teacher, you have assigned this reading. Assume everybody has read the piece. What would you do to introduce the topic? What would you do to stimulate a discussion? (Handout not required, but optional.) Think of this as an application of your teaching skills. Do not think of it merely as a presentation.

After each discussion we will have a reflective feedback period.

For your presentation, please do the following:

- Develop a clear objective. State it explicitly. What do you want to teach about the article?
- Develop a clear outline of your presentation (the information you intend to present).
- Develop a clear focus – what is central to the reading? (You don't need to go over every detail – focus.)
- Identify central concepts, highlight them.
- How are you going to check whether your audience understands the information?
- Develop a brief activity to engage listeners with one aspect of the teaching. Think about the timing: Will it be useful at the beginning, in the middle, or toward the end?
- Develop simple and brief handout or powerpoint (one or the other)
- How will you end the presentation (lesson)? How will you integrate?

10-15 minutes

Upload a one pager of your lesson plan, together with handout or powerpoint (convert all to pdf file).

Below find general instructions. Please don't hesitate to meet up with me (or to set up a skype call) as you prepare for presentation or demonstration.(See for rubrics below.)

Draft due one week before demonstration.

Remember: The focus is teaching skills. (This is neither a clinical skills calls nor an internship class.)

This is one of four occasions to practice teaching skills you want to strengthen (two by presenting on readings, two through demonstrations).

Think of it this way: Develop a clear objective for your demonstration. Make sure it is clearly connected to one or two skills you want to practice. (Handout not required, but optional.)

After each demonstration we will have a reflective feedback period.

For your demonstration, please do the following (submit a draft at least one week in advance of the demonstration):

- Specific description of the teaching skill that you want to practice.
- Develop a clear objective. State it explicitly. What do you want to teach?
- Develop a clear outline of your demonstration (the information you intend to present). How will you introduce what you will do? What are instructions you will provide in case you include an experiential exercise? How will you bring the demonstration to closure?
- Reflect on any ethical issues that you see as relevant; please list them.
- Provide clear rationale and description of the intervention that is central to your lesson plan.
- Identify central concepts you want to teach.
- How are you going to check whether your audience is doing with the information (and your intervention, if applicable) to engage participants?
- How are you planning to engage your audience? Be specific.
- Develop simple and brief handout or powerpoint (one or the other).
- How will you end the presentation (lesson)? How will you integrate?
- Think about your time management: How long for each segment? How long will any activity take?
- Practice your delivery; practice gives confidence and helps you be lively and engaging.

20 minutes

Upload a one pager of your lesson plan, together with handout or powerpoint (convert all to pdf file).

Psy 576, Seminar: Living Psyche

Dr. Monika Wikman,

Oct 27 & 28, Sat & Sun, 9am – 5:30 pm

Stev 3042

Fall 2018, 1 unit

[A]nalytical psychology coincided in the most curious way with alchemy. The experiences of the alchemists were, in a sense, my experiences, and their world was my world. . . . I had stumbled upon the historical counterpart of my psychology of the unconscious. . . . When I pored over these old texts everything fell into place: the fantasy images, the empirical material I had gathered in my practice, and the conclusions I had drawn from it.

—C.G. Jung, *Memories, Dreams, Reflections*

The alchemy of a changing life is the only truth.

—Rumi

A. Course Description: Living with Psyche

This weekend course will focus on psyche matter mysteries and how we actually live with the multidimensional reality of psyche daily. To learn to listen and perceive the world symbolically, we cultivate attitudes of openness to the psyche, whereby new organs of perception develop. A flowering of the subtle body dimensions with human consciousness takes hold, and a newly embodied ethic grows of interconnectedness and harmony with the natural world.

Discussion of the readings, images from alchemy to meditate upon, active imagination exercises, writing exercises, and other surprises will ground the work.

Lecture material will include alchemical teachings on the subtle body and imagery from ancient alchemy to meditate upon, as we also consider our own dreams that seek to awaken us to these deeper levels of reality.

The course will provide an opportunity for an investigation as to how applied alchemy and the reality of the subtle body relate to personal and cultural experience in the contemporary world.

Throughout the course, we will address the significance of alchemy as the potential source of a new myth for our time, helping to counterbalance the prevailing attitudes toward the material world, the feminine, nature, instinct, and evil in both orthodox Christianity and the modern scientific West. We will also explore the psyche's perspective on the value of a single life lived with openness to the psyche, and its contribution to the cosmic transformations at large.

And, we will take time with Active Imagination and fresh perception of the natural world to help us further awaken to these fields of co-participation and wholeness.

B. Assignment and Evaluation

Evaluation will be based on completion of your written reflections along with the reading of these papers (70%), and class participation (30%).

After reading the material in the articles and links, and any portions of the two books I have assigned that you might read, please write two pages of reflections on any theme in the reading that interests you. The two books I have assigned are good background material. With the shortness of time, I would suggest you focus on chapters 3 through 5 of the *Black Night Gown*, paying particular attention to his formulations of how the subtle body heals.

I suggest you try to find what it is you are genuinely interested in that comes up in regards to any of the readings and write on that, i.e. what touches the heart of you, your interests, your life, your work. The areas of the reading that disgruntle you are good to note, yet I hope you can find what it is you might want to explore, where it is your interests may be sparked. These reflections will then be read aloud on the first day, before the lunch break. By the end of the second day we will return to these writings with the course completion and check in with each student for further comments in light of the integration of the course.

C. Course Goals & Learning Outcomes

Program goal: Knowledge base in depth psychology

Outcomes:

- Know the value and importance in these times of the feeling function awakening and how that applies to world issues.
- Understand more deeply the value of the nigredo experiences in life for the growth of wholeness and well being.
- Understand the principles and value of the subtle body realms in the practice of depth psychology.
- Learn practices of cleansing the lenses of perception to live with psyche as a daily reality.
- Learn to gain access to the flow the deeper imaginal realms through active imagination.

Program goal: competency in depth inquiry practices & skills.

Outcomes:

- Be able to work to some extent with dream material and imaginal material of one's own, and with the material of others.
- Track processes in the body and subtle body experiences that ground and integrate this work.

D. Required Readings

1. Books

- i. Edinger, E. (1994). *The mystery of the coniunctio: Alchemical image of individuation*. Toronto, CA: Inner City Books.
- ii. Nathan Schwartz-Salant. (2007) *The Black Nightgown: The Fusional Complex and the Unlived Life*. Wilmette, IL: Chiron Publications. (particularly Chapter 3, 4, 5)

2. Chapters:

- i. Von Franz. (1992) C.G. Jung's Rehabilitation of the Feeling Function in our Civilization.

- ii. Wikman, Monika. *Night Sky as Alchemical Mirror: Sophia's Dreaming Body*, in *The Dream and its Amplification*, editors Nancy Furlotti and Erel Shalit.

3. Links:

- i. Tarnas, R. Is the modern psyche undergoing a rite of passage? Retrieved from <http://www.cosmosandpsyche.com/pages/essays/>
- ii. Van Nuys, D. (Producer). (2013, April) Anima Mundi with Monika Wikman, Ph.D. *Shrink rap radio* [Audio pocast]. Retreived from <http://www.shrinkrapradio.com/images/325-Animus-Mundi-with-Jungian-Analyst-Monika-Wikman.mp3>
- iii. Van Nuys, D. (Producer). (2010, April 24). Using alchemical archetypes in Jungian analysis with Monika Wikman, Ph.D. *Shrink rap radio* [Audio podcast]. Retrieved from <http://www.shrinkrapradio.com/2010/04/24/235a>
<http://www.shrinkrapradio.com/images/235---Using-Alchemical-Archetypes-in-Jungian-Analysis-with-Monika-Wikman.mp3>

E. Suggested Readings

1. Books:

- i. Abrams, M. H. (1971). *Natural supernaturalism: Tradition and revolution in Romantic*. New York, NY: W.W. Norton & Company.
- ii. Abt, T. (2009). *Corpus alchemicum arabicum IB: Book of the explanation of the symbols by Muhammad Ibn Umail*. Zurich, SA: Living Human Heritage (Distributed by Daimon Publications).
- iii. Aurobindo, S. (1993). *The integral yoga: Sri Aurobindo's teaching and method of practice. Selected letters of Sri Aurobindo*. Pondicherry, IN: Sri Aurobindo Ashram.
- iv. Coudert, A. (1980). *Alchemy: The philosopher's stone*. London, UK: Wildwood House Ltd. [only used copies available]
- v. Edinger, E. (1991). *Anatomy of the psyche: Alchemical symbolism in psychotherapy*. Chicago, IL: Open Court.
 - i. Eliade, M. (1979). *The forge and the crucible: The origins and structures of alchemy* (2nd ed.). Chicago, IL: University of Chicago Press.
 - ii. Grof, S. (2000). Spiritual emergency. In *Psychology of the future: Lessons from modern consciousness research*. Albany, NY: State University of New York Press.
 - iii. Jung, C. G. (1967). Alchemical Studies (R.F.C. Hull, Trans.). In *The collected works of C.G. Jung* (2nd ed.). (Vol. 13). Princeton, NJ: Princeton University Press.
 - iv. Jung, C. G. (1968). Psychology and alchemy (R.F.C. Hull, Trans.) In *The collected works of C.G. Jung* (2nd ed.). (Vol. 12). Princeton, NJ: Princeton University Press.
 - v. Jung, C. G. (1976). *Mysterium coniunctionis* (R.F.C. Hull, Trans.) In *The collected works of C.G. Jung* (2nd ed.). (Vol. 14). Princeton, NJ: Princeton University Press. (Original work published 1955-1956)

- vi. Jung, C. G. (1956). Symbols of transformation: An analysis of the prelude to a case of schizophrenia (R.F.C. Hull, Trans.). In *The collected works of C.G. Jung* (2nd ed.). (Vol.5). Princeton, NJ: Princeton University Press.
- vii. Jung, C. G. (1967). Commentary on “The secret of the golden flower.” In *Alchemical studies*. Princeton, NJ: Princeton University Press. (Original work published 1929)
- viii. Jung, C. G. (1967). The visions of Zosimos. In *Alchemical studies*. Princeton, NJ: Princeton University Press. (Original work published 1937)
- ix. Jung, C. G. (1968). Individual dream symbolism in relation to alchemy. In *Psychology and alchemy*. Princeton, NJ: Princeton University Press. (Original work published 1936)
- x. Jung, C. G. (1976). Rex and Regina. In *Mysterium coniunctionis*. Princeton, NJ: Princeton University Press. (Original work published 1955-56/1963)
- xi. Jung, C. G. (1976). Adam and Eve. In *Mysterium coniunctionis*. Princeton, NJ: Princeton University Press. (Original work published 1955-56/1963)
- xii. Le Grice, K. (2013). *The rebirth of the hero: Mythology as a guide to spiritual transformation*. London, UK: Muswell Hill Press.
- xiii. Le Grice, K. (2011). The dark spirit in nature: C.G. Jung and the spiritual transformation of our time. *Beyond a Disenchanted Cosmology. Archai: The Journal of Archetypal Cosmology*, 4, 173-201. San Francisco, CA: Archai Press.
- xiv. Perry, J.W. (2005). *The far side of madness*. (2nd ed.). Putnam, CT: Spring Publications.
- xv. von Franz, M-L. (1980) *Alchemy: An introduction to the symbolism and the psychology*. Toronto, CA: Inner City Books.
- xvi. von Franz, M-L. (2003). The idea of the macro- and microcosmos in the light of Jungian psychology. In *Psyche and matter*. Boston, MA: Shambhala Publications.
- xvii. von Franz, M-L. (2003). *Psyche and matter*. Boston, MA: Shambhala Publications.
- xviii. Wikman, M.R. (2004). *The pregnant darkness: Alchemy and the rebirth of consciousness*. Berwick, ME: Nicolas-Hays, Inc.

Psy 576-102 Masculine and Feminine in Dreams

Spring 2018 / Bogart

Fri 9 am-12:30 pm, Stev. 3042
Instructor: Greg Bogart, Ph.D., MFT
Office Hrs.: Fridays, 12:30-1:30

Email: bogartg@sonoma.edu
Phone: (510) 594-4329
Office: Stevenson 3087

This four-week seminar explores masculine and feminine archetypes and their appearance in dream images and narratives. Students will engage in inner work through individual and group dream analysis and spontaneous artistic expression. As masculine and feminine energies engage in an eternal interplay, we'll also discuss the topic of sexuality in dreams. After studying several relevant texts, students will write and present a brief research paper. The goal of the course is to take steps toward achievement of the *coniunctio*, described by Edward Edinger as "the creation of consciousness through the union of opposites."

Course Goals

By the end of the course, I'd like you to be able to:

- Understand masculine and feminine qualities that you presently embody or aspire to develop, in the pursuit of wholeness.
- Use depth psychology methods including dreamwork, active imagination, art-making, poetry, and storytelling to reach a deeper understanding of yourself and your human relationships, including the dynamics of projection, attraction, and adoration.
- Assess, critique, and revision Jungian concepts of Anima and Animus.
- Gain greater facility with dream interpretation and establish a personal practice of dreamwork.
- Identify and celebrate personal symbols that heal and enliven your life.

Course Requirements:

- Consistent class attendance, punctuality, and active participation in class discussions and group dream process work.
- Complete final paper (10–12 pages), due April 27. Please turn in a hard copy of your paper. If you would like your paper returned with comments, please include a self-addressed envelope with correct postage. If your paper is not submitted on the final day of class you may email it to me (in MS Word or PDF format) within one week after the last class meeting (deadline: Noon, May 4) to receive credit for the assignment.
- In-class presentation regarding masculine/feminine themes and symbolism in dreams. Presentations may incorporate media such as slideshow, art, mandalas, poetry, film, dance.
- Keep a journal to record dreams, write poetry, or create drawings and mandalas. If you wish, you may share journal excerpts in your paper or in-class presentation.
- Library orientation. Learn how to use search engines such as PsychInfo for instant access to a world of knowledge and current research about depth psychology.
- Turn off your cell phone during class. You will have several breaks during each class when you can use your phone. Please refrain from texting, reading emails, or surfing the Web during class.
- Carefully edit and proofread your written work prior to submission. Papers are to be typed, double-spaced, and written in APA style. Information on style format is available from Salazar Library at <http://libweb.sonoma.edu/research/default.html> and at the APA website, www.apa.org.
- Demonstrate evidence of learning from the assigned texts, as well as your own research, in your papers and presentations.

- If you are a student with special learning needs, register with the campus office of Disabled Student Services, Salazar 1049, phone 664-2677. They will provide you with written confirmation of your verified disability and authorize recommended accommodations. Please present this recommendation to me.
- Please do not bring visitors to class.
- You are welcome to bring drinks, but please refrain from eating during class time.
- Attendance is important as missed material is impossible to recapture. Notify the instructor if you need to be absent from class, or if you need to leave early.
- Read “Bogart’s Grammatical Arcana” at the conclusion of this syllabus and follow its guidelines, avoiding the common grammatical errors detailed therein.

Required Texts

Hill, G. (1992). *Masculine and feminine*. Boston: Shambhala.

You have read chapters 1 & 2 in a previous course with Professor McCabe. I would like you to review those chapters and read three additional chapters.

Bogart, G. (2009). *Dreamwork and self-healing*. London: Karnac.

Available in print or ebook editions from Amazon.com or Karnacbooks.com.

This is a lengthy text but a number of passages are of particular relevance to our course topic. Please read pages 3–7, 18–22, 29, 35–39, 42–45, 66–67, 78–79, 85–87, 98, 107–116, 123–126, 128–130, 145–148, 155–156, 165–179, 267–288 (79 pages total).

The instructor will email students PDF copies of selected chapters from Krippner, S. (1990). *Dreamtime and dreamwork: Decoding the language of the night*. Los Angeles: Tarcher.

The instructor will also email students PDF copies of

J. & R. Woolger, “The goddess within: A Jungian typology for women.”

R. Moore & D. Gillette, “Four male archetypes: King, warrior, magician, lover.”

Evaluation

Your paper, in-class presentation, attendance, and participation in classroom discussions and activities are given equal weight in determining your grade for the course. When assessing papers, I look for evidence of learning from assigned readings and your own research, as well as from introspection and self-study. Papers and presentations are evaluated using the following criteria:

Originality: Paper is written in your own voice and reflects your personal interests.

Scholarship: Mastery of subject matter; level of analysis; research of literature. Your paper should contain references to published, peer-reviewed books and articles, not just material from Internet websites.

Mechanics: Neatness, grammar, spelling, and punctuation. Your papers should be written in APA format.

Organization of material: Material is presented in orderly, logical sequence; drawings or illustrations used to support or promote understanding of the text.

Course Schedule

April 6. Hill, *Masculine and feminine*, chapters 1, 2.

Bogart, *Dreamwork and self-healing*, pp. 3–7, 18–22, 29, 35–39, 42–45, 66–67, 78–79.
Fariba Bogzaran, “Painting dream images.” PDF
K. Rubinstein, “How men and women dream differently.” PDF
J. & R. Woolger, “The goddess within: A Jungian typology for women.” PDF

April 13. Gareth Hill, *Masculine and feminine*, chapter 3.

Bogart, *Dreamwork and self-healing*, pp. 85–87, 98, 107–116, 123–126, 128–130, 145–148.
P. Maybruck, “Pregnancy and dreams.” PDF
Patricia Garfield, “Women’s body images revealed in dreams.” PDF
R. Moore & D. Gillette, “Four male archetypes: King, warrior, magician, lover.” PDF

April 20. Gareth Hill, *Masculine and feminine*, chapters 4, 7.

Bogart, *Dreamwork and self-healing*, 155–156, 165–179, 267–288.
K. S. Paley, “Dreamers do it in their sleep.” PDF

April 27. Final paper due. Student presentations. Closing Circle.

Academic Integrity:

Regarding academic honesty, it’s the responsibility of each student to be apprised of the requirements of the psychology department and university. You are expected to know what constitutes plagiarism. The parameters are outlined in your student handbook and online at <http://www.sonoma.edu/psychology/AcademicHonestyPolicy.html>.

Bogart’s Grammatical Arcana

I. *The words “that” and “which” are used differently.* “That” is used in an *essential clause* of a sentence, meaning it is essential to the meaning of the sentence. “Which” is used in a *non-essential clause* of a sentence, and is preceded by a comma.

“The book that is on the table belongs to David.”

“The book, which was written by Edward Whitmont, has a beige cover.”

“Whitmont’s book, which is sitting on the table next to David, is an inspiring treatise.”

“The chapter of Whitmont’s book that you read this week is inspiring.”

“The paper [that] you turned in is brilliant.” [Here the word “that” could be omitted.]

“The paper, which answers all of the questions posed, is brilliant.”

II. *Correct use of apostrophes.* Please do not follow the custom, commonly used in text messaging, of omitting apostrophes from words such as “doing ones duty” (instead of “one’s”); or “my fathers job” (instead of “father’s job”). Please use apostrophes correctly in your writing.

III. *The word “it’s” is a punctuation exception.* “It’s” is only used to abbreviate “it is.” “It’s warm outside today.” “It’s not your fault.” To express possession in the English language, generally an apostrophe is used. “David’s car is blue.” But in the case of the word “it,” possession is expressed without the apostrophe. “I have read your paper carefully and its greatest strengths are its clear organization and concise summary of ideas.”

IV. *Effect and affect.* Generally, “effect” is a noun and “affect” is a verb. “The music had powerful effect on me.” “The music affected me deeply.” However, occasionally “effect” is used as a verb. “After I began hypnotherapy I was able to effect significant changes in my behavior.”

V. *Subjunctive verb tense.*

Incorrect: “If I would have listened to my body I wouldn’t have pulled my hamstring muscle.”

Correct: “If I had listened to my body. . . .”

Incorrect: “If he would have read the book he would have passed the exam.”

Correct: “If he had read the book. . . .”

Incorrect: “If you would have left home earlier you would have arrived at class on time.”

Correct: “If you had left home earlier you would have arrived at class on time.”

Incorrect: “If she would have applied for the job sooner she might have gotten an interview.”

Correct: “If she had applied for the job sooner she might have gotten an interview.”

Incorrect: “If we would have discussed this reasonably then we might have reached an agreement.”

Correct: “If we had discussed this reasonably then we might have reached an agreement.”

Psychology 578 Seminar in Depth Psychology: Alchemy Spring 2018

Instructor: Robert Bosnak

Time: Sat & Sun April 14 & 15, 10am – 6:30pm

Place: Stevenson 3042

Email: rbosnak@mindspring.com

To alchemists the substance they are dealing with is alive. Alchemy is a dialogue between alchemist and material. Our conventional way of looking at science is from the perspective of the scientist. It is therefore relatively easy to get into the perspective of the alchemist. It is more difficult for us to take the perspective of the material itself.

Embodied Imagination has developed practical ways to move perspective away from conventional consciousness to the self-awareness within the material. This class will teach practical methods for leaving habitual consciousness and entering into unfamiliar perspectives.

After an introduction to alchemical psychology in C.G. Jung and James Hillman by way of Jung's essay *Psychology of the Transference* and Hillman's book *Alchemical Psychology*, we enter into the various techniques that facilitate embodied shifts of perspective.

By way of demonstrations derived from material presented by participants, students will learn how to differentiate between embodied imagination – the intelligence within the alchemical material – and fabrication, making things up. Examples from alchemy will be used throughout to illustrate techniques used in the class.

Course Goals & Learning Outcomes

Program goal: Knowledge base in depth psychology

Outcomes:

- Know the crucial difference between Jung's psychology of alchemy and Hillman's alchemical psychology.
- Understand the uses of color-metaphors in alchemy and the involuntary imagination.
- Understand the principles of dream incubation, the ancient method used to dream about particular issues and gain voluntary access to deep creative imagination

Program goal: competency in depth inquiry practices & skills

Outcomes:

- Be able to work to some extent on dreams and imaginal material from others.
- Have a way to enter into the depth of involuntary imagination in slow motion so imagination can be experienced as an embodied event.

Required Texts

Hillman, J. (2009). *Alchemical psychology*. Thompson, CT: Spring.

Jung, C. G. (1969). The psychology of the transference. In H. Read, M. Fordham, G. Adler, & W. McGuire, (Eds.), *The collected works of C. G. Jung: The structure and dynamics of the psyche* (2nd ed.) (Vol. 16, pp. 163-323). Princeton, NJ: Princeton University Press. (original work published 1946)

Course Policies

If you'd like to meet to discuss some aspect of the course or your experience in the course, please see me at breaks, before or after class, or email me.

Methods of Instruction

This course involves a variety of methods, including lecture, demonstration, experiential exercises, and discussion.

Attendance

In-person class attendance is required. Attendance means timely attendance—being more than 15 minutes late or leaving early constitutes a missed class. While you can always do the reading anywhere, you can't reproduce the participation and discussion that occur in class. Excused absences are possible only with a doctor's note or a real emergency, and do not count as an absence instance. At the same time, absence affects your participation points. If you're absent, it's your responsibility to provide the instructor with due notice beforehand and to inform the instructor of the reason for the absence. Class material is due with an excused absence unless you have arranged with the instructor ahead of time. Have a class buddy who you can contact when you're absent, and ask them to take notes, etc. If you miss a class, you're responsible for all class material covered.

Classroom Etiquette

In order to maintain a positive classroom climate, please refrain from engaging in behaviors that are disrespectful and distracting to the professor and to fellow students. These include engaging in side conversations, cross-talk, texting, using cell phones, checking email, or surfing the internet. Please turn off cell phones and computers during class. Disruptive behavior in class will bring down your final grade.

Evaluation

Your course grade is based on attendance, in-class engagement and activities, and quality of class participation. You will be evaluated based on the level of attention paid to the material presented and the effort displayed in attempts to grasp this material. The class participation does not necessarily have to be verbal, but full presence and attention is expected. Come prepared for discussion and projects in class, and bring your reading to class for reference.

Students will at no point be asked to present material or to reveal intimate details of their lives against their will. See the Student and Faculty Responsibilities (attached) for guidelines for behavior.

Course Grading Structure

93-100% A	78-79% C+	60-62% D-
90-92% A-	73-77% C	<60%
88-89% B+	70-72% C-	
83-87% B	68-69% D+	
80-82% B-	63-67 D	

Students with Special Needs

If you're a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

Emergency Evacuation

If you're a student with a disability and you think you may require assistance evacuating Stevenson in the event of a disaster, or if the elevator is out of service, inform your instructor about the type of assistance you may require. You and your instructor will discuss your specific needs and the type of precautions that should be made in advance of such an event (e.g., assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and to contact the Disability Services for Students office if other classroom accommodations are needed.

Faculty Responsibilities

- Set class learning goals that reflect the program learning goals
- Design class exercises and assignments to develop particular skills and competencies that are linked to class learning goals

- Provide clear standards in the form of rubrics or evaluative criteria that indicate how student work in the form of class participation, exercises, papers, projects, is evaluated
- Provide alternative assignments when possible to meet learning goals
- Provide evaluative feedback on student participation, papers and projects that indicates the rationale for the grade
- Model or provide examples of how to integrate academic work (concepts, theory, research, case studies, readings) with experiential work
- Provide a class environment based on mutual respect that fosters intellectual inquiry and personal growth, and which is free of misconduct, discrimination, and harassment
- Provide guidelines for appropriate behaviors regarding assignments
- Intervene when needed in order to maintain a respectful classroom learning environment
- Make time to meet with students when questions or concerns arise, and keep confidential what is discussed
- Respond to emails within 2-3 days during the week during the academic semester; weekends, breaks, and vacations may lengthen the time of response
- Provide mid-semester evaluation reports to students whose work is unsatisfactory
- Consult with faculty, program coordinator, and university staff as the need arises regarding academic issues and student learning questions and concerns
 - Follow university policies regarding academic work, student and faculty conduct, disability, etc.
 - Engage in faculty development workshops and discussions to maintain a high level of professional competence in the classroom

Student Responsibilities

Speak from your own experience in class

- Use “I” language
- Relate personal material offered during class to class content in service to academic learning
- Refrain from interpreting or evaluating others' experiences and symbolic work
- Refrain from speaking for others (no “we” or “you”)
- Refrain from giving advice to others

Receive permission before talking about another's experiences—classmate experiences are confidential inside and outside of class

Develop an inner compass for what is right for you

- Participate at a level that is right for you—you evaluate and determine this
- Be aware of your academic freedom to engage or not in experiential exercises as they meet your learning goals and benefit your learning
- Discuss with the instructor how you might modify experiential exercises, projects, and papers to meet your individual needs and learning goals

Develop self-awareness and self-regulation skills for self-care

- Maintain an embodied balanced centered focus
- Make use of meditation, mindfulness, deep breathing techniques
- Make use of a curious, open, accepting, loving, compassionate inner stance
- Begin and return to an attuned balanced inner center as a safe spot in exercises
- Step outside of class as needed for self-care: quietly stand up and leave the room, no need to request permission of the instructor

- Identify triggering issues and use self-care with them—deep breathing, mindfulness, stepping outside to rebalance and refresh, reflection, and depth inquiry skills

Bring self-reflection to learning

- Develop the inner space to experience, witness, and reflect
- Work to understand projection in the group field, and seek to learn about yourself from what activates you in others, while setting appropriate boundaries with others when needed
- Offer questions and insights on work from prior class at the next class
- Make check-ins brief and reference your experience in support of learning

Interact as a respectful member of the depth community

- Develop supportive relationships with classmates to give support in learning
- Engage in psychotherapy or use mental health resources as needed—be mindful that classmates and faculty cannot provide the ongoing care that a therapist offers

Abide by the university's policy on academic honesty that prohibits cheating and plagiarism, by citing and referencing the use of others' work

http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm

Abide by the university's policy on student conduct during class and field trips by avoiding disruptive behaviors that are disrespectful, distracting, and threatening

<http://www.sonoma.edu/uaffairs/policies/disruptive.html>

Abide by the university's policy on discrimination and sexual harassment by avoiding discriminatory behaviors in relation to race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, medical condition and veteran status, and sexually harassing behaviors <http://www.sonoma.edu/uaffairs/policies/discrimination.htm>

Provide course evaluation and teaching feedback with the end-of-semester student evaluation of teaching effectiveness (SETE)

Consult with the class instructor should questions or concerns arise about class assignments, learning, or evaluation standards

Questions, concerns, problems? Talk with the class teacher first, then the program coordinator

Course Title: Neurodevelopmental Art Therapy

Course Number: Psych 576

Instructor: Linda Chapman, MA, ATR-NC

Instructor Contact: 707-485-0105 or arttherapy@pacific.net

Place: Art Room 3095

Dates & Times: March 16, 2018: 9 a.m. - 6 p.m. March 17, 2018: 9 a.m. – 5 p.m.

Class Description: With the current emphasis on right brain processes in psychotherapy, this two-day workshop will focus on the use of art media and imagery in therapy. Beginning with an introduction to the cross-cultural aspects of imagery in healing, and with an emphasis on understanding and treating acute and chronic exposure to trauma, students will learn an application of neurobiology to the clinical setting. A paradigm of treatment developed by the presenter will be used to illustrate the use of imagery in healing that is applicable to many populations. A brief theoretical basis for the model will be followed by many case examples of a drawing intervention for acute trauma and or incident-based trauma. Case examples will illustrate long-term treatment based in interpersonal neurobiology and attachment theory for treating relational or developmental trauma. There will be opportunities for experiential learning through experimentation with simple art media. All activities are designed to be safe, private, and confidential. No prior art training is necessary.

Learning Goals & Outcomes: Upon completion of the course, attendees will be able to:

- 1) Describe the theory, practice and research of a neurobiologically based model of PTSD treatment and apply the material to their specific academic and professional goals demonstrated in a written paper.
 - Program outcome: Differentiates and evaluates theories, methods, or approaches to an issue or context.
- 2) Demonstrate efficiency in the use of art media and non-verbal expression in the expression and integration of trauma through six art experiential and role-play assignments.
 - Program outcome: 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 as a result of, depth inquiry practices and skills.
- 3) Describe ways the presented material is applicable to a larger coherent understanding of non-verbal, bodily-based expression as it relates to the larger field of depth psychology.
 - Program outcome: Demonstrates a synthetic understanding of how specific ideas and concepts 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.

Readings: Chapman, L. (2014). *Neurobiologically Informed Trauma Therapy with Children and Adolescents: Understanding Mechanisms of Change*. NY: W.W. Norton.

Evaluation: Grades will be based on attendance, class participation, experiential learning and a final exam/paper as follows:

Class Attendance	30 possible points
Class Participation	20 possible points
Experiential Learning	20 possible points
Final Exam	30 possible points

Rubrics

Students will be evaluated on course attendance, participation in class discussions, art experiential activities, and role play. Written assignments will be based on proper grammar and spelling, content, and the integration of concepts with depth psychology and specific academic and professional goals.

Academic Honesty

It is expected that all material submitted as part of any class assignment is the actual work of the student whose name appears on the material. The concept of academic honesty includes plagiarism as well as receiving and / or giving improper assistance on coursework. The university's policy of academic honesty expects students to be honest in attributing others' work to those who wrote it, with proper citations, references, and paraphrasing of material. proper citations, references, and paraphrasing of material. A paper that has material copied verbatim from a book, article, another student, or Internet source without proper referencing will be reported to the university officer and **will / vs may** receive a failing grade for the assignment or the course. The University's Cheating and Plagiarism policy is available at http://www.sonoma.edu/UAffairs/policies/cheating_plagiarism.htm.

University Standards of Conduct

This course abides by all of the university policies on standards for conduct and academic freedom. We expect behaviors that are non-disruptive, non-discriminatory, non-harassing, and non-threatening. The policies can be found at <http://web.sonoma.edu/uaffairs/policies/>.

Attendance: Timely, in-person class attendance is required. While you can always do the reading anywhere, you can't reproduce the participation and discussion that occur in class. Missing more than 3 hours of class time will not permit you to pass the class. Excused absences are possible only with a doctor's note or a real emergency, and do not count as an absence instance. At the same time, absence affects your participation points. If you're absent, it's your responsibility to provide the instructor with due notice beforehand and to inform the instructor of the reason for the absence. Class material is due with an excused absence unless you have arranged with the instructor ahead of time.

If you miss a class, you're responsible for all class material covered, and to ask a classmate to take notes for you.

Attendance means timely attendance—being more than 15 minutes late or leaving early constitutes a missed class.

Classroom Etiquette

In order to maintain a positive classroom climate, please refrain from engaging in behaviors that are disrespectful and distracting to the professor and to fellow students. These include engaging in side conversations, cross-talk, texting, using cell phones, checking email, or surfing the internet. Please turn off cell phones and computers during class. Disruptive behavior in class will bring down your final grade.

Student Responsibilities

- Speak from your own experience in class
 - Use “I” language
 - Relate personal material offered during class to class content in service to academic learning
 - Refrain from interpreting or evaluating others' experiences and symbolic work
 - Refrain from speaking for others (no “we” or “you”)
 - Refrain from giving advice to others
- Receive permission before talking about another's experiences—classmate experiences are confidential inside and outside of class
- Develop an inner compass for what is right for you
 - Participate at a level that is right for you—*you* evaluate and determine this
 - Be aware of your academic freedom to engage or not in experiential exercises as they meet your learning goals and benefit your learning
 - Discuss with the instructor how you might modify experiential exercises, projects, and papers to meet your individual needs and learning goals
- Develop self-awareness and self-regulation skills for self-care
 - Maintain an embodied balanced centered focus
 - Make use of meditation, mindfulness, deep breathing techniques
 - Make use of a curious, open, accepting, loving, compassionate inner stance
 - Begin and return to an attuned balanced inner center as a safe spot in exercises
 - Step outside of class as needed for self-care: quietly stand up and leave the room, no need to request permission of the instructor
 - Identify triggering issues and use self-care with them—deep breathing, mindfulness, stepping outside to rebalance and refresh, reflection, and depth inquiry skills
- Bring self-reflection to learning
 - Develop the inner space to experience, witness, and reflect
 - Work to understand projection in the group field, and seek to learn about yourself from what activates you in others, while setting appropriate boundaries with others when needed
 - Offer questions and insights on work from prior class at the next class
 - Make check-ins brief and reference your experience in support of learning
- Interact as a respectful member of the depth community
 - Develop supportive relationships with classmates to give support in learning
 - Engage in psychotherapy or use mental health resources as needed—be mindful that classmates and faculty cannot provide the ongoing care that a therapist offers
- Abide by the university's policy on academic honesty that prohibits cheating and plagiarism, by citing and referencing the use of others' work
http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm

- Abide by the university's policy on student conduct during class and field trips by avoiding disruptive behaviors that are disrespectful, distracting, and threatening
<http://www.sonoma.edu/uaffairs/policies/disruptive.html>
- Abide by the university's policy on discrimination and sexual harassment by avoiding discriminatory behaviors in relation to race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, medical condition and veteran status, and sexually harassing behaviors
<http://www.sonoma.edu/uaffairs/policies/discrimination.htm>
- Provide course evaluation and teaching feedback with the end-of-semester student evaluation of teaching effectiveness (SETE)
- Consult with the class instructor should questions or concerns arise about class assignments, learning, or evaluation standards
- Questions, concerns, problems? Talk with the class teacher first, then the program coordinator

Faculty Responsibilities

- Set class learning goals that reflect the program learning goals
- Design class exercises and assignments to develop particular skills and competencies that are linked to class learning goals
- Provide clear standards in the form of rubrics or evaluative criteria that indicate how student work in the form of class participation, exercises, papers, projects, is evaluated
- Provide alternative assignments when possible to meet learning goals
- Provide evaluative feedback on student participation, papers and projects that indicates the rationale for the grade
- Model or provide examples of how to integrate academic work (concepts, theory, research, case studies, readings) with experiential work
- Provide a class environment based on mutual respect that fosters intellectual inquiry and personal growth, and which is free of misconduct, discrimination, and harassment
- Provide guidelines for appropriate behaviors regarding assignments
- Intervene when needed in order to maintain a respectful classroom learning environment
- Make time to meet with students when questions or concerns arise, and keep confidential what is discussed
- Respond to emails within 2-3 days during the week during the academic semester; weekends, breaks, and vacations may lengthen the time of response
- Provide mid-semester evaluation reports to students whose work is unsatisfactory
- Consult with faculty, program coordinator, and university staff as the need arises regarding academic issues and student learning questions and concerns
- Follow university policies regarding academic work, student and faculty conduct, disability, etc.
- Engage in faculty development workshops and discussions to maintain a high level of professional competence in the classroom

Students with Special Needs

If you're a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677. DSS will provide you with written confirmation of your verified

disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

Emergency Evacuation

If you're a student with a disability and you think you may require assistance evacuating Stevenson in the event of a disaster, or if the elevator is out of service, inform your instructor about the type of assistance you may require. You and your instructor will discuss your specific needs and the type of precautions that should be made in advance of such an event (e.g., assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and to contact the Disability Services for Students office if other classroom accommodations are needed.

PSY 576 SOMATIC APPROACHES TO TRAUMA AND GRIEF
(2 Credit Seminar)

Dates: **Fridays:** February 2, February 9, February 16, February 23, March 2,
March 9 (9 am – 5 pm); Thursday: February 1 (5-8 pm)

Time: 9:00 am – 1:00 pm

Location: Stevenson 3095

Instructor: Brad J Kammer, MA, LMFT, LPCC, SEP

Email: bradkammer@body-mindtherapy.com

Phone: (707) 462 2133

Office Hours: Fridays 1:00 – 2:00 pm (By appointment only); via phone/email anytime

SEMINAR THEME

“According to several Buddhist and Taoist traditions, sex, meditation, death, and trauma share a common potential. These are the great portals—catalysts for profound surrender and awakening.” (Peter Levine)

In this class, we will explore the losses that can occur after trauma, but will frame a larger understanding of trauma as a pathway for personal and social transformation.

READINGS FOR SEMINAR

Required Reading:

Levine, P. (2010). *In An Unspoken Voice: How The Body Releases Trauma and Restores Goodness*. Berkeley: North Atlantic Books.

Supplemental Articles will be emailed out to you

Recommended Reading:

Heller, L. & LaPierre, A. (2012). *Healing Developmental Trauma: How Early Trauma Affect Self-Regulation, Self-Image, and the Capacity for Relationship*. Berkeley: North Atlantic Books.

Ogden, P., Minton, K., and Pain, C. (2006). *Trauma and the Body: A Sensorimotor Approach*. New York: Norton.

Porges, S. (2011). *The Polyvagal Theory: Neurophysiological Foundations of Emotions, Attachment, Communication and Self-Regulation*. New York: Norton.

van der Kolk, B. (2014). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. New York: Viking Press.

TEACHING METHODS

This seminar class will rely on lecture, extensive class discussion, class exercises, small group activities, videos, and student presentations. Each class session will include discussing powerpoint material and reading assignments, and applying these concepts through experiential activities.

Preparation for this class is essential. Reading the chapters/articles prior to class, taking good notes in class, actively asking questions, and applying the concepts in discussions and assignments will lead to a successful experience.

People learn best when they are interested in the material and the learning situation is set up for them to be themselves. Learning of the psychobiology of trauma and grief will take place in context to human lives, including your own. Therefore, classroom material and activities, as well as all assignments, will be geared towards application in your real lives.

COURSE GOALS:

Upon successful completion of this course you will have a thorough understanding of what happens inside us when faced with overwhelming life experience. Using current perspective from psychobiological research and theory, you will learn how the brain and body respond to trauma and grief, and various ways that therapists are using the body to resolve post-traumatic states. You will become familiar with several somatic approaches, and learn basic skills from these approaches you can employ in your work and life. Lastly, you will be challenged to reflect on how understanding this essential brain science integrates into your overall study in Depth Psychology.

LEARNING GOALS:

- To be able to identify the biopsychological process involved in the human stress response
- To be able to understand the mechanisms, behaviors and symptoms of trauma and grief
- To differentiate between “shock” and “developmental” traumas, as well as the nature of their interaction in “complex trauma”
- To utilize basic somatic skills for regulating stress and trauma reactions

EVALUATION:

Accomplishment of course objectives will be evaluated on the basis of:

40 %	Attendance & Class Participation
20 %	Final Presentation & Summary
15 %	Trauma & Resilience Genogram
15 %	Trauma and Grief in the Movies Assignment
10 %	Article Review/Discussion

Evaluation rubrics will be used in support of evaluations.

DISABILITY SERVICES FOR STUDENTS:

If you are a student with special learning needs and think you may require accommodations your first step is to register with the campus office of Disability Services for Students (DSS), Salazar, phone # 707-664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to your instructor, who will discuss the accommodations with you.

MEETING WITH ME:

I strive to be available to every student. I find that learning is supported by clear communication between the instructor and student. So, please feel free to discuss anything with me, at any time during the semester. I have office hours (by appointment) after class, but we can always make arrangements for us to get together or speak at a different time that might be more convenient for you. Just let me know. I'm on your side to make this class both successful and enjoyable for you.

ATTENDANCE POLICY:

Students are expected to attend all classes and to complete all assignments on-time. Attendance will be taken during each class, and each absence will negatively impact your grade. Missing more than one class could lead to failing this course. Excused absences are those that are communicated to me in advance of the class, or emergencies that can be documented (e.g., doctor's note) – if an emergency does occur, it is your responsibility to promptly notify me via phone/email (or have someone else do this if you are unable). Unexcused absences are those that you do not attend and have not communicated with me. It is your responsibility to assure that I have received any communications you may have sent. Please only contact me via phone or email (i.e., no texting).

Please do your best to be on time for class – late arrivals or early departures of more than 15 minutes (without prior communication) constitutes a missed class. It is the student's responsibility to make arrangements for any missed work due to an absence or late arrival/early departure.

CELL PHONES/TEXTING:

Please remember to turn cell phones off once inside the classroom. Texting is not OK in the classroom – and although I may not say anything to you about it, you will lose participation points if I see you texting in class. If you absolutely need to text or use your phone, you can step out of the classroom to do so.

GRADING/LATE WORK POLICY

I strive to support each student to succeed in this class. I understand the value of being rewarded for your hard work and dedication. I look at grading as a mutual discourse between you and I about the effort and quality of your work. I will use rubrics to help clarify my grading system – and I will distribute these the first day of class so you know what is expected of you. But please do remember that I am looking for consistent demonstration of your applied learning and critical thinking skills in all assignments and classroom participation (see “class participation” below); this is the overarching basis for evaluation in this seminar. If there are any concerns at any point during the semester, please speak with me to clarify so that we are on the same page throughout this course.

The late work policy is that for each week that an assignment is late, one full letter grade will be deducted. So, if the assignment is 1 week late and the grade received is a 90, the adjusted late grade will be an 80; for 2 weeks late, it will be a 70; and so on.

ACADEMIC HONESTY

Seminar-style learning requires every student to bring his/her own unique strengths, experiences, knowledge, and wisdom to each class and assignment. What this means is that you are challenged to think original ideas and produce original material. This is what makes learning fun.

I honor how important grades are to all of you, and I will do my best to help you succeed. But I will not accept academic dishonesty of any kind. This includes cheating, lying, plagiarism, copying of others’ work, etc. If you are academically dishonest in this class, you will receive a 0 on the assignment, and may risk expulsion from the class and college. I ask you to honor the integrity of this class by being an academically honest student. You’ll learn more too!

STUDENTS WITH SPECIAL NEEDS

If you’re a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

EMERGENCY EVACUATION

If you’re a student with a disability and you think you may require assistance evacuating Stevenson in the event of a disaster, or if the elevator is out of service, inform your instructor about the type of assistance you may require. You and your instructor will discuss your specific needs and the type of precautions that should be made in advance of such an event (e.g., assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and to contact the Disability Services for Students office if other classroom accommodations are needed.

CLASS PARTICIPATION

Seminar learning relies on interested students working together in a respectful environment. Therefore, effort and preparation for class is essential. The quality of class discussions will rely on your interest in the course material, involvement in class discussions and respect for other students' viewpoints. The emphasis is on the thoughtful consideration by each student. There is no right or wrong when it comes to individual opinions.

The class will emphasize applied learning (the ability to use academic learning to formulate questions and theories in relation to daily life) as well as critical thinking (the ability to express your own opinions and draw your own conclusions based on the material you are learning). Questions can help to clarify concerns and stimulate learning. It is strongly encouraged that each student bring at least one question in regards to the reading material and/or previous class discussions to every class. It is also strongly encouraged that each student use the class to articulate his/her developing ideas in relation to the course subject, while also remaining open to other students' perspectives. Applied learning and critical thinking will be the basis for evaluation on each student's participation in classroom discussions and activities, as well as all other assignments.

NOTE: While learning the field of psychology, personally challenging topics may be encountered. If so, please feel free to speak with the instructor about your situation, or seek outside support. If a topic becomes too sensitive for you in class, please feel free to leave the classroom, and/or discuss your situation with the instructor. Students are required to participate but not to reveal personal information. Please remember that although you are encouraged to apply what you are learning in class to your own lives, you must also be sensitive to the other students in class. This means that each student must be thoughtful and considerate when sharing personal experiences in class. Please also do not share names of others, or personal stories that are unrelated to what we are learning.

WRITING GUIDELINES

All written assignments must be completed in APA style. Papers must be double-spaced, paginated, with 1" margins all around, and a simple 12 point font like Times New Roman, Helvetica, Arial, etc. References and citations must be in APA style. APA style guidelines can easily be found online and at the library. Submitted papers should include a cover page which includes your name, title of the paper, date submitted, and course title. Papers can be turned in printed or email, but it is your responsibility to assure that I have received it electronically. I expect your papers to reflect your learning experiences, both intellectual and experiential, and your personal internal development.

ARTICLE REVIEW/DISCUSSION ASSIGNMENT

Each class week, I will email all students several articles to be read for the next class. All students are responsible for reading these articles, but each week only 1 student will be responsible for writing a 1-2 page review and reflection of one of the articles, which will be shared in class the following week. Please do not read your review/reflection in class – use it as a basis for a class-wide discussion on this article. Your grade for this assignment will be based 50% on the article review/reflection, and 50% on your

presenting it and leading an informed discussion in class. If you are uncomfortable with the presenting/discussing part of this assignment, please speak with me privately.

TRAUMA & RESILIENCE GENOGRAM ASSIGNMENT

I will pass out a sample genogram form (used commonly in family systems approaches) for use in creating your own genogram, focusing on the transgenerational nature of trauma and resilience in your family. The intention of this assignment is to begin reflecting on how extensive trauma is in our world, and how deeply it affects us all, while being mindful of the ways we cope with and can grow after traumatic experience. This assignment can bring up feelings – if you are uncomfortable about it, please speak with me privately. Although we will use this assignment for discussion, you will not have to disclose any private details.

Once you've created the genogram itself, you are to write a (suggested length of) 2 pages reflection on this assignment – what was it like creating it, what you learned from it, how you might view your current life differently in the light of what you documented, and especially, what coping strategies (for better and worse) you and your family used to manage and/or resolve the trauma and grief.

TRAUMA & GRIEF IN THE MOVIES ASSIGNMENT

For this assignment you will choose a movie that includes a character that is dealing with, or has dealt with a significant trauma and/or loss. The intention of this assignment is to be able to identify, diagnose, and explain using a psychobiological understanding an individual's reaction to trauma and/or loss; as well as provide a therapeutic treatment plan for this particular individual. You will also be asked to reflect on this individuals' resiliency before and after the trauma and/or loss, prognosis, and potential for post-traumatic growth. More information on this assignment will be handed out during class. The suggested length of this paper is 3 pages.

FINAL PRESENTATION AND SUMMARY

Select an approach to healing trauma and write a (suggested length of) 3 pages summary of this approach and it's usefulness for working with trauma and grief. You are free to use any approach available – whether we covered it in class, whether it's mainstream or controversial, whether it's scientifically validated or not. For this project, it would be ideal if you could speak with someone who practices this approach to give you applicable information about this approach – otherwise, either talking with someone who has experienced this approach or reading about this approach is fine. The summary should also include your own perspective on using this approach to work with trauma and grief.

In addition, use one or two other therapeutic approaches to compare and contrast with this approach, relying on the psychobiology of trauma to inform your analysis. Be sure to identify any shortcomings, potential risks or concerns you have regarding your selected approach, and propose any changes or developments you would like to see to strengthen this approach.

During the final meeting you will have an opportunity to share about your approach with the class. Besides a basic overview of your approach (powerpoints are encouraged), please do some experiential piece – whether you lead the class in a basic exercise, role-play, present a case study, or show a video – please include something that gives students a real sense of how this approach works.

Your grade for this assignment will be based 50% on the written summary and reflection, and 50% on your presentation. Remember to cite any outside sources and reference them appropriately for the written part of this assignment.

CLASS/ DATE	TOPICS COVERED	READINGS (due this week)	ASSIGNMENTS (due this week)
1 February 1	Introductions & Review Syllabus <i>Trauma & Civilization</i>	<i>Supplemental Articles will be given weekly</i>	
2 February 2	<i>The Psychobiology of Stress and Trauma</i>	<i>In An Unspoken Voice, Chapters 1-3, 10-11</i>	Article Review/Discussion Assignment (weekly)
3 February 9	<i>Complex Trauma: “Shock” and “Developmental” Trauma</i>	<i>In An Unspoken Voice, Chapter 4 & 7</i> Recommended: <i>Healing Developmental Trauma</i> , pgs. 1-36 & 93-123	Trauma/Resilience Genogram
4 February 16	<i>Complex Trauma continued</i> <i>Traumatic Grief</i>		
5 February 23	<i>Somatic Approaches to Healing Trauma: The Future of Trauma Treatment</i>	<i>In An Unspoken Voice, Chapters 5-6, 12-13</i>	Movie Assignment
6 March 2	<i>Somatic Approaches to Healing Trauma: Professional Self-Care</i>	<i>In An Unspoken Voice, Chapters 14</i>	
7 & 8 March 9	Final Presentations Course Review & Closure		Final Presentations

NOTE: It is possible that the dates of classes and/or assignments may change during the course of the semester, so any changes to the above syllabus will be clearly announced in class. Ask me if you have any questions and/or concerns.

PSYCHOLOGY 576 – SELF AND HEALING

Days and Times: Saturday and Sunday, 9 a.m. – 5:30 p.m.

Dates: February 17 & 18, 2018

Where: Sonoma State University, Stevenson Hall, Room 3042

Units: 1 unit

Instructor: Dr. David F. Sowerby

Voice-Mail: (707) 588-0725

Web Site: www.dfsowerbyphdconsulting.com

E-Mail: sowerby@sonoma.edu

Office: Stevenson Hall, Room 3085

Office Hours: Mondays, 2 - 4 p.m., 5:45 - 6:45 p.m.

Tuesdays, 5:45 - 6:45 p.m.

Thursdays, 5:45 - 6:45 p.m.

Note: Office hours begin on 1/29/18 and end on 5/10/18

Course Description: In this course you will learn how to recognize and develop your connection with your Self in order to experience healing. This inner healing has the potential to affect various areas of your life (e.g., relationships, career, health and well-being, spirituality, decision-making, problem solving, creativity, etc.). The emphasis of this course is on the development of knowledge and practical skills that you can apply immediately to your life. Literature from Jungian psychology and from other perspectives that support Carl Jung's work will be presented. The course addresses how the Self is recognized, the effects it can have on health, and how a connection with it can be developed.

Program Learning Goals and Specific Course Learning Goals/Outcomes:

1. Depth Inquiry Practices and Skills
 - a. Demonstrates the ability to recognize and record (e.g., via writing, audio recording, art work) how the Self has shown up in one's life (e.g., during dreams, meditation, and other altered states of consciousness).
 - b. Demonstrates the ability to identify how experiencing the Self has affected one's life (e.g., changes in perceptions, emotions, desires, body sensations, behaviors).
2. Self-Knowledge and Self-Reflection
 - a. Demonstrates self-awareness of one's experiences of the Self, the ability to reflect on the significance and impact of these experiences on his/her life, and to determine if they have led to or reflect healing.
3. Applied Learning
 - a. Creates a verbal presentation for one's peers that reflects an awareness of how the Self has affected the student's life.
 - b. Demonstrates an understanding of the material in the Required Reading, and how this can be applied to the student's life.
4. Fluency in Verbal Communication
 - a. Demonstrates the ability to communicate verbally to one's peers how the Self has shown up in his/her life. Art work (e.g., drawing, painting, collage, poetry) can

be used to help the student express his/her understanding of the experience of the Self.

Format: Classes will include lectures, experiential exercises, class discussions, and student presentations.

Required Reading (students should read these works before the first class):

Luton, F. (2018). The Self—Jungian definition. Retrieved February 8, 2018, from <http://frithluton.com/articles/self/>

Schmidt, M. (2018). Individuation and the Self. Retrieved February 8, 2018, from <https://www.thesap.org.uk/resources/articles-on-jungian-psychology-2/about-analysis-and-therapy/individuation/>

Stein, M. (2018). On the importance of numinous experience in the alchemy of individuation. Retrieved February 7, 2018, from <http://www.murraystein.com/articles.shtml>

Wilkerson, R. C. (2001). Jung, the Self, and Dreamwork. Retrieved February 8, 2018 from http://www.improverse.com/ed-articles/richard_wilkerson_2001_mar_jung_self.htm

Wright, J. (2001). Christ, a symbol of the Self. Retrieved February 8, 2018, from <http://www.jungatlanta.com/articles/fall01-crist-symbol-of-self.pdf>

Recommended Reading:

Assagioli, R. (1990). *Psychosynthesis: A manual of principles and techniques*. Wellingborough, England: Crucible.

Braud, W. (2012). Health and well-being benefits of exceptional human experiences. Retrieved April 4, 2016, from www.inclusivepsychology.webstarts.com (look under Archived Papers page on the website)

Bucke, R. M. (1993). *Cosmic consciousness: A study in the evolution of the human mind*. New York: Carol Publishing Group. (Original work published 1961)

Forman, R. K. C. (1998). What does mysticism have to teach us about consciousness? *Journal of Consciousness Studies*, 5 (2), 185-201.

James, W. (1953). *The philosophy of William James: Selected from his chief works*. New York: Random House. (Original work published 1925)

Jung, C. G. (2009). *The red book* (S. Shamdasani, Ed.) (M. Kyburz, J. Peck, & S. Shamdasani, Trans.). New York: W. W. Norton & Company.

Krippner, S. (1972). The plateau experience: A. H. Maslow and others. *The Journal of Transpersonal Psychology*, 4 (2), 107-120.

- Mann, R. (1998). *Sacred healing: Integrating spirituality with psychotherapy*. Nevada City, CA: Blue Dolphin Publishing.
- Maslow, A. H. (1976). *The farther reaches of human nature*. New York: Penguin Books. (Original work published 1971)
- Sowerby, D. F. (2012). *Intuition and dreams: How to realize your healing potential in all areas of life*. West Conshohocken, PA: Infinity Publishing.
- Tolle, E. (2001). *Practicing the power of now: Essential teachings, meditations, and exercises from the power of Now*. Novato, CA: New World Library.
- Vaughan, F. (1995). *The inward arc: Healing in psychotherapy and spirituality*. Nevada City, California: Blue Dolphin Publishing, Inc.
- von Franz, M. L. (1968). The process of individuation. In C. G. Jung & M. L. von Franz (Eds.), *Man and his symbols* (pp. 157-254). United States: Dell Publishing. (Original work published 1964)
- White, J. (Ed.). (1984). *What is enlightenment? Exploring the goal of the spiritual path*. Los Angeles: Jeremy Tarcher, Inc.
- White, R. A. (1999). What are exceptional human experiences? Retrieved February 18, 2016, from www.ehe.org (Look under About EHEs page on the website, then click on the link: What are Exceptional Human Experiences?)
- Yogananda, P. (2005). *Journey to Self-realization: Collected talks and essays on realizing God in daily life, volume III*. Los Angeles: Self-Realization Fellowship. (Original work published 1997)

Assignment:

Bring to the both classes a written recording (including art work) of any experiences you have had when believe you have contacted your Self. This experience could have occurred in any state of consciousness (e.g., dream, meditative, daydreaming). This experience could have occurred before or after this course began.

Evaluation:

Presentation: Each student will be required to do an in-class presentation during the second class meeting. During the presentation, you will share with the class an experience that took place:

- a) before the course began,
- b) during the meditation and/or dream incubation procedure done between the first and second class, or
- c) any time between the start of the course and before you do your presentation.

During your presentation, answer the following questions (in order):

1. Describe the experience of contacting your Self as completely as possible (e.g., What were the circumstances of the “event”? Where did it happen? Who were you with? What were you doing?)
2. In what form(s) did your Self appear? Some possibilities include: thoughts, images, memories, emotions, desires, body sensations, behaviors (body movements or words), direct knowing (no specific form), and perceptual changes.
3. What were you doing immediately prior to the event? What was your inner state (thoughts, feelings, desires) and the state of your body immediately prior to the experience? What was going on in your life before the event occurred (which might have triggered or invited the experience)?
4. What were the characteristics of the Self that showed up (e.g., knowledge, love, goodwill, peace, bliss)?
5. Did you go into an altered state of consciousness? If yes, how was it different than your previous state of consciousness? If no, describe the state you were in.
6. Was there specific information that you received? If yes, what was it? Was the information literal? Symbolic? Both?
7. How did you interpret the experience and/or the information? What is the significance of this event for you? Were there pleasant and/or unpleasant consequences that you experienced as a result of this experience?
8. Did this experience affect your health (body and/or mind)? If yes, how? Did the effect last or was it fleeting? Was this experience the result of healing? Explain.

Present art work that captures your experience of your Self, if this is possible. The artwork can take any form, including drawing, painting, collage, poetry, sculpture, etc.

You will be evaluated according to:

1. The **clarity** of your presentation style - **20%**
2. How **completely** the above questions are answered; this includes the **knowledge** and **application** of relevant material from the Required Readings - **20%**
3. Your degree of **self-awareness** - **20%**

Weight: 60% of final grade

Maximum Length: to be announced during the first class meeting

Class Participation: Each student will be evaluated according to the frequency and quality of your in-class contributions (questions and/or comments).

Weight: 40% of final grade

Summary of Grading System:

60% - Presentation (second class)

40% - Class Participation

Grading:

A = 91.1 – 100%

A- = 90 – 91%

B+ = 89 – 89.9%

B = 81.1 – 88.9%

B- = 80 – 81%

C+ = 79 – 79.9%

C = 71.1 – 78.9%

C- = 70 – 71%

D+ = 69 – 69.9%

D = 61.1 – 68.9%

D- = 60 – 61%

F = 0 – 59.9%

Special Needs:

If you are having trouble in the course or if you have special academic needs, please see me immediately, so I can assist you. I will do my best to facilitate your learning and work with you to create an enjoyable educational experience.

If you are a student with special learning needs and you think that you may require accommodations, your first step is to register with the campus office of Disabled Student Services (DSS), Salazar 1049 (phone number: 664-2677). DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

Attendance:

In-person attendance is required. Missing more than 3 hours of class time will not permit you to pass the course. Excused absences are possible only if official documentation is presented to the instructor (e.g., medical note), which explains or supports the reason for the absence. If you miss your presentation for a legitimate reason (and official documentation is provided), you must arrange with the instructor a time to present during the office hours listed on this syllabus. If you miss a class, you are responsible for all material covered during your absence; in this instance, ask a classmate to take notes for you. Being more than 15 minutes late or leaving early constitutes a missed class.

Classroom Etiquette:

In order to maintain a positive classroom climate, please refrain from engaging in behaviors that are disrespectful and distracting to the professor and to fellow students. These include side conversations, texting, using mobile phones, checking email, or surfing the internet.

Student Responsibilities:

Speak from your own experience in class

Use “I” statements

Relate personal material offered in class to course content in service to academic learning

Refrain from evaluating others’ experiences and symbolic work

Refrain from speaking for others (no “we” or “you”)

Refrain from giving advice to others

Receive permission before talking about another’s experience—classmate experiences are confidential inside and outside of class.

Develop an inner compass for what is right for you

Participate at a level that is right for you—*you* evaluate and determine this

Be aware of your academic freedom to engage or not in experiential exercises as they meet your learning goals and benefit your learning

Discuss with the instructor how you might modify experiential exercises or assignments to meet your individual needs and learning goals

Develop self-awareness and self-regulation skills for self-care

Maintain an embodied, balanced centered focus

Make use of meditation, mindfulness, and deep breathing techniques

Make use of a curious, open, accepting, loving, compassionate inner stance

Begin and return to an attuned balanced inner center as a safe spot in exercises

Step outside the classroom as needed; quietly stand up and leave the room; no need to ask for permission from the instructor

Identify triggering issues and use self-care with them—deep breathing, mindfulness, stepping outside to rebalance and refresh, reflection, and depth inquiry skills

Bring self-reflection to learning

Develop the inner space to experience, witness, and reflect

Work to understand projection in the group field, and seek to learn about yourself from what activates you in others, while setting appropriate boundaries with others as needed

Offer questions and insights on work from prior class at the next class

Make check-ins brief and reference your experience in support of learning

Interact as a respectful member of the depth community

Develop supportive relationships with classmates to give support in learning

Engage in psychotherapy or use mental health resources as needed—be mindful that classmates and faculty cannot provide the ongoing care that a therapist offers

Abide by the university’s policy on academic honesty that prohibits cheating and plagiarism, by citing and referencing the use of others’ work:

http://www.sonoma.eduuaffairs/policies/cheating_plagiarism.html

Abide by the university’s policy on student conduct during class by avoiding behaviors that are disrespectful, distracting, and threatening:

<http://www.sonoma.edu/uaffaris/policies/disruptive.html>

Abide by the university’s policy on discrimination and sexual harassment by avoiding discriminatory behaviors in relation to race, color, religion, national origin, sex, sexual

orientation, marital status, pregnancy, age, disability, medical condition and veteran status, and sexually harassing behaviors: <http://www.sonoma.edu/uaffairs/policies/discrimination.html>

Provide course evaluation and teaching feedback with the end-of-semester student evaluation of teaching effectiveness (SETE)

Consult with the course instructor should questions or concerns arise about class assignments, learning, or evaluation standards

Questions, concerns, problems? Talk with the course instructor first, then the program coordinator

Faculty Responsibilities:

Set class learning goals that reflect the program learning goals

Design class exercises and assignments to develop particular skills and competencies that are linked to class learning goals

Provide clear standards in the form of evaluative criteria that indicate how student work (i.e., class participation, presentation) is evaluated

Provide alternative assignments when possible to meet learning goals

Provide evaluative feedback on each student's participation and presentation that indicates the rationale for the grade

Model or provide examples of how to integrate academic work (concepts, theory, research, case studies, readings) with experiential work

Provide a class environment based on mutual respect that fosters intellectual inquiry and personal growth, and which is free of misconduct, discrimination, and harassment

Provide guidelines for appropriate behaviors regarding assignments

Intervene where needed in order to maintain a respectful classroom learning environment

Make time to meet with students when questions or concerns arise, and keep confidential what is discussed

Respond to email within 2-3 days during the week during the academic semester; weekends, breaks, and vacations may lengthen the time of response

Consult with faculty, program coordinator, and university staff as the need arises regarding academic issues and student learning questions and concerns

Follow university policies regarding academic work, student and faculty conduct, disability, etc.

Engage in faculty development workshops and discussions to maintain a high level of professional competence in the classroom

Emergency Evacuation:

If you are a student with a disability and you think you may require assistance evacuating Stevenson in the event of a disaster, or if the elevator is out of service, inform your instructor about the type of assistance you may require. You and your instructor will discuss your specific needs and the type of precautions that should be made in advance of such an event (e.g., assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and to contact the Disability Services for Students office if other classroom accommodations are needed.

Using Film to Explore Energies and Patterns in Psychological Type

Psy 576

John Beebe, MD

johnbeebe@msn.com

Saturday, November 4 and Sunday, November 5, 2017, 9 a.m. – 5:30 p.m.

Stevenson Hall, Room 3042

This seminar deepens knowledge of Jung's concept of typology through study of readings that extend and refine the theory of type. Students learn how the eight types of consciousness defined by C. G. Jung in *Psychological Types* relate to archetypal roles that are taken up in the course of everyday life. Students view selected film excerpts that illustrate the eight types. Greater consciousness of the complexes defined by the types and archetypes can enhance adaptation, integrity, and individuation.

Readings

Beebe, J. (2014) "The eight function-attitudes unpacked." *TypeFace* 25(4) and reprinted with updates in Beebe, *Energies and Patterns in Psychological Type: The Reservoir of Consciousness*. (Routledge, 2017)

Beebe, J. (2004) "Understanding consciousness through the theory of psychological types." Cambray & Carter (Eds.), *Analytical Psychology: Contemporary Perspectives in Jungian Analysis*. (Brunner-Routledge, 2004) and reprinted with updates in Beebe, *Energies and Patterns in Psychological Type: The Reservoir of Consciousness*.

Course Goal

- Deepens knowledge of psychological type based on Jung's work and contributions of subsequent generations. Explores the relationship of types of consciousness to complex theory, integrity and individuation.
 - Program Goal: Knowledge of concepts in the field of depth psychology.
Outcome:
 - Demonstrates an understanding of how the eight types of consciousness defined by C. G. Jung in *Psychological Types* relate to archetypal roles that we take up in the course of everyday life and of how greater consciousness of the complexes defined by the types and archetypes can enhance adaptation, integrity, and individuation.

Evaluation

Your course grade is based on quality and timeliness of attendance, in-class activities, and quality of class participation. Come prepared for discussion and projects in class, and bring your reading to class for reference. You can expect to spend 3 to 6 hours on readings for this class. The Participation Rubric describes levels of engagement that will be evaluated for the final grade.

Attendance

In-person class attendance is required. While you can always do the reading anywhere, you can't reproduce the participation and discussion that occur in class. **Missing more than 3 hours of class time will not permit you to pass the class.** Excused absences are possible only with a

doctor's note or a real emergency, and do not count as an absence instance. At the same time, absence affects your participation points. If you're absent, it's your responsibility to provide the instructor with due notice beforehand and to inform the instructor of the reason for the absence.

Classroom Etiquette

In order to maintain a positive classroom climate, please refrain from engaging in behaviors that are disrespectful and distracting to the professor and to fellow students. These include engaging in side conversations, cross-talk, texting, using cell phones, checking email, or surfing the internet. Please turn off cell phones and computers during class. Disruptive behavior in class will bring down your final grade.

Student Responsibilities

- Attend all classes
 - Notify instructor in advance by email or phone of reasons for absence; University sanctioned absences include illness and accident
 - Discuss with a classmate what was missed, and review class notes
- Speak from your own experience in class
 - Use “I” language
 - Relate personal material offered during class to class content in service to academic learning
 - Refrain from interpreting or evaluating others' experiences and symbolic work
 - Refrain from speaking for others (no “we” or “you”)
 - Refrain from giving advice to others
- Receive permission before talking about another's experiences—classmate experiences are confidential inside and outside of class
- Develop an inner compass for what is right for you
 - Participate at a level that is right for you—you evaluate and determine this
 - Be aware of your academic freedom to engage or not in experiential exercises as they meet your learning goals and benefit your learning
 - Discuss with the instructor how you might modify experiential exercises, projects, and papers to meet your individual needs and learning goals
- Develop self-awareness and self-regulation skills for self-care
 - Maintain an embodied balanced centered focus
 - Make use of meditation, mindfulness, deep breathing techniques
 - Make use of a curious, open, accepting, loving, compassionate inner stance
 - Begin and return to an attuned balanced inner center as a safe spot in exercises
 - Step outside of class as needed for self-care: quietly stand up and leave the room, no need to request permission of the instructor
 - Identify triggering issues and use self-care with them—deep breathing, mindfulness, stepping outside to rebalance and refresh, reflection, and depth inquiry skills
- Bring self-reflection to learning
 - Distinguish between your ability to symbolize and explore inner activation; to reflect; and to act out
 - Work to understand projection in the group field, and seek to learn about yourself from what activates you in others, while setting appropriate boundaries with others when needed

- Offer questions and insights on work from prior class at the next class
 - Make check-ins brief and reference your experience
- Interact as a respectful member of the depth community
 - Develop supportive relationships with classmates to give support in learning
 - Engage in psychotherapy or use mental health resources as needed—be mindful that classmates and faculty cannot provide the ongoing care that a therapist offers
- Abide by the university's policy on academic honesty that prohibits cheating and plagiarism, by citing and referencing the use of others' work
http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm
- Abide by the university's policy on student conduct during class and field trips by avoiding disruptive behaviors that are disrespectful, distracting, and threatening
<http://www.sonoma.edu/uaffairs/policies/disruptive.html>
- Abide by the university's policy on discrimination and sexual harassment by avoiding discriminatory behaviors in relation to race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, medical condition and veteran status, and sexually harassing behaviors
<http://www.sonoma.edu/uaffairs/policies/discrimination.htm>
- Provide course evaluation and teaching feedback with the end-of-semester student evaluation of teaching effectiveness (SETE)
- Consult with the class instructor should questions or concerns arise about class assignments, learning, or evaluation standards
- Questions, concerns, problems? Talk with the class teacher first, then the program coordinator

Faculty Responsibilities

- Set class learning goals that reflect the program learning goals
- Design class exercises and assignments to develop particular skills and competencies that are linked to class learning goals
- Provide clear standards in the form of rubrics or evaluative criteria that indicate how student work in the form of class participation, exercises, papers, projects, is evaluated
- Provide alternative assignments when possible to meet learning goals
- Provide evaluative feedback on student participation, papers and projects that indicates the rationale for the grade
- Model or provide examples of how to integrate academic work (concepts, theory, research, case studies, readings) with experiential work
- Provide a class environment based on mutual respect that fosters intellectual inquiry and personal growth, and which is free of misconduct, discrimination, and harassment
- Provide guidelines for appropriate behaviors regarding assignments
- Intervene when needed in order to maintain a respectful classroom learning environment
- Make time to meet with students when questions or concerns arise, and keep confidential what is discussed
- Respond to emails within 2-3 days during the week during the academic semester; weekends, breaks, and vacations may lengthen the time of response
- Consult with faculty, program coordinator, and university staff as the need arises regarding academic issues and student learning questions and concerns

- Follow university policies regarding academic work, student and faculty conduct, disability, etc.

Students with Special Needs

If you're a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

Emergency Evacuation

If you're a student with a disability and you think you may require assistance evacuating Stevenson in the event of a disaster, or if the elevator is out of service, inform your instructor about the type of assistance you may require. You and your instructor will discuss your specific needs and the type of precautions that should be made in advance of such an event (e.g., assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and to contact the Disability Services for Students office if other classroom accommodations are needed.

Schedule: Day One

Function, Attitude and Eight Types of Consciousness

Introduction to Archetypal Roles

The Ego-Near function-attitudes and the Archetypes that Carry Them

1. The Superior Function (Hero)
2. The Auxiliary Function (Father/Mother)
3. The Tertiary Function (Puer/Puella)
4. The Inferior Function (Anima/Animus)

Typological Analysis of Relationships between People that Involve Ego-Near Function-attitudes

Day Two

Attitude Difference and the Types of the Shadow

Shadow-Dynamics as a Factor in Difficult Interactions

Archetypes of the Ego-Distant (Shadow) Function-attitudes

1. The Opposing Personality (Function same as, Attitude opposite to Hero Function)
2. Witch/Senex (Function same as, Attitude opposite to Father/Mother Function)
3. Trickster (Function same as, Attitude opposite to Puer/Puella Function)
4. Demon/Daimon (Function same as, Attitude opposite to Anima/Animus)

Typological Analysis of Conflicts between People that Involve Ego-Distant Function-attitudes

Sonoma State University
Psy 576 – Body, Soul, and Social Justice
Fall 2017 / Johnson

9am to 5:30pm, October 20th & 21st, 2017
Instructor: Rae Johnson, PhD, RSMT
Office Hours: by appointment

Email: raejohnsonsonomatic@gmail.com
Phone: (805) 969-3626, ext. 359
Location: Stevenson 3042

Course Description:

Building on previous coursework in depth psychology and somatics, this course continues to refine students' knowledge and skill with the aim of developing more sophisticated and nuanced understandings of issues of power, privilege, and diversity in clinical and other professional settings. A continued emphasis on embodied self-reflection will underscore the significance of the person of the practitioner as a locus for personal and social change. Students will have an opportunity to explore the role of the body in anti-oppression work, and increase their understanding of the sociocultural and political dimensions of embodied experience.

Session Descriptions

Please read the course text before the first class. The journal articles can be read either before or after the class sessions, and should be used to support your understanding of the material and provide possible references for your final paper. Come prepared for discussion and projects in class, and bring your course text to each class.

Saturday Morning

- Introductions
- Guidelines for Participation
- Oppression and Embodiment
 - (Un)learning oppression
 - Learning through the body
 - Learning from the Self and the Shadow

Saturday Afternoon

- Working the Cycle of Embodied Critical Learning and Transformation
- Intersectional Embodiment

Sunday Morning

- Nonverbal Communication
- Trauma and the Body
- Body Shame
- Embodying Privilege

Sunday Afternoon

- Student Presentations
- Implications for Practice
- Cultivating Resilience

Course Readings

Johnson, R. (2017). *Embodied social justice*. London, UK: Routledge.

Clare, E. (2001). Stolen bodies, reclaimed bodies: Disability and queerness. *Public Culture* 13 (3), 359-365.

Program Learning Goals and Competencies

This course addresses the following Program Learning Goals & Competencies. Please see student handbook for more information.

1. Self-knowledge and self-reflection
2. Cultural reflection
3. Applied learning
4. Cultural engagement

Student Learning Outcomes

At the end of this course, students will demonstrate the following course-specific learning outcomes:

1. Articulate the foundational principles and perspectives of embodied social justice.
2. Apply concepts, theories, and practices learned in the course to the multicultural complexities of everyday life.
3. Identify personal and professional applications of embodied social justice work.

Course Requirements

Class Participation (30 points) (See rubric at the end of the syllabus)

Class Presentation or Paper (70 points)

For this assignment, please choose an *embodied* experience of oppression that felt particularly meaningful or transformative (and that you are also comfortable sharing with me and/or the class). After 1) describing your experience clearly and concretely, I ask you to 2) reflect on that experience, and 3) identify the meaning you made from the experience and the concepts or theories covered in this course that you identify as being related to that experience. Lastly, please articulate at least one way you applied the learning from this experience to your own life and to your work with others.

Please use the following headings and subheadings:

- 1) Description of my Somatic Experience
- 2) Reflection on my Somatic Experience
- 3) Making Meaning of my Somatic Experience
 - a) Understandings, images, and/or symbols that emerge from the experience
 - b) Concepts and theories from the course material that relate to the experience
- 4) Application of Learning to Personal Life
- 5) Application of Learning to Professional Practice

Your 10 minute presentation (or 5 page APA format paper, if you choose not to present in class) will be evaluated using the following rubric, where “1” indicates that the criteria were met only minimally and “7” indicates that they were met to a very high degree.

Please note that the criteria below map onto the Cycle of Embodied Critical Learning and Transformation introduced earlier in the course. You can use the cycle to help you understand and articulate what is being asked for in each section.

1	2	3	4	5	6	7	Assignment Component
							Chosen experience is clearly somatic (that is, related to the body as experienced from within) and description of chosen experience is clear, vivid, and succinct
							Reflections on experience are inclusive of embodied sensation or nonverbal behavior (somatic data) and help explore the experience from multiple perspectives
							Presentation/paper clearly links chosen experience to somatic concepts and foundational principles discussed in class and the course readings (with appropriate citations in the case of the paper, and noted verbally in the presentation)
							Applications of learning to personal life are embodied, clear, and practical
							Applications of learning to professional context are realistic, embodied, and address current issues in the field.

Grading

A = 93 - 100
A- = 90 - 92

B+ = 88 - 89
B = 83 - 87
B- = 80 - 82

C+ = 78 - 79
C = 73 - 77
C- = 70 - 72

Please email course papers to Rae Johnson at rjohnson@pacific.edu by November 1st, 2017.

Attendance

In-person class attendance is required for this course. Please contact the instructor in advance if you need to arrive late or leave early on either of the course days. **Missing more than 2 hours of class will result in a failing grade.**

Classroom Etiquette

In order to maintain a positive classroom climate, please refrain from engaging in behaviors that are disrespectful and distracting to the professor and to fellow students. These include engaging in side conversations, cross-talk, texting, using cell phones, checking email, or surfing the internet. Please turn off cell phones and computers during class. Disruptive behavior in class will affect your participation grade.

Self Knowledge

Many students find that studying and working with this material bring feelings and issues to the

fore. Part of the course is in learning how to safely explore, understand, and work with this; you always have a choice in topic and focus of your work. As you explore you develop your inner compass of what is right for you and how far to go in your exploration. For the fullest understanding of yourself, and for a reliable source of support outside of the class, you may find it helpful to participate in counseling or therapy with a therapist of your choosing. There are good low-fee clinics in the area, and the Jung Institute in San Francisco provides a low-fee clinic with interns. Each spring, students can register for Psychology 494, Counseling Experience, in which they participate in a semester of counseling with Master's candidates in the Counseling Department. Tuition for the Counseling Experience is in addition to the required 9 units of classes for first-year students.

Academic Honesty

The university's policy of academic honesty expects students to be honest in attributing others' work to those who wrote it, with proper citations, references, and paraphrasing of material. A paper that has material copied verbatim from a book, article, another student, or Internet source without proper referencing will be given an F and reported to the university officer. The University's Cheating and Plagiarism policy is available at http://www.sonoma.edu/UAffairs/policies/cheating_plagiarism.htm.

University Standards of Conduct

This course abides by all of the university policies on standards for conduct and academic freedom, including behaviors that are non-disruptive, non-discriminatory, non-harassing, and non-threatening. The policies can be found at <http://web.sonoma.edu/uaffairs/policies/>.

Students with Special Needs

If you're a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

Emergency Evacuation

If you're a student with a disability and you think you may require assistance evacuating Stevenson in the event of a disaster, or if the elevator is out of service, inform your instructor about the type of assistance you may require. You and your instructor will discuss your specific needs and the type of precautions that should be made in advance of such an event (e.g., assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and contact the Disability Services for Students office if other classroom accommodations are needed.

Class Participation Rubric

Criterion	Exemplary (A)	Developing (B)	Emerging (C)	Undeveloped (D)
Preparation	Arrives fully prepared at every class session	Arrives mostly, if not fully, prepared, ongoing	Preparation is inconsistent	Rarely or never prepared
Participation	Has clearly read the material and plays an active role in discussions, ongoing	Has read the material and participates constructively in discussions, ongoing	Appears to have read some of the material, sometimes participates in rote manner in discussion	No evidence that have read the material; comments vague if given; frequently demonstrates lack of interest
Contribution to Class	Comments advance level and depth of dialogue and class discussion	Relevant comments are based on assigned material	When prepared, relevant comments are based on assignments	Demonstrates noticeable lack of interest on occasion
Psychological Terminology	Psychological terms are included, explored, and thoughtfully developed.	Includes psychological terms, but not much development or discussion.	Mentions psychological terms but haven't discussed or developed it.	Haven't included psychological terms or discussion.
Peer Interaction	Actively supports, engages, listens to peers, ongoing	Makes a sincere effort to interact with peers, ongoing	Limited interaction with peers	Virtually no interaction with peers
Group Dynamic	Group dynamic and level of discussion are often better because of presence	Group dynamic and level of discussion are occasionally better, not worse, because of presence	Group dynamic and level of discussion are sometimes disrupted by presence	Group dynamic and level of discussion are often disrupted by presence
Reflection	Reviews past experiences in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews past experiences in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews past experiences with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.	Reviews past experiences at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.

Psy 576: Medicine Poems: Poetry as a Portal to the Inner Life

Masters in Psychology, Depth Program
Instructor: Kim Rosen, MFA

Sonoma State University
Fall, 2017

Place: Ives 80

Dates & time: Friday, 9/22, 9:30 a.m. to 6:30 pm
Friday, 10/13, 9:30 a.m. to 6:30 pm
Final Project due by email: November 15

e-mail: kim@kimrosen.net
Office Hrs: by arrangement

Course Description

"There I learned that poetry is an act, an incantation, a kiss of peace, a medicine. I learned that poetry is one of the rare, very rare things in the world which can prevail over cold and hatred. . . . A medicine, neither more nor less. An element which, communicated to the human organism, modified the vital circulation, making it slower, or more rapid. It was, in short, something whose effects were as concrete as those of a chemical substance, I was convinced of this."

—from "Poetry in Buchenwald" by Jaques Lusseyran

This program is a multi-faceted immersion in the power of poetry, music, movement and stillness to open a portal to the inner life not usually accessible through linear thought. The **poetry** we love reflects to us our inner selves, it is an indigenous language that can melt the veils within and between us. **Music** can dissolve the armor that separates us from ourselves and others. Disrupting habit through **movement**, **silence** and **ceremony** can disorient us from our defenses and tumble us into our real selves.

The course is primarily a personal immersion in these non-linear elements, which will overflow into service to others. There will be a natural pendulation between personal, direct experience and reflection on that experience from a therapeutic perspective.

What to Bring

Please bring a journal or notebook to each class for personal spontaneous writing and wear clothing you can move in. If possible please bring a yoga mat or blanket (this can be left in the classroom during the rest of the day if needed). PLEASE PLAN TO TURN OFF ALL TECHNOLOGY (PHONES, COMPUTERS) DURING CLASS. In addition the Homework for the first and second classes include choosing a poem. Please bring this poem with you to class.

Homework

In addition to readings below, there will be experiential and written homework as well as partner work between the two daylong immersions in the course. These experiential and partner processes will be sent out soon after our first immersion day and posted on our web-forum*. Reports from your homework explorations should be posted on our web-forum* at least ONE DAY before our first class and at least TWO DAYS before the second class meeting. A portion of your grade is derived from these homework postings AND from your responses to the postings of your classmates.

Themes and Reading

Session I: Reading: Prologue through Chapter 5 of *Saved by a Poem*, Optional: *Nine Gates* by Jane Hirshfield and *The Sound of Poetry* by Robert Pinsky. BRING A POEM YOU LOVE AND WANT TO WORK WITH.

A. Evoking the Involuntary. In this class we will lay the foundation for the course both experientially and theoretically. The “Poetry Dive” will be introduced. We will explore the ‘medicine’ of a favorite poem as we take it in and speak it aloud. Reading: Prologue through Chapter Four of *Saved by a Poem*.

B. Embodying a Poem/Giving Voice. Deepening intimacy with a poem is deepening intimacy with yourself. What does it mean to allow a poem to become your teacher? What does it mean to allow your breath and voice to become a transmission of the poem? We will explore how the process of speaking a poem can reveal aspects of who we are that are previously untapped. We will also navigate the nature of our own voices – what is transmitted, what is held back, and how do we free our voices to express more colors of who we truly are.

Session II: Reading: Chapter 6 through the Epilogue of *Saved by a Poem*, “Poetry in Buchenwald” by Jacques Lusseyran ((posted on my website and available by email)

A. The Poetry Dive. An exploration of the use of movement, sound and poetry in the therapeutic relationship, followed by an immersion in embodied learning through movement, music and poetry.

B. A Sudden Grace. When a poem is spoken aloud by one who has lived its wisdom, often everyone listening is brought to a moment of deep communion with self and other that is almost inexplicable. We will explore the nature of this phenomenon. In this class each student will have the opportunity to deliver a poem by heart before the class.

Final Project

Create a personal anthology of 15 – 100 “Medicine Poems”. These should be poems that have had impact on your own life, on which you can draw to nourish your own unfolding and offer to others in support of their inner exploration. The anthology can be as creative as you like. Some may choose to include visuals, and bind the document, others may simply create a file of poems. Sometimes people create a collage for each poem, then

photograph the art and send us the photos. **Please email a PDF, JPG or WORD doc of this creation to me and all members of the class by November 15, 2017.**

***Web Forum**

I will set up a dedicated space of my teaching website (www.templewall.ning.com) for our class where you can post your homework (“write on the Temple Wall”) and respond to the postings of others. If this means of doing homework is not comfortable, feel free to email me your homework.

YOU HAVE RECEIVED AN INVITATION TO THIS SITE FROM “TEMPLE WALL”. Please respond to the invitation within a few days as it will not work after

Course Goals

- Program Goal: Self-knowledge and self-reflection:
 - choose a poem that will both reflect and stretch you
 - work with that poem to deepen your self knowledge by becoming sensitive to the effects of the poems both conceptual and physical (breath, rhythm, imagery)
 - work with the poem to discover and follow the ways it is stretching you beyond your known self into the possible self
 - learn a poem by heart as a process of self-inquiry
 - use speaking the poem as a portal to plumbing new dimensions of self-revelation, honesty with self and others, and authenticity in communication
- Program Goal: Fluency in verbal and written communication:
 - Reflect and support classmates in both written and verbal self-revelation
 - Offer a silent listening presence to others, including eye contact and careful, care-filled listening in dyadic processes in and outside of class
 - Consciously stretch yourself in sharing with others into what is unknown, unspoken and/or possibly vulnerable for you
 - Know and respect your limits physically and emotionally and express them when needed, while stretching out of your comfort zone when you can
 - Learn to be both Guide/Therapist/Space Holder and client in dyad exercises

Criteria for Evaluation

- 80% Attendance and participation in each class; come prepared to write and move in class. Please plan to attend both classes and be on time. Because there are only two daylong classes for this course, and because of the deeply personal and experiential nature of the material, timely attendance is mandatory.
- 12% Written responses to experiential and partnered homework assignments.
- 3% Responses offered to postings by other students
- 5% Final Project: Anthology of Poems

Criterion	Exemplary	Developing	Emerging	Undeveloped
Preparation	Arrives fully prepared at every class session	Arrives mostly, if not fully, prepared, ongoing	Preparation is inconsistent	Rarely or never prepared
Participation	Has clearly read the material and plays an active role in discussions, ongoing	Has read the material and participates constructively in discussions, ongoing	Appears to have read some of the material, sometimes participates in rote manner in discussion	No evidence that have read the material; comments vague if given; frequently demonstrates lack of interest
Contribution to Class	Comments advance level and depth of dialogue and class discussion	Relevant comments are based on assigned material	When prepared, relevant comments are based on assignments	Demonstrates noticeable lack of interest on occasion
Psychological Terminology	Psychological terms are included, explored, and thoughtfully developed.	Includes psychological terms, but not much development or discussion.	Mentions psychological terms but haven't discussed or developed it.	Haven't included psychological terms or discussion.
Peer Interaction	Actively supports, engages, listens to peers, ongoing	Makes a sincere effort to interact with peers, ongoing	Limited interaction with peers	Virtually no interaction with peers
Group Dynamic	Group dynamic and level of discussion are often better because of presence	Group dynamic and level of discussion are occasionally better, not worse, because of presence	Group dynamic and level of discussion are sometimes disrupted by presence	Group dynamic and level of discussion are often disrupted by presence
Reflection on Emotional or Psychological Meaning	Reflections and questioning of experience present, developed, lead to new insights.	Reflections and questioning are present, meanings are offered, some new insights without much exploration.	Some reflecting and questioning about the meaning of the experience.	No reflecting or questioning about the meaning of the experience. Reformulates old ways of knowing.
Attendance	Attends every class, arrives on time, and leaves when class is completed	Attends every class, some late arrival or early departure	Inconsistent attendance or consistent late arrivals or early departure	No class attendance

Student Responsibilities

- Speak from your own experience in class
 - Use “I” language
 - Relate personal material offered during class to class content in service to academic learning
 - Refrain from interpreting or evaluating others' experiences and symbolic work
 - Refrain from speaking for others (no “we” or “you”)
 - Refrain from giving advice to others
- Receive permission before talking about another's experiences—classmate experiences are confidential inside and outside of class
- Develop an inner compass for what is right for you
 - Participate at a level that is right for you—you evaluate and determine this
 - Be aware of your academic freedom to engage or not in experiential exercises as they meet your learning goals and benefit your learning
 - Discuss with the instructor how you might modify experiential exercises, projects, and papers to meet your individual needs and learning goals
- Develop self-awareness and self-regulation skills for self-care
 - Maintain an embodied balanced centered focus
 - Make use of meditation, mindfulness, deep breathing techniques
 - Make use of a curious, open, accepting, loving, compassionate inner stance
 - Begin and return to an attuned balanced inner center as a safe spot in exercises
 - Step outside of class as needed for self-care: quietly stand up and leave the room, no need to request permission of the instructor
 - Identify triggering issues and use self-care with them—deep breathing, mindfulness, stepping outside to rebalance and refresh, reflection, and depth inquiry skills
- Bring self-reflection to learning
 - Develop the inner space to experience, witness, and reflect
 - Work to understand projection in the group field, and seek to learn about yourself from what activates you in others, while setting appropriate boundaries with others when needed
 - Offer questions and insights on work from prior class at the next class
 - Make check-ins brief and reference your experience
- Interact as a respectful member of the depth community
 - Develop supportive relationships with classmates to give support in learning
 - Engage in psychotherapy or use mental health resources as needed—be mindful that classmates and faculty cannot provide the ongoing care that a therapist offers
- Abide by the university's policy on academic honesty that prohibits cheating and plagiarism, by citing and referencing the use of others' work
http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm

- Abide by the university's policy on student conduct during class and field trips by avoiding disruptive behaviors that are disrespectful, distracting, and threatening
<http://www.sonoma.edu/uaffairs/policies/disruptive.html>
- Abide by the university's policy on discrimination and sexual harassment by avoiding discriminatory behaviors in relation to race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, medical condition and veteran status, and sexually harassing behaviors
<http://www.sonoma.edu/uaffairs/policies/discrimination.htm>
- Provide course evaluation and teaching feedback with the end-of-semester student evaluation of teaching effectiveness (SETE)
- Consult with the class instructor should questions or concerns arise about class assignments, learning, or evaluation standards
- Questions, concerns, problems? Talk with the class teacher first, then the program coordinator

The program adheres to all university policies and standards of behavior for students and faculty. The University's policies can be found at <http://web.sonoma.edu/uaffairs/policies/> and should be consulted if questions arise. Areas relevant to students are policies on [academic freedom](#), [academic honesty](#), [alcohol use](#), [animals on campus](#), [assaultive or threatening acts](#), [disability access](#), [discrimination and sexual harassment](#), [disruptive behavior](#), [drug use](#), [smoking](#), and using [human subjects](#) in research.

Cell Phone Use Cell phone use is allowed only on the breaks. There are no exceptions to this, except in the case of personal emergency.

Syllabus: Writing Center

The Writing Center is a resource for those who may be having difficulty with clear written expression. Contact The Writing Center, Schulz 1103, 664-4401, www.sonoma.edu/writingcenter.

Students with Special Needs

If you are a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677, website www.sonoma.edu/dss/. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

PSY 576.3 Family Constellations
(2 Credit Seminar)

Dates: Friday, March 3	Time: 1:00-5:00	Room: 3095
Friday, March 10	Time: 1:00-5:00	Room: 3095
Thursday, March 23	Time: 5:00-8:00	Room: tba
Friday, March 24	Time: 1:00-5:00	Room: 3095
Friday, April 14	Time: 9:00-1:00	Room: 3095
Saturday, April 15	Time: 11:00-6:00	Room: 3042
Friday, April 21	Time: 1:00-5:00	Room: 3095

Instructor: **Peter DeVries**
Email: **ptrdvrs@icloud.com**
Phone: **(415) 383-8634**

Teaching Assistant: **Lesal Ruskey**
Email: **ruskey.lesal@gmail.com**
Phone: **(805) 689-9380**

Office Hours: **Thursday 1:00 – 2:00 pm (By appointment only); via phone or skype.**

SEMINAR THEME *“The way is easy for those who go forward with no preferences”*

READINGS FOR SEMINAR

Required Reading (currently available via Amazon and other on-line booksellers):

Manne, Joy, PhD. (2009). *A Practical Guide to Uncovering the Origins of Family Conflict*.
Berkeley, CA: North Atlantic Books.

Ruppert, Franz. (2014). *Trauma, Fear and Love: How the Constellation of the Intention Supports Healthy Autonomy*. Steyning, West Sussex. UK: Green Balloon Publishing.

Ruppert, Franz. (2016). *Early Trauma: Pregnancy, Birth and First Years of Life*.

Supplemental Articles will be emailed out to you

Recommended Reading:

Hellinger, Bert (2006) Jutta ten Herkel and Sally Tombleson, translators. *No Waves Without the Ocean*. Printed in originally in German as *Die Quelle braucht nicht nach dem Weg zu Fragen. Ein Nachlesebuch*, 2001. Carl-Auer System Verlag.

TEACHING METHODS

This seminar class will include lecture, class discussion, and interactive experiential constellations in each session.

PSY 576

Preparation for this class is essential. Reading the chapters/articles prior to class; actively asking questions during the allotted question and answer sessions; and applying the concepts in discussions and assignments will lead to a successful experience.

People learn best when they are interested in the material and the learning situation allows them to feel comfortable being themselves. Learning about constellation work will take place in the context of human lives, including your own. Much of the classroom material and activities, as well as assignments, will reference your personal lives. One of the first objectives of the class is to create a safe and supportive learning environment for all concerned.

COURSE GOALS:

Upon successful completion of this course you will have a greater understanding of the dynamics around representational inquiry. It's a process that can help make visible that which might otherwise go "unseen". In turn, the experience of embodied representations can lead to deep insight into how family systems can impact individuals. The practice of Family Constellations has proven to be an effective aid in the healing of trauma as well as a means to help promote individuals' path to greater freedom and individuation.

EVALUATION:

Accomplishment of course objectives will be evaluated on the basis of:

80 %	Attendance & Class Participation
15 %	Final Presentation & Summary
5 %	Family Genogram and Family History

DISABILITY SERVICES FOR STUDENTS:

If you are a student with special learning needs and think you may require accommodations, your first step is to register with the campus office of Disability Services for Students (DSS), Salazar, phone # 707-664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to your instructor, who will discuss the accommodations with you.

MEETING WITH ME:

I strive to be available to every student. I find that learning is supported by clear communication between the instructor and student. As such, each class session will have a set question and answer period. If you feel you'd like to reach me outside of the classroom, please make an appointment to set up a skype or phone call during my Thursday to office hours from 1:00 -2:00 pm. If that time is not convenient for you, we can explore alternatives.

ATTENDANCE POLICY:

Students are expected to attend all classes and to complete all assignments on-time. Attendance will be taken during each class, and each absence will negatively impact your grade. Missing more than one class could lead to failing this course. Excused absences are those that are communicated to me in advance of the class, or emergencies that can be documented (e.g., doctor's note). If an emergency does occur, it is your responsibility to promptly notify me via phone/email (or have someone else do this if you are unable). Unexcused absences are those that you do not attend and have not communicated with me. It is your responsibility to assure that I have received any communications you may have sent. Please only contact me via phone or email (i.e., no texting).

Please do your best to be on time for class – late arrivals or early departures of more than 15 minutes (without prior communication) constitute a missed class. It is the student's responsibility to arrange to complete any missed work due to an absence or late arrival/early departure.

CELL PHONES/TEXTING:

Please remember to turn cell phones off once inside the classroom. Texting is not OK in the classroom – and although I may not say anything to you about it, you will lose participation points if I see you texting in class.

GRADING/LATE WORK POLICY

I strive to support each student to succeed in this class. I understand the value of being rewarded for your hard work and dedication. I look at grading as a mutual discourse between you and me about the effort and quality of your work. I am looking for consistent demonstration of your applied learning in all assignments and classroom participation (see "class participation" below). This is the overarching basis for evaluation in this seminar.

The late work policy is that for each week that an assignment is late, one full letter grade will be deducted. So, if the assignment is one week late and the grade received is a 90, the adjusted late grade will be an 80; for two weeks late, it will be a 70; and so on.

ACADEMIC HONESTY

I honor how important grades are to all of you, and I will do my best to help you succeed. But I will not accept academic dishonesty of any kind. This includes cheating, lying, plagiarism, copying of others' work, etc. If you are academically dishonest in this class, you will receive a 0 on the assignment, and may risk expulsion from the class and the college.

CLASS PARTICIPATION

Seminar learning relies on interested students working together in a respectful environment. Therefore, effort and preparation for class is essential. The quality of class discussions will rely on your interest in the course material; involvement in class discussions; and respect for

other students' viewpoints. The emphasis is on thoughtful consideration offered and demonstrated by each student. There is no right or wrong when it comes to individual opinions.

The class will emphasize applied learning (the ability to use academic learning to formulate questions and theories in relation to daily life) as well as critical thinking (the ability to express your own opinions and draw your own conclusions based on the material you are learning). Questions can help to clarify concerns and stimulate learning. It is strongly encouraged that each student bring at least one question in regards to the reading material and/or previous class discussions to every class. It is also strongly encouraged that each student use the class to articulate his/her developing ideas in relation to the course subject, while also remaining open to other students' perspectives. Applied learning and critical thinking will be the basis for evaluation on each student's participation in classroom discussions and activities, as well as all other assignments.

NOTE: While learning the field of psychology, personally challenging topics may be encountered. If so, please feel free to speak with the instructor about your situation, or seek outside support. If a topic becomes too sensitive for you in class, please feel free to leave the classroom, and/or discuss your situation with the instructor. Students are required to participate but it is not mandated that they reveal personal information that may feel sensitive. Please remember that you are encouraged to apply what you are learning in class to your own lives; accordingly, we all must all be sensitive to our fellow students. This means that each student must be thoughtful and considerate when sharing personal experiences in class. Please also do not share names of others, or personal stories that are unrelated to what we are learning.

WRITING GUIDELINES

All written assignments must be completed in APA style. Papers must be double-spaced, paginated, with 1" margins all around, and a simple 12 point font like Times New Roman, Helvetica, Arial, etc. References and citations must be in APA style. APA style guidelines can easily be found online and at the library. Submitted papers should include a cover page which includes your name, title of the paper, date submitted, and course title. Papers must be turned in printed. I expect your papers to reflect your learning experiences, both intellectual and experiential.

GENOGRAM ASSIGNMENT

I will pass out a sample genogram form (used commonly in family systems approaches) for use in creating your own genogram, focusing on the transgenerational nature of trauma and resilience in your family. The intention of this assignment is to begin reflecting on how extensive trauma is in our world, and how deeply it affects us all, while being mindful of the ways we cope with and can grow after traumatic experience. This assignment can bring up feelings – if you are uncomfortable about it, please speak with me privately. Although we will use this assignment for discussion, you will not have to disclose any private details.

PSY 576

Once you've created the genogram itself, you are to write a (suggested length of) 2 pages reflection on this assignment – what was it like creating it, what you learned from it, how you might view your current life differently in the light of what you documented, and especially, what internal family trauma and binds may exist.

CLASS	TOPICS COVERED	READINGS (due this week)	ASSIGNMENTS (due this week)
1	Introductions & discussion of classroom safety norms and expectations. Discussion of <i>The "Knowing Field" and Representational dynamics.</i> Introduction- Genograms Constellation Duets Q&A	?	
2	<i>Systemic Trauma and Symptoms of Entanglement</i> <i>Review of Genograms</i> <i>Constellation</i> Q&A	Manne, J <u>Family Constellations</u> pp. 1-68	Genograms, plus two page self reflection.
3	<i>Conscience and the limits of conscience.</i> <i>Symmetry of orders</i> <i>Constellation</i> Q&A		
4	<i>Constellation of Intention</i> <i>Individuation</i> <i>Constellation</i> Q&A	Ruppert, F. Trauma, Fear and Love	

PSY 576

5	<i>Saturday workshop Constellation of intention</i>		
6.	<i>Birth, trauma and attachment Constellation Q&A</i>		
7.	<i>Class wrap-up Review and closure Constellation</i>		Final Presentation

NOTE: It is possible that the dates of classes and/or assignments may change during the course of the semester: any changes to the above syllabus will be clearly announced in class. Ask me if you have any questions and/or concerns.

Psy 542b Methods & Applications in Depth Psychology

Spring 2017 1/26/17 - 5/11/17*

Thursdays, 5 - 8:15 pm, Stevenson 3042

Instructor: Felicia Matto-Shepard

Office hours: By appointment

Office: TBA

Phone and text: 707 765 2518

Email: feliciamattoshepard@comcast.net

This course continues the exploration of methods and applications of depth psychology. We will review some of the material you explored last semester in order to deepen your leaning. We will also study new concepts and methodologies.

You will read about these methods, practice them and observe your experiences, much like the Alchemists approached their work. We will employ methods such as embodied awareness and movement, paint/collage/drawing, story and myth, amplification, poetry, mindfulness, active imagination, dream work and group ritual. Much of the learning is based in experience, therefore your weekly attendance is critical.

This class will be highly experiential requiring active participation in class discussion, personal inquiry and guided practices. Your engagement during class is crucial for your individual learning and for the group as a whole.

* Please note these changes in the regular schedule:

NO CLASS 2/2/17

All day immersion 2/18/17, 10 am - 5pm

NO CLASS 4/6/17

Goals:

Experiment with a range of inquiry methods in order to Identify methods that work well for you.

Learn to facilitate personal practices that activate the Ego/Self Axis

Learn to recognize and engage symbols and symbol emergence in everyday life and through intentional methodologies.

Develop and maintain a lively relationship with the personal depths and the Unknowable.

Increase capacity for using dreams, process art and somatic experience in personal growth.

Required Text:

Sacred Dream Circles, by Tess Castleman

Join ARAS.org (The Archive for Research in Archetypal Symbolism) This is an online resource of symbolic images and writing. You will read several papers here. Be sure to register as a student for \$25.

Reader is at the Your Other Office copy shop, 1460 E. Cotati Ave., next to Domino's Pizza. Phone 792-0995, hours Mon-Fri 8am-6pm, call for Sat hours.

Course Policies

Your course grade is based on quality and timeliness of papers, presentations and assignments, attendance, and quality of class participation. You're expected to do the reading for the class and to come prepared for discussion and projects in class. You can expect to spend from 3 to 6 hours per week on readings and projects for this class. Bring a copy of the week's reading and assignments to class for discussion and reference. Papers and assignments are due on the due date; extensions for papers must be discussed with the instructor and approved ahead of the due date. Late papers will be graded down one grade for every week they're late.

Attendance at all class meetings is mandatory. While you can always read the assignments, you can't reproduce the discussions and exercises experienced in class. Attendance means timely attendance—being on time and not leaving early. Being 15 minutes late or leaving early more than twice constitutes a missed class. If you are absent, it is your responsibility to provide the instructor with due notice and to inform the instructor of the reason for the absence. Excused absences are possible only with a doctor's note. Because your grade is based partially on participation, any absences may lower your final grade.

It is not possible to pass the class if you miss more than 3 classes. If you must miss a class, you are responsible for learning the material covered in that class.

Learning Environment

A thriving learning community is built on the idea that we learn from each other. Our differences add dynamic interplay as we explore new territory. This requires full participation by everyone by sharing perspectives, experimenting and maintaining curiosity in the face of discomfort. 35% of your grade is based on your verbal participation during discussions and active engagement with the exercises. I encourage you to ride the edge of your comfort zone and push yourself into new terrain.

Please leave all electronic devices out of sight at all times. If you use a laptop or tablet for note taking, you will be expected to shut down all email and internet connections while we are in session. Cell phone use in class is disruptive, so they may be used outside of class during breaks only. You'll be asked to turn off your phone in class if you check it or answer it during class.

Journal

Keep an on-going journal of dreams, images, poetry, active imagination, thoughts, artwork. Write down synchronicities, bodily experiences, visions, earth awareness, rituals. This journal provides a record of your inner journey over the semester, can be used in papers, and may become part of the foundation of your article or thesis work in the second year.

Use this journal also to document your process from class experiences and take notes about the assigned reading. Write down reactions, questions, and new thoughts to bring to our class discussions. ***Please bring it to class each week.***

Written Assignments

All written assignments are APA style except interview transcriptions that may be single spaced. Papers are double-spaced, paginated, with 1" margins all around, and a simple 12 point font like Times, Times New Roman, Helvetica, Arial, etc. References and citations are APA style. The Library has simple APA style guidelines online at <http://libweb.sonoma.edu/research/guides/apastyle.pdf>

Students with Special Needs

If you're a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

Evaluation

35% Participation in class activities and preparedness for class discussions
20% Midterm Written Assignment
25% Integrative Presentation
20% Final Written Assignment

DATE	Topic	Reading	Homework
1/26	Welcome The Fates	Begin reading for next week	Begin Journal Write Personal Introduction Letter
2/2	NO CLASS		PERSONAL INTRO LETTER DUE (2-4 pages) Submit via email by midnight today
2/9	Relationship between Conscious and Unconscious	Castleman, <i>Sacred Dream Circles</i> , pg 182 - 192 Corbett, <i>The Religious Attitude in Psychotherapy</i> in reader Prochaska, "The Purpose of Amplification" online @ ARAS	EVERY WEEK: Bring a passage or question from the reading
2/16	Symbol emergence from the Unconscious	Jacobi, <i>Complex, Symbol, Archetype</i> , in reader Castleman, <i>Sacred Dream Circles</i> , pg 33 - 39	
SATURDAY 2/18 10 - 5	Symbol Emergence and Creativity	Van den Berk, <i>Jung on Art</i> , in reader. Chapters 1 & 4	Bring images. Wear clothes you can paint in.
2/23	Dreams	Castleman, <i>Sacred Dream Circles</i> , to be assigned	
3/2	Dreams	Whitmont and Perera, <i>Dreams, A Portal to the Source</i> in reader Castleman, <i>Sacred Dream Circles</i> , pg 112 - 121 Neil W. Russack, AMPLIFICATION: THE SPIRAL in ARAS "Library"	Associate and Amplify a personal dream image
3/9	Shadow	Casement, <i>The Shadow</i> , in reader Castleman, <i>Sacred Dream Circles</i> , pg 150-157 Stein, <i>The Ego's Shadow</i> , in reader	MIDTERM PAPER DUE 5 - 8 pages

DATE	Topic	Reading	Homework
3/16	SPRING BREAK		Collect items to make a Shadow Doll/Puppet - fabric, items from nature, fur, sticks, socks, anything your shadow figure would choose.
3/23	Shadow doll making	Von Franz, <i>On Active Imagination</i> in reader Castleman, <i>Sacred Dream Circles</i> , pg 99-103	(Bring collected items to class) Do active imagination with your doll several times over the week. Document in writing.
3/30	Shadow Tea Party		Bring a potluck item, chosen by your shadow figure.
4/6	NO CLASS		
4/13	Body as Portal	Whitehouse, <i>Physical Movement and Personality</i> , in reader Stromstead, <i>Embodied Imagination</i> , in reader	
4/20	Authentic Movement	Adler, <i>Who is the Witness?</i> in reader Chodorow, <i>Soul's Body, Emotions and their Development</i> Chodorow, <i>The Archetypal Affect System</i>	Assign Final Project and Paper Begin designing your integrative presentation
4/27	Body and Dreams	Gendlin, <i>Let your Body Interpret your Dreams</i> , in reader Castleman, <i>Sacred Dream Circles</i> , pg 26 - 31, pg 43 - 64, pg 83 - 85	
5/4	Integrative Presentations		
5/11	Integrative Presentations Closing Ritual		FINAL PAPER DUE

**GLOBAL ALCHEMY:
FEMININE NATURE AND THE WORLD SOUL**

PSY 576.4, Spring 2017
Sonoma State University
Master in Psychology, Depth Program
Instructor: Alex Warden

Class Schedule:

<u>Class No.</u>	<u>Date</u>	<u>Time</u>	<u>Location</u>
1	Thursday, March 30	5:00-8:00	Room Stev 3095
2	Thursday, April 6	5:00-8:00	Room Stev 3095
3	Friday, April 7	2:00-5:00	Room Stev 3095
4	Thursday, April 13	5:00-8:00	Room Stev 3095
5	Friday, April 14	2:00-5:00	Room Stev 3095
6	Saturday, April 22	10:00-4:30	Room 3042 or Off Campus
7	Sunday, April 23	10:00-4:30	Room 3042 or Off Campus
8	Thursday, April 27	5:00-8:00	Room Stev 3095
9	Friday, April 28	2:00-5:00	Room Stev 3095

Office Hours: By arrangement.

I can be reached at essentialoneness@gmail.com or 415-847-2814.

www.essentialoneness.org (English)

www.launidadesencial.blogspot.com (Spanish)

Course Description:

It is said that in the beginning of the beginning the one uncreated essence wanted to know itself and its wish became a mirror that took the shape of a body. This embodiment came to be known as the feminine principle and also as creation.

Since then creation has been embodying the spirit of life in all its expressions, from the most concrete to the subtlest - from a physical body to a way of wisdom to the soul of all things. So to understand the feminine, we need to recognize and experience it – as body, wisdom and soul - within ourselves, within the Earth, and the cosmos.

Many thousands of years ago different cultures lived to a significant degree a feminine vision and understanding of existence, a perception of the universe as an interconnected whole, where everything – from a stone to a human being to a planet - was alive and had a soul permeated by a certain wisdom. In the Western world, this feminine view of life and our connection to and knowing of the feminine began to erode over 3,000 years ago with the rise of patriarchal values. This erosion dramatically accelerated over time. In the process it has hurt and diminished women's bodies, minds, and hearts, has severed men from their feelings, and has gone a long way towards destroying the planet (the Great Feminine).

Lately, however, a call to recognize our disconnection from the feminine and the world soul, as well as its devastating consequences, has taken place and ways to rebuild our lost tie and to rediscover and revalue the feminine and the interconnectedness of life have emerged, helping us begin to heal the body, heart, and soul of humanity and the planet. This can be seen in new fields of study, including the field of spiritual ecology, which has brought together various spiritual traditions through the shared goal of increasing our awareness and appreciation of the living, spiritual nature of all creation.

This class will be looking at how the feminine became slowly devalued and degraded in the Western world until becoming unrecognized for what it really is, and how this distortion directly affected the lives of women, the feminine qualities in both men and women, the Earth (the Great Feminine), and the natural world, and will invite us to participate in an alchemical process where we rediscover the feminine as it was originally understood and lived. We will experience the feminine from a cosmic, planetary and human perspective and through working with both the outer and inner qualities and forms of expression of the feminine.

Practices: This course will be mostly experience-based. Our main goal will be to start the process of seeing and feeling life through the feminine. For this reason, during our classes we will prioritize experience over theory. This will be done through various practices, including all or some of the following:

- various forms of still and walking meditation that connect us to the Earth and the sights and sounds of nature
- meditation of the Earth
- painting and drawing and other forms of artistic expression
- nature walks and looking for answers to questions in nature
- sharing and interpreting dreams and visions
- listening for the feminine in music
- listening to the voice of the Earth and the voice of the body

Goals:

After completing this seminar, students will have a better understanding of the feminine and the world soul through direct experiences and through studying the readings. They will have learned ways to:

- distinguish between a consciousness of separation and a consciousness of interrelatedness and know how to move towards a consciousness of interrelatedness.
- recognize the feminine within oneself and the Earth.
- see the world as an ensouled living being and embodiment of the feminine.
- connect with the Earth through meditation.
- recognize the language of the feminine in dreams and visions.
- discover the qualities of the feminine in nature and within oneself.

- identify one's main feminine quality, and those feminine qualities, if any, which are unlived.
- live the feminine through creative expression.
- uncover means to heal the connection to the feminine within oneself and with the Earth.
- learn about how different spiritual traditions are responding to the need of healing of the Earth at this time.

Class Assignments and Themes:

March 30th

Assignment to be completed before class: Read *Bible*, Genesis, Chapters: 1 - 3.

<http://www.biblestudytools.com/niv/>

Class Theme: *The Loss of Paradise*

April 6th

Assignment to be completed before class:

Watch: *The Ancient World: The Minoans*

(<https://www.youtube.com/watch?v=C9eP-ZrATqo>), *When God was a Girl*

(http://www.dailymotion.com/video/xzrlkv_divine-women-when-god-was-a-girl_shortfilms) and *The Ascent of Women: Civilization I*;

(<https://www.youtube.com/watch?v=PPMocsqHnDo>)

Class Theme: *Cosmic Feminine– Feminine Consciousness; the Importance of the Return of the Feminine.*

April 7th

Assignment to be completed before class: Read: *Return of the Feminine and the World Soul*, pp: 1-70

Class Theme: *The Language of the Feminine: Symbolic Language, Sensing and Intuition.*

April 13th

Assignment (to be started April 8th and continued for rest of course): Keep a daily dairy of visions, dreams, etc. and bring to class to share.

Assignment to be completed before class: Read: *Return of the Feminine and the World Soul*, pp: 73-145

Class Theme: *Earth as a Living Being and Embodiment of the Feminine – The Voice of the Earth and the Meaning of Water.*

April 14th

Assignment to be completed before class: Read: *Return of the Feminine and the World Soul*, pp: 147-212

Class Theme: *Being vs. Doing*

April 22nd

Assignment to be completed prior to class: Read Spiritual Ecology: The Cry of the Earth pp: 1-100

Class Theme: *Experiencing the Main Qualities of the Feminine*

April 23rd

Assignment to be completed prior to class: Read Spiritual Ecology: The Cry of the Earth pp: 1-100 101-171

Class Theme: *Experiencing the Main Qualities of the Feminine (2nd part)*

April 27th

Assignment to start on April 24th: Prepare your own ritual and oral presentation and begin final paper (see below)

Assignment to be completed prior to class: Read Spiritual Ecology: The Cry of the Earth: pp: 175-257

Class Theme: *Hearing Some Answers to the Call of the Soul of the Earth at this Time*

April 28th

Assignment to be handed in on or before May 2nd: *Final Paper*

Final Presentation: Each student presents his or her oral final project during class

Attendance:

This class is experiential in nature. Attendance at all class meetings is mandatory because it will be impossible to reproduce the exercises and discussions experienced in class. Attendance means being on time and not leaving early. Missing more than one class could result in a failing grade for this course. Being more than 15 minutes late or leaving early will constitute a missed class. Excused absences are possible only with a doctor's note or a real emergency; please promptly notify me by phone or email (no texts) if this should happen. During class cell phones and computers must be turned off and placed out of sight. Cell phones should be checked and used only outside the classroom during breaks.

Disability Services for Students

If you are a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677, website www.sonoma.edu/dss/. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

Final Presentation and Paper:

The final oral presentation is due during the last class of this course and the final paper is due on or before May 2nd, 2017. Each student needs to develop a new practice for connecting to the feminine and demonstrate or present this practice to the class. Each student must submit a final paper of 3-5 pages in length (double-spaced) that (i) includes a description of the developed practice and (ii) responds to the subject matter of this course in some way. The purpose of the paper is for the student to further integrate the experiences of the class. The paper is meant to be a personal reflection on the feminine and the world soul and the alchemical process, not an academic or theoretical writing. That being said, students will be expected to express themselves in a coherent and thoughtful manner.

Criteria for Evaluation:

85% Attendance and Class Participation

15% Final Presentation and Paper

As you can see, your course grade will be based primarily on class attendance and your participation in class activities and discussions. You will be expected to have read assigned reading prior to each class and to be ready to fully participate in all activities without distractions.

Required Reading:

Bible, Genesis, Chapters 1-3

Vaughn-Lee, Llewellyn, PhD. (Ed.). (2009). *The Return of the Feminine and The World Soul*. Inverness, CA: The Golden Sufi Center.

This book is available for free online at

https://books.google.com.co/books?id=kxECCwAAQBAJ&printsec=frontcover&dq=llewellyn+vaughan-lee&hl=es-419&sa=X&redir_esc=y#v=onepage&q=llewellyn%20vaughan-lee&f=false

Vaughn-Lee, Llewellyn, PhD. (Ed.) (INSERT DATE PUBLISHED), *Spiritual Ecology: the Cry of the Earth*. 2nd ED. Inverness, CA: The Golden Sufi Center.

This book is available online for download for +- \$10 at:

[https://www.amazon.com/Spiritual-Ecology-Earth-Llewellyn-Vaughan-Lee-ebook/dp/B01IJ6XA6C/ref=mt_kindle?_encoding=UTF8&me=.](https://www.amazon.com/Spiritual-Ecology-Earth-Llewellyn-Vaughan-Lee-ebook/dp/B01IJ6XA6C/ref=mt_kindle?_encoding=UTF8&me=)

Additional Suggested Reading:

Berry, T. (2015). *The Dream of the Earth* (reprint Edition). Berkeley, CA: Counterpoint Press.

Fideler, D. (2014). *Restoring the Soul of the World: Our Living Bond with Nature's Intelligence*. Rochester, VT: Inner Traditions.

Macy, J. (2003). *World as Lover, World as Self: Courage for Global Justice and Ecological Renewal*. Berkeley, CA: Parallax Press.

Nhat Hahn, T. (2013). *Love Letter to the Earth*. Berkeley, CA: Parallax Press.

Masters in Psychology, Depth Program Sonoma State University

Course Title: Neurodevelopmental Art Therapy

Course Number: Psy 576, 1 unit

Instructor: Linda Chapman, MA, ATR-NC

Instructor Contact: 707-485-0105 or arttherapy@pacific.net

Place: Art Room Stev 3050, and Stevenson 3095

Dates: Friday-October 28 and Saturday-October 29, 2016

Time: Friday, 10/28: 9:00 a.m. – 6:00 p.m. Saturday, 10/29: 9:00 a.m. – 5:00 p.m.

Text:

Chapman, L. (2014). *Neurobiologically Informed Trauma Therapy with Children and Adolescents: Understanding Mechanisms of Change*. NY: W.W. Norton

Course Description: With the current emphasis on right brain processes in psychotherapy, this two-day seminar will focus on the assessment and treatment of PTSD and applying neurobiology to the clinical setting. A paradigm of treatment developed by the presenter, Neurodevelopmental Art Therapy, will offer a method of art therapy treatment for post-acute and chronic PTSD that utilizes the integrative capacity of the brain. A brief theoretical basis for the model will be offered followed by many case examples to illustrate the application of the model in the clinical setting. A specific drawing treatment intervention will be offered for acute, incident-based trauma such as physical injuries, exposure to or witnessing violence, motor-vehicle accidents. The application of the model to long term therapy for relational or developmental trauma will offer in a four-stage model of treatment along with specific art interventions using directive and non-directive art therapy and play therapy for each stage of treatment. There will be opportunities for experiential learning through experimentation with simple art media. All activities are designed to be safe, private, and confidential. No prior art training is necessary.

Learning Objectives: Upon completion of the course, students will be able to:

- describe a model of treatment for treating chronic PTSD
- describe art based treatment interventions to facilitate trauma resolution
- describe ways to facilitate expression and containment of traumatic expression

Attendance: Students are expected to attend all classes and are expected to be on time for every class session. Late or missed class time will affect final grade.

Special Considerations: Please plan to turn off all electronic devices during class time. No photographing or audio taping of the lecture, cases or images is permitted. Please wear comfortable clothing suitable for artmaking.

Homework: Assigned text

Criteria for Evaluation: Grades will be based on attendance, class participation, experiential learning and a final exam/paper as follows:

Class Attendance	30 possible points
Class Participation	20 possible points

Experiential Learning
Final Exam

20 possible points
30 possible points

Disability Services for Students: If you are a student with special learning needs and think you may require accommodations, your first step is to register with the campus office of Disability Services for Students (DSS), Salazar 1049, phone # 707-664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to your instructor, who will discuss the accommodations with you.

Typology and Cultural Attitude

Psy 576, Spring 2016

John Beebe, MD

johnbeebe@msn.com

Sat and Sun, Feb 27 and 28, 2016, 9am-5:30pm

Stevenson Hall Room 3095.

This seminar reviews the new work on type and demonstrates how this theory can be used in clinical work. Dr. Beebe's clinical scholarship has extended and added to Jung's original work on typology, which emphasizes the extraverted and introverted attitudes and the four functions of consciousness: thinking, sensation, intuition and feeling. Jung's theory of psychological types has reached the wider public through the Myers-Briggs Type Indicator, which is used in career counseling, team building in corporate settings, teacher training, and even the construction of characters by screenwriters. Few psychologists, however, know how to make typological assessments while working with clients in their offices, without resorting to giving them a self-assessment test. Fewer still know how to use the theory of types to guide their understanding of the process of dynamic psychotherapy, which had been Jung's original intention in making this contribution. Students view excerpts from selected films to amplify the understanding of type.

Readings

Marie-Louise von Franz & James Hillman, *Lectures on Jung's typology*. Spring Publications.

Beebe, J. (2004) "Understanding consciousness through the theory of psychological types." Cambray & Carter (Eds.), *Analytical Psychology: Contemporary Perspectives in Jungian Analysis*. (Brunner-Routledge, 2004) and reprinted with updates in Beebe, *Energies and Patterns in Psychological Type: The Reservoir of Consciousness*.

Course Goal

- Deepens knowledge of psychological type based on Jung's work and on the contributions of subsequent generations.
 - Program Goal: Knowledge of concepts in the field of depth psychology.
Outcome:
 - Demonstrates an understanding of an enhanced perspective on typology with its link to cultural attitudes.

Evaluation

Your course grade is based on quality and timeliness of attendance, in-class activities, and quality of class participation. Come prepared for discussion and projects in class, and bring your reading to class for reference. You can expect to spend 3 to 6 hours on readings for this class. The Participation Rubric describes levels of engagement that will be evaluated for the final grade.

Attendance

In-person class attendance is required. While you can always do the reading anywhere, you can't reproduce the participation and discussion that occur in class. **Missing more than 3 hours of class time will not permit you to pass the class.** Excused absences are possible only with a

doctor's note or a real emergency, and do not count as an absence instance. At the same time, absence affects your participation points. If you're absent, it's your responsibility to provide the instructor with due notice beforehand and to inform the instructor of the reason for the absence.

Classroom Etiquette

In order to maintain a positive classroom climate, please refrain from engaging in behaviors that are disrespectful and distracting to the professor and to fellow students. These include engaging in side conversations, cross-talk, texting, using cell phones, checking email, or surfing the internet. Please turn off cell phones and computers during class. Disruptive behavior in class will bring down your final grade.

Students with Special Needs

If you're a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

Emergency Evacuation

If you're a student with a disability and you think you may require assistance evacuating Stevenson in the event of a disaster, or if the elevator is out of service, inform your instructor about the type of assistance you may require. You and your instructor will discuss your specific needs and the type of precautions that should be made in advance of such an event (e.g., assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and to contact the Disability Services for Students office if other classroom accommodations are needed.

PSY 576 SOMATIC APPROACHES TO TRAUMA AND GRIEF
(2 Credit Seminar)

Dates: **Fridays: August 26, September 2, September 16, September 23, September 30, October 7, October 14; Thursday: September 1 (6-8 pm)**

Time: **9:00 am – 1:00 pm**

Location: **Stevenson 3095**

Instructor: **Brad J Kammer, MA, MFT, LPCC, SEP**

Email: bradkammer@body-mindtherapy.com

Phone: **(707) 462 2133**

Office Hours: **Fridays 1:00 – 2:00 pm (By appointment only); via phone/email anytime**

SEMINAR THEME

“According to several Buddhist and Taoist traditions, sex, meditation, death, and trauma share a common potential. These are the great portals – catalysts for profound surrender and awakening.”
(Peter Levine)

In this class, we will explore the losses that can occur after trauma, but will frame a larger understanding of trauma as a pathway for personal and social transformation.

READINGS FOR SEMINAR

Required Reading:

Levine, P. (2010). *In An Unspoken Voice: How The Body Releases Trauma and Restores Goodness*. Berkeley: North Atlantic Books.

Supplemental Articles will be emailed out to you

Recommended Reading:

Heller, L. & LaPierre, A. (2012). *Healing Developmental Trauma: How Early Trauma Affect Self-Regulation, Self-Image, and the Capacity for Relationship*. Berkeley: North Atlantic Books.

Ogden, P., Minton, K., and Pain, C. (2006). *Trauma and the Body: A Sensorimotor Approach*. New York: Norton.

Porges, S. (2011). *The Polyvagal Theory: Neurophysiological Foundations of Emotions, Attachment, Communication and Self-Regulation*. New York: Norton.

van der Kolk, B. (2014). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. New York: Viking Press.

TEACHING METHODS

This seminar class will rely on lecture, extensive class discussion, class exercises, small group activities, videos, and student presentations. Each class session will include discussing powerpoint material and reading assignments, and applying these concepts through experiential activities.

Preparation for this class is essential. Reading the chapters/articles prior to class, taking good notes in class, actively asking questions, and applying the concepts in discussions and assignments will lead to a successful experience.

People learn best when they are interested in the material and the learning situation is set up for them to be themselves. Learning of the psychobiology of trauma and grief will take place in context to human lives, including your own. Therefore, classroom material and activities, as well as all assignments, will be geared towards application in your real lives.

COURSE GOALS:

Upon successful completion of this course you will have a thorough understanding of what happens inside us when faced with overwhelming life experience. Using current perspective from psychobiological research and theory, you will learn how the brain and body respond to trauma and grief, and various ways that therapists are using the body to resolve post-traumatic states. You will become familiar with several somatic approaches, and learn basic skills from these approaches you can employ in your work and life. Lastly, you will be challenged to reflect on how understanding this essential brain science integrates into your overall study in Depth Psychology.

SKILLS TO BE DEVELOPED:

- To be able to identify the biopsychological process involved in the human stress response
- To be able to understand the mechanisms, behaviors and symptoms of trauma and grief
- To differentiate between “shock” and “developmental” traumas, as well as the nature of their interaction in “complex trauma”
- To utilize basic somatic skills for regulating stress and trauma reactions

EVALUATION:

Accomplishment of course objectives will be evaluated on the basis of:

40 %	Attendance & Class Participation
20 %	Final Presentation & Summary
15 %	Trauma & Resilience Genogram
15 %	Trauma and Grief in the Movies Assignment
10 %	Article Review/Discussion

DISABILITY SERVICES FOR STUDENTS:

If you are a student with special learning needs and think you may require accommodations your first step is to register with the campus office of Disability Services for Students (DSS), Salazar, phone # 707-664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to your instructor, who will discuss the accommodations with you.

MEETING WITH ME:

I strive to be available to every student. I find that learning is supported by clear communication between the instructor and student. So, please feel free to discuss anything with me, at any time during the semester. I have office hours (by appointment) after class, but we can always make arrangements for us to get together or speak at a different time that might be more convenient for you. Just let me know. I'm on your side to make this class both successful and enjoyable for you.

ATTENDANCE POLICY:

Students are expected to attend all classes and to complete all assignments on-time. Attendance will be taken during each class, and each absence will negatively impact your grade. Missing more than one class could lead to failing this course. Excused absences are those that are communicated to me in advance of the class, or emergencies that can be documented (e.g., doctor's note) – if an emergency does occur, it is your responsibility to promptly notify me via phone/email (or have someone else do this if you are unable). Unexcused absences are those that you do not attend and have not communicated with me. It is your responsibility to assure that I have received any communications you may have sent. Please only contact me via phone or email (i.e., no texting).

Please do your best to be on time for class – late arrivals or early departures of more than 15 minutes (without prior communication) constitutes a missed class. It is the student's responsibility to make arrangements for any missed work due to an absence or late arrival/early departure.

CELL PHONES/TEXTING:

Please remember to turn cell phones off once inside the classroom. Texting is not OK in the classroom – and although I may not say anything to you about it, you will lose participation points if I see you texting in class. If you absolutely need to text or use your phone, you can step out of the classroom to do so.

GRADING/LATE WORK POLICY

I strive to support each student to succeed in this class. I understand the value of being rewarded for your hard work and dedication. I look at grading as a mutual discourse between you and I about the effort and quality of your work. I will use rubrics to help clarify my grading system – and I will distribute these the first day of class so you know what is expected of you. But please do remember that I am looking for consistent demonstration of your applied learning and critical thinking skills in all assignments and classroom participation (see “class participation” below); this is the overarching basis for evaluation in this seminar. If there are any concerns at any point during the semester, please speak with me to clarify so that we are on the same page throughout this course.

The late work policy is that for each week that an assignment is late, one full letter grade will be deducted. So, if the assignment is 1 week late and the grade received is a 90, the adjusted late grade will be an 80; for 2 weeks late, it will be a 70; and so on.

ACADEMIC HONESTY

Seminar-style learning requires every student to bring his/her own unique strengths, experiences, knowledge, and wisdom to each class and assignment. What this means is that you are challenged to think original ideas and produce original material. This is what makes learning fun.

I honor how important grades are to all of you, and I will do my best to help you succeed. But I will not accept academic dishonesty of any kind. This includes cheating, lying, plagiarism, copying of others’ work, etc. If you are academically dishonest in this class, you will receive a 0 on the assignment, and may risk expulsion from the class and college. I ask you to honor the integrity of this class by being an academically honest student. You’ll learn more too!

CLASS PARTICIPATION

Seminar learning relies on interested students working together in a respectful environment. Therefore, effort and preparation for class is essential. The quality of class discussions will rely on your interest in the course material, involvement in class discussions and respect for other students’ viewpoints. The emphasis is on the thoughtful consideration by each student. There is no right or wrong when it comes to individual opinions.

The class will emphasize applied learning (the ability to use academic learning to formulate questions and theories in relation to daily life) as well as critical thinking (the ability to express your own opinions and draw your own conclusions based on the material you are learning). Questions can help to clarify concerns and stimulate learning. It is strongly encouraged that each student bring at least one question in regards to the reading material and/or previous class discussions to every class. It is also strongly encouraged that each student use the class to articulate his/her developing ideas in relation to the course subject, while also remaining open to other students’ perspectives. Applied learning and critical thinking will be the basis for evaluation on each student’s participation in classroom discussions and activities, as well as all other assignments.

NOTE: While learning the field of psychology, personally challenging topics may be encountered. If so, please feel free to speak with the instructor about your situation, or seek outside support. If a topic becomes too sensitive for you in class, please feel free to leave the classroom, and/or discuss your situation with the instructor. Students are required to participate but not to reveal personal information. Please remember that although you are encouraged to apply what you are learning in class to your own lives, you must also be sensitive to the other students in class. This means that each student must be thoughtful and considerate when sharing personal experiences in class. Please also do not share names of others, or personal stories that are unrelated to what we are learning.

WRITING GUIDELINES

All written assignments must be completed in APA style. Papers must be double-spaced, paginated, with 1" margins all around, and a simple 12 point font like Times New Roman, Helvetica, Arial, etc. References and citations must be in APA style. APA style guidelines can easily be found online and at the library. Submitted papers should include a cover page which includes your name, title of the paper, date submitted, and course title. Papers can be turned in printed or email, but it is your responsibility to assure that I have received it electronically. I expect your papers to reflect your learning experiences, both intellectual and experiential, and your personal internal development.

ARTICLE REVIEW/DISCUSSION ASSIGNMENT

Each class week, I will email all students several articles to be read for the next class. All students are responsible for reading these articles, but each week only 1 student will be responsible for writing a 1-2 page review and reflection of one of the articles, which will be shared in class the following week. Please do not read your review/reflection in class – use it as a basis for a class-wide discussion on this article. Your grade for this assignment will be based 50% on the article review/reflection, and 50% on your presenting it and leading an informed discussion in class. If you are uncomfortable with the presenting/discussing part of this assignment, please speak with me privately.

TRAUMA & RESILIENCE GENOGRAM ASSIGNMENT

I will pass out a sample genogram form (used commonly in family systems approaches) for use in creating your own genogram, focusing on the transgenerational nature of trauma and resilience in your family. The intention of this assignment is to begin reflecting on how extensive trauma is in our world, and how deeply it affects us all, while being mindful of the ways we cope with and can grow after traumatic experience. This assignment can bring up feelings – if you are uncomfortable about it, please speak with me privately. Although we will use this assignment for discussion, you will not have to disclose any private details.

Once you've created the genogram itself, you are to write a (suggested length of) 2 pages reflection on this assignment – what was it like creating it, what you learned from it, how you might view your current life differently in the light of what you documented, and especially, what coping strategies (for better and worse) you and your family used to manage and/or resolve the trauma and grief.

TRAUMA & GRIEF IN THE MOVIES ASSIGNMENT

For this assignment you will choose a movie that includes a character that is dealing with, or has dealt with a significant trauma and/or loss. The intention of this assignment is to be able to identify, diagnose, and explain using a psychobiological understanding an individual's reaction to trauma and/or loss; as well as provide a therapeutic treatment plan for this particular individual. You will also be asked to reflect on this individuals' resiliency before and after the trauma and/or loss, prognosis, and potential for post-traumatic growth. More information on this assignment will be handed out during class. The suggested length of this paper is 3 pages.

FINAL PRESENTATION AND SUMMARY

Select an approach to healing trauma and write a (suggested length of) 3 pages summary of this approach and it's usefulness for working with trauma and grief. You are free to use any approach available – whether we covered it in class, whether it's mainstream or controversial, whether it's scientifically validated or not. For this project, it would be ideal if you could speak with someone who practices this approach to give you applicable information about this approach – otherwise, either talking with someone who has experienced this approach or reading about this approach is fine. The summary should also include your own perspective on using this approach to work with trauma and grief.

In addition, use one or two other therapeutic approaches to compare and contrast with this approach, relying on the psychobiology of trauma to inform your analysis. Be sure to identify any shortcomings, potential risks or concerns you have regarding your selected approach, and propose any changes or developments you would like to see to strengthen this approach.

During the final two meetings (October 7 and October 14), you will have an opportunity to share about your approach with the class. Besides a basic overview of your approach (powerpoints are encouraged), please do some experiential piece – whether you lead the class in a basic exercise, role-play, present a case study, or show a video – please include something that gives students a real sense of how this approach works.

Your grade for this assignment will be based 50% on the written summary and reflection, and 50% on your presentation. Remember to cite any outside sources and reference them appropriately for the written part of this assignment.

PSY 576

7

CLASS/ DATE	TOPICS COVERED	READINGS (due this week)	ASSIGNMENTS (due this week)
1 August 26	Introductions & Review Syllabus <i>Trauma & Civilization</i>	<i>Supplemental Articles will be given weekly</i>	
2 September 1	<i>The Psychobiology of Stress and Trauma</i>	<i>In An Unspoken Voice, Chapters 1-3, 10-11</i>	Article Review/Discussion Assignment (weekly)
3 September 2	<i>Complex Trauma: "Shock" and "Developmental" Trauma</i>	<i>In An Unspoken Voice, Chapter 4 & 7</i>	Trauma/Resilience Genogram
September 9	NO CLASS		
4 September 16	<i>Complex Trauma continued</i> <i>Traumatic Grief</i>		
5 September 23	<i>Somatic Approaches to Healing Trauma: The Future of Trauma Treatment</i>	<i>In An Unspoken Voice, Chapters 5-6, 12-13</i>	Movie Assignment
6 September 30	<i>Somatic Approaches to Healing Trauma: Professional Self-Care</i>	<i>In An Unspoken Voice, Chapters 14</i>	
7 October 7	Final Presentations		Final Presentations
8 October 14	Final Presentations Course Review & Closure		Final Presentations

NOTE: It is possible that the dates of classes and/or assignments may change during the course of the semester, so any changes to the above syllabus will be clearly announced in class. Ask me if you have any questions and/or concerns.

Sonoma State University
Masters in Psychology, Depth Psychology Department

Spring 2016

April 8, 9, 10

Friday, April 8: 5:30 - 8:45 pm

Sat., April 9: 9:30 am - 5:30 pm

Sun., April 10: 9:30 am - 4 pm

FRIDAY: Stevenson 3042

SAT/SUN: PE 1

Instructor: Roxanna L. Rutter, Ph.D.

Telephone/Text: 510-495-5643

email: roxannalr@gmail.com

Office Hours: 1/2 hour before class

1/2 - 1 hour after class

Course: “VOICE and BODY”

1 Unit

Texts: **The Healing Voice** by Paul Newham (or **The Singing Cure** by P. Newham)
only if you cannot locate The Healing Voice, buy The Singing Cure

The Second Circle by Patsy Rodenburg

Articles by Janet Adler, ADTR; Roxanna L Rutter, Ph.D. pdf sent in February

Books can be purchased New or used from Amazon or other online used book sites.
Both of Paul Newham texts cover the material necessary for this course.

Required Reading: Paul Newham: Introduction, chapters on the *Developmental Cycle*
and *Ten Ingredients to the Human Voice*
Patsy Rodenburg: Chapters 1 - 13 (115 pages)

Dress: This is a studio class.; as such, please wear comfortable clothing for movement and breathing exercises. Recommended: Active wear, dance/yoga clothing. Layers are a good idea. Be prepared to move barefoot or wear yoga sox (*with grippers, generally toeless*) - no sandals.

Materials: Journal and writing instruments, any special art materials (*some provided by instructor*), water container/bottle, snacks and bag lunch (*breaks will be on-site*), pillow/zafu (meditation cushion) to sit upon. Printed copies of your assignments/papers. Any additional materials of benefit will be discussed at first meeting (Friday, 8th of April). PLEASE PLAN TO TURN OFF ALL TECHNOLOGY (PHONES, COMPUTERS) DURING CLASS.

Course Overview

The purpose of this course is to introduce students to the profound power of the (naked) human voice and natural (un-choreographed) movement. This course begins with a seminar, followed by an intensive weekend of experiential and didactic work in the studio. Required readings and two papers are due prior to our first in-class meeting (dates below). Final paper is due on April 15th. Through the embodiment of the natural voice students develop a deeper understanding of the development of the human voice and movement and its therapeutic uses. Additionally, students begin to reclaim their innate Presence and rhythmic flow, thereby increasing self-confidence and sense of personal power.

Sonoma State University
Masters in Psychology, Depth Psychology Department

*Presence is a quality we all have in our bodies and our breath.
The energy of presence can only be cultivated and thrive in a safe arena.*

Patsy Rodenburg

We are born with two of the most powerful instruments of expression ~ voice and body. As a student of Depth Psychology, you will learn how the voice and body can express or shackle your imagination, creative force, and connection to life. We will explore a range of techniques for freeing the body, breath, and voice through individual, partner, and group exercises. Freedom of expression, by its very nature, requires a safe, open, compassionate environment. The form of Authentic Movement will provide the ‘*temenos*’, naturally allowing creative exploration and discovery of the true self. You will dis-cover an increased sense of awareness and expansion of trust in your authentic impulse and expression, and of the ‘*collective body*’. Through full participation, a willingness ‘to push the envelope’ of what is comfortable, and to go beyond your well-honed habits/ behaviors, you will reclaim and embody the presence of your true, natural expression.

Attendance

Attendance is mandatory. I suggest you plan to arrive 10 minutes early in order to be ready to begin directly at stated time. Lateness or early departure are not permitted. For individual consultation/questions: I will be in the studio 1/2 hour before class begins each day and available for 30-60 minutes after each class ends.

Personal transformation and professional development in ‘Voice and Body’ require the creation of a ‘*temenos*’ ~ a *safe, sacred container*, thus, physical and mental/emotional presence are essential. **Full attendance and participation are essential to both you and your classmates.** If an emergency arises, please contact me immediately at both 510-495-5643 **and** roxannalr@gmail.com. Any absence shall be reflected in a reduction in your grade or may result in no credit, at the discretion of the instructor.

Disability Services for Students

If you are a student with special learning needs and think you may require accommodations, your first step is to register with the campus office of Disability Services for Students (DSS), Salazar 1049, phone # 707-664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to your instructor, who will discuss the accommodations with you.

*The single bridge sustaining us from birth on earth to death is
Breath of Life.*

Readings, 2 written papers, and the following ‘Daily Practices’ (including journaling) are to be completed before the first seminar (April 8th, 5:30 pm)..

Sonoma State University

Masters in Psychology, Depth Psychology Department

You will most likely find this material very engaging and wish you had more time.

Exercises - Preparation for Studio Work

These will be simple, step-by-step exercises, including breath and movement. Before the on-site course begins you will receive two sets of exercises ('Daily Practice') requiring 10 - 15 minutes per day. They are energizing, expanding, and can help you to release tension and stress.

The purpose is to prepare your voice and body for greater opening, more energy, expansion, and expression. Also, the Daily Practice allows you to become more familiar with your own breathing and moving range, as it is on that particular day. This information can help immensely in how you move through your day; it is a form of self-care - you may feel more energetic, alert, with a greater capacity to focus and shift from 'monkey mind' to creative, constructive thinking or 'no thought'!.

The first Daily Practice will be sent to you by Spring Break, March 14th.

Journal

Each student is required to keep a journal of observations of personal responses to the exercises. As you proceed with the readings and pre-class exercises you will find it most beneficial to journal each day. Journaling is both a record of the changes you go through as you practice daily and an incentive to continue your daily exercises. Journals are to be hand written in a paper journal you select for this purpose. This process forges and cultivates a connection to the heart and body. Like anything, the more you invest in journaling, the greater the benefit you will realize.

"Writing is the axe to break the frozen sea within."

Franz Kafka

A beginning journal entry may look something like this: (*this is a portion*)

*Before DP (Daily Practice) aware of tightness in throat, low level anxiety with too much to do
Despite resistance to DP - also aware of a longing to immerse myself for much longer.*

*During DP Beg.: short shallow breathing - somewhat fast. I clocked my breaths at 18 in first
minute that I was aware of my breath. Then slowed to 12; by end to 6 - 8 breaths/min.*

*I noticed my breathing become deeper as I closed my eyes - also felt more aware of a rise and
fall in abdominal area. My shoulders started to drop - I wasn't even aware of how tense they
were until I felt the drop of my shoulders etc.*

*After DP My mind is still full of many ideas and all of what is ahead - yet, at same time, I feel
more present - I'm aware of energy in my feet and greater circulation - my hands are warm!*

***Consider journaling as a part of your Daily Practice.**

Written Papers

Students will write 3 papers for this course, 2 are due prior to on-site course and studio work, the final paper will be due Friday, April 15th.

Sonoma State University
Masters in Psychology, Depth Psychology Department

I. Paper #1 *Your Experience of Your Voice and Others' Voices* 4-5 pages

This first paper can be written any time before you receive and read the texts., after you receive explicit Guidelines for writing. **Must be printed and sent to Dr. Roxanna L. Rutter at Post Office Box 142, Wayzata, MN 55391 no later than March 16th.**

Purpose: to observe (*as we know, observation itself alters that which is observed*) without further influence of others' theories. history, or categorizations of the human voice.

Part One: This is your opportunity to write openly and freely of your true experience and witnessing of your own voice - how you use your voice or do not, your voice as a child, a teen . . . This paper will serve as a reference for you that may be invaluable as your voice changes you.

Part Two: Your experience of others' voices - the impact of others' voices upon you in your life.

***Further Guidelines** will be sent to you via email, including areas of inquiry - by Feb. 10th. Begin this paper **after** you receive the guidelines - watch for a pdf with attached email note.

2. Paper #2 TBA - following receipt of Paper #1. 5-6 pages

Due March 23rd. (may be sent early).

Send to Dr. Roxanna L Rutter P.O. Box 142 Wayzata, MN.55391

Further Guidelines will be sent to you via email mid-February.

3. Paper #3 TBA on Sunday, April 10th 5-6 pages

Due Friday, April 15th. Arrangements for delivery TBA.

Readings

The great majority of required reading is to be completed before we meet April 8, 9, 10.

Two articles on Authentic Movement (AM) will be sent via email in February. Please read these to become acquainted with the basics of AM as a discipline and the ground form that serves as the structure for all studio work in this course.

The Healing Voice by Paul Newham is the primary text; in the event there are not enough copies available for each of you, **The Singing Cure** covers, basically, the same material in a slightly different way. The assigned chapters - *Introduction, Developmental Cycle/Three Postures and all material on the ten ingredients of the human voice. Further specific instructions follow after you send in your first written paper.*

The history and development of Voice Movement Therapy is captivating and will be presented on Friday night, April 8th.

*Extra Note: If you want to immerse yourself in this material, I highly recommend **The Prophet of Song** by Paul Newham.*

Sonoma State University
Masters in Psychology, Depth Psychology Department

Grades

Grades are based upon the following; both are required in order to receive credit for this course.

Class attendance and participation 60% (*if you have questions feel free to email me at roxanna1r@gmail.com*).

This material is powerful; when you fully participate in even a portion of what is presented in 'Voice and Body' change/transformation and awareness are inevitable. Although it is nigh impossible to place a grade on 'change' or personal growth, it is important to state that change comes with the territory - and this is good news! The key to this is to participate fully from the beginning by diving into the Daily Practice, the readings, and writing. The breathing exercises are more powerful than they may seem; allow for and even expect to feel different sensations or releases than you normally do.

Integral to participation is 'showing up' - Showing up includes intrapersonal and interpersonal engagement as well as a willingness to witness others' processes from a clear, compassionate presence.

Papers 40%

a willingness to openly explore your own observations, witnessing style, and to write truthfully. Since personal disclosure is an integral part of this course, it is important to state that your grade reflects *only* your willingness to contribute in an open manner that is self-respecting as well as taking the risk necessary for personal and professional growth
Timely submission.

As stated earlier, any absence will be reflected in a lower grade or no credit for the course, depending upon situation. Attendance and Participation are integral to completion of this course.

Further Note: I encourage you to contact me via email or text to arrange a brief telephone contact before April. Although this is not mandatory, it will be beneficial for us to meet briefly on the telephone ~ i'd love to hear your voices!

Sonoma State University
Masters in Psychology, Depth Psychology Department

Masters in Psychology, Depth Program Sonoma State University

CourseTitle: Neurodevelopmental Art Therapy: Assessing & Treating Acute & Chronic Post-traumatic Stress Disorder.

Course Number: Psy 576, 1 unit

Instructor: Linda Chapman, MA, ATR-NC

Instructor Contact: 707-485-0105 or arttherapy@pacific.net

Place: Art Lab, Room 3050 Stevenson

Dates: Friday, November 20 and Saturday, November 21, 2015

Time: Friday, 11/20: 8:30 a.m. – 5:30 p.m. Saturday, 11/21: 9:00 a.m. – 5:00 p.m.

Text:

Chapman, L. (2014). *Neurobiologically Informed Trauma Therapy with Children and Adolescents: Understanding Mechanisms of Change*. NY: W.W. Norton

Course Description: With the current emphasis on right brain processes in psychotherapy, this two-day workshop will focus on the assessment and treatment of PTSD with a focus on applying neurobiology to the clinical setting. A model of treatment developed by the presenter, Neurodevelopmental Art Therapy, will offer a method of art therapy treatment for post-acute and chronic PTSD that utilizes the integrative capacity of the brain. A brief theoretical basis for the model will be offered followed by many case examples to illustrate the application of the model in the clinical setting. A specific drawing treatment intervention will be offered for acute, incident-based trauma such as physical injuries, exposure to or witnessing violence, motor-vehicle accidents, and other acute traumatic events. The application of the model to long term therapy for relational or developmental trauma will offer a four-stage model of treatment along with specific art interventions using directive and non-directive art therapy and play therapy for each stage of treatment. There will be opportunities for experiential learning through experimentation with simple art media. All activities are designed to be safe, private, and confidential. No prior art training is necessary.

Learning Objectives: Upon completion of the course, attendees will be able to:

- describe a model of treatment for treating chronic PTSD
- describe art based treatment interventions to facilitate trauma resolution
- describe ways to facilitate expression and containment of traumatic expression

Attendance: Students are expected to attend all classes and are expected to be on time for every class session. Late or missed class time will affect final grade.

Special Considerations: Please plan to turn off all electronic devices during class time. No photographing or audio taping of the lecture, cases or images is permitted. Please wear comfortable clothing suitable for artmaking.

Homework: Assigned text

Criteria for Evaluation: Grades will be based on attendance, class participation, experiential learning and a final exam/paper as follows:

Class Attendance	30 possible points
Class Participation	20 possible points
Experiential Learning	20 possible points
Final Exam	30 possible points

Disability Services for Students: If you are a student with special learning needs and may require accommodations, your first step is to register with the campus office of Disability Services for Students (DSS), Salazar 1049, phone # 707-664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to your instructor, who will discuss the accommodations with you.

INDIVIDUATION, GROUP AND CULTURE
PSYCHOLOGY
FALL-WINTER 2015
OFFICE: STEVENSON 3095
FRI 9-12, 2 UNITS

C. SHOSHANA FERSHTMAN, JD, PH.D.
OFFICE HOURS: BEFORE AND AFTER CLASS
AND BY APPT: 707-528-2441
drshoshana@fourworldstherapy.com

INDIVIDUATION, GROUP AND CULTURE: COURSE SYLLABUS

TEXTS

Books:

The Cultural Complex: Contemporary Jungian Perspectives on Psyche and Society. Thomas Singer and Samuel Kimbles, eds. East Sussex and New York: Brunner-Routledge, 2004 (selected chapters).

Personal Transformation in Small Groups: A Jungian Perspective. Robert D. Boyd. London: Routledge, 1991.

Reader:

Jung, CG. "Archetypes of the Collective Unconscious" and "The Idea of the Collective Unconscious." From *Archetypes of the Collective Unconscious*. Princeton, NJ: Princeton University Press, 1981.

Jung, C.G., *The Red Book, Liber Novus*. New York & London: WW Norton & Co., 2009, pp. 227-255.

Kimbles, Samuel. "From Jung's Complex Theory to Cultural Complex Theory and Phantom Narratives," and "Phantom Narratives, Unseen But Present: Background" in *Phantom Narratives: The Unseen Contributions of Culture to Psyche*. London: Rowman & Littlefield Publishers, 2014.

Neumann, Erich. "The Structure of the Archetype," from *The Great Mother: An Analysis of An Archetype*. Princeton, NJ: Princeton University Press, 1955.

Shulman Lorenz, H. and Mary Watkins. "Silenced Knowings, Forgotten Springs: Paths to Healing in the Wake of Colonialism."

OVERVIEW OF THE COURSE

CG Jung defined individuation as "a *process of differentiation* [from the collective], having for its goal the development of the individual personality." Jung recognized that one becomes oneself by attending to the images that emerge from the personal and collective unconscious, and developing a capacity to witness and make meaning of symbols that arise.

This course will explore Jung's early writings on the relationship between the ego and the personal and collective unconscious, and his recognition that archetypes emerging from the unconscious carry great potency for understanding and coming into relationship with our own depths. Neumann's work on the archetype will deepen our understanding of the numinous power of archetypal images.

As the Red Book reflects, Jung's work emerged and was deeply impacted by the devastating events of the twentieth century. Jung's unique contribution to the depth psychology included bringing awareness of the meanings of myth, culture, ritual and indigenous wisdom. Having witnessed the rise of Nazism and its destructive power, however, Jung also grew to distrust the potential of groups and cultural movements to negatively influence psychological development.

In recent years, Jungian theorists have expanded the work of analytical psychology to explore the impact of group process on individuation, and the impact of culture on psyche. We will explore how learning communities may facilitate individuation, and also how culture creates complexes that limit psychological awareness, and how deepening our awareness of cross-cultural perspectives can expand our perceptions of psychological meaning.

The course will employ expressive arts modalities including active imagination, artmaking, dreamwork, sandtray and journaling to attend to the images that arise in our own psyches and in the group field over the course of the semester. Special attention will be given to witnessing the role of the intersubjective field in supporting the individuation process.

ASSIGNMENTS

FOR EACH 3-HOUR CLASS MEETING, PLEASE NOTATE A PARAGRAPH FROM THE READING THAT WAS PARTICULARLY MEANINGFUL TO YOU.

September 4, 2015: Archetypes and the Collective Unconscious.

Bring to class: an image that carries meaning for you at this point in your own process. The image can be in the form of an object, drawing, or a verbal image from a poem, dream or life event.

Read in CG Jung's *Two Essays*, "'Archetypes of the Collective Unconscious" and "The Concept of the Collective Unconscious." (reader)

September 18, 2015: Individual and Culture in Jung and Edinger

Read Neumann's "The Structure of the Archetype," and Jung, Red Book, pp. 227-255. (reader)

October 2, 2015: Transformation in Learning Community

Read: Transformation in Small Groups, Chapters 1, 2 and 3.

October 16, 2015: Groupwork: Griefwork and Individuation

Read Transformation in Small Groups, Chapters 4 and 5.

October 30, 2015: Groupwork: Anima and Animus

Read Transformation in Small Groups, Chapters 6, 7 and 8.

November 5, 2015: The Cultural Complex and Phantom Narratives

Read: Cultural Complex, Chapter 1 (singer) and Phantom Narratives, Chapters 1 and 2 (reader).

November 13, 2015: Silenced Knowings: History, Culture and Psyche

Read: Silenced Knowings (reader) and Chapters 3 (San Roque), and Chapter 16 (Berg) in Cultural Complex.

December 4, 2015: The Cultural Complex in Clinical Practice

Chapter 10 (Weisstaub), Chapter 11 (Meador), Chapter 15 (Beebe) in Cultural Complex.

December 11, 2015: final presentations

December 18, 2015: final presentations and closing

COURSE PROJECTS

Self/Group/Culture Journal: Maintain a daily journal from the first engagement with the class materials or first class meeting, reflecting on your internal process as we move through the course. Reflect on dreams, synchronistic experiences, responses to readings and in-class experiential activities. Reflect on your own experience as a group participant and also attend to the experience of the group field. Journal may include written work, artwork, mandala drawings, music and whatever creative expression moves you. Journals will ***not*** be collected, this is your private space to explore and integrate your experience.

In-Class Final Group Presentation: (Groups will be assigned in class). Create a group presentation that reflects engagement with the material regarding individuation, group and cultural experience during the course. The presentation may refer to current life events and significant life history pertaining to experiences in groups and culture, emerging awareness about group life, the impact of culture on individuation, and whatever else may have emerged as meaningful to you over the course of our time together. Presentations are 40 minutes each, and may include spoken word, presentation of artwork, music, movement, group activity (with the group's consent) or other forms of your own creative expression.

Final Paper: Prepare a paper of your reflections on your individuation journey as it is impacted by group and cultural life over the course of the class, drawing on the theoretical perspectives from the readings to contextualize your experience. The paper should contain an equal proportion of personal experience and theoretical underpinnings. Include at least 2-3 pages of reflection on your experience in creating and presenting the group project, or how you were impacted by the cohort over the course of the seminar. Keep reflections focused on your own (“I” statements), as opposed to interpretations of others’ experience.

Written portion must be 12-15 pages in length, exclusive of additional artwork, music or other creative expression which are a welcome as adjunctive to the written paper. Final papers are due on the final day of class, and should be submitted via email to drshoshana@fourworldstherapy.com.

COURSE GOALS

- To understand and experience key concepts related to Individuation, Group and Culture, including: ego-Self axis, collective unconscious, archetypes, individuation, group field, cultural complex.
- To understand how individuation is impacted by the personal and collective unconscious, and interaction in groups and with culture.
- To apply and integrate key concepts related to individuation in group and culture to one’s own life experience.
- To deepen one’s awareness of the presence and power of archetypal symbolism in our own and others’ lived experience.

SKILLS TO BE DEVELOPED

- Increased understanding and capacity in the use of expressive arts and active imagination to engage and integrate the archetypal images from the cultural unconscious.
- Increased capacity in witnessing others, and understanding the potency of the group field and intersubjective experience.
- Increased awareness and sensitivity to, and ability to explore and converse regarding our own and others’ experience of cultural complexes.
- Increased capacity to understand the impact of cultural complexes on engagement with of individuation as it applies to one’s own and others’ life history and experience.

EVALUATIONS

Your grade is based upon your thoughtful and meaningful participation in class, i.e., showing up, both physically and psychologically (40%); final presentation (30%), final paper (30%).

COURSE POLICIES

Attendance at all class meetings is mandatory. Attendance means timely attendance, being on time and not leaving early. Being late 10 minutes or more for class or leaving early constitutes a missed class. If it is absolutely necessary to miss a class, promptly notify me by phone or e-mail. Be aware that you will receive a grade on class participation for each class. Please turn off your cell phone before you enter class, cell phone use is not permitted during class.

Disability Services for Students: If you are a student with special learning needs and think you may require accommodations your first step is to register with the campus office of Disability Services for Students (DSS), Salazar, phone # 707-664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to your instructor, who will discuss the accommodations with you.

Art and the Mythic Life

Course Title: Art and the Mythic Life

Course Code: Psy 576.6

Room No.: Stevenson 3095

Semester and Year: Spring 2015

Units: 1

April 11 and 12, 2015 - 9am - 5:30pm

INSTRUCTOR

Maria Gonzalez-Blue, MA, REAT, REACE

hummingbird@monitor.net

(707) 823-2889

Monday 1 p.m. – 2 p.m., Stevenson 3085

Please contact me directly by phone or email with any questions or concerns.

OVERVIEW OF COURSE

Through a lens of the classic Hero's Journey motif, students will explore the language of the arts (visual art, guided visualization, movement, writing, ritual, etc.) as a pathway to recognizing the deeper, authentic self. The symbolic and often transpersonal aspects of the arts can offer a universal perspective where trust and self-confidence can be developed in order to embrace one's unique, authentic life more fully. Aspects of Carl Rogers and Natalie Rogers Person-Centered approach and Creative Connection@ theory will assist in creating an open, acceptant, diverse and safe space for deep work to be done within these two intensive days. **Confidentiality of class sharing is requested and will help build willingness to explore.**

REQUIRED READING, ETC.

Reading this article will give you a minimal understanding of a Person-Centered environment and the respect and acceptance that I hope to create.

<http://www.revistaenfoquehumanistico.com/#!maria-gonzalez-blue/c1v79>

Reading the following article offers a foundation in Person-Centered approach and an introduction to expressive arts.

<http://www.psychotherapy.net/interview/expressive-arts-therapy>

STRONGLY RECOMMENDED READING – at least enough to absorb themes

Both should be in the SSU library

Lorna Catford, *The Path of the Everyday Hero: Drawing on the Power of Myth to Meet Life's Most Important Challenges*

Natalie Rogers, *The Creative Connection: Expressive Arts as Healing*

MATERIALS REQUIRED

- Art Journal (approximately 9 x 12 in., spiral, 80 lb. preferable)
- Glue stick for collage (magazines or photos for collage optional)
- Come dressed to do art

PLEASE BRING

- A journal or spiral notebook. (You might consider purchasing an art journal, though art paper will be provided. I recommend spiral-bound at least 9"x12", 80-lb. sheets.)
- A dream or part of a dream or a favorite fairy tale or myth
- Wear clothing that you can get messy in.

COURSE CONTENT

Through a combination of lecture, discussion and experiential arts, students will explore compassionate communication and therapeutic use of the arts. We will focus moving from one modality to another over four blocks of class time, each process building on the previous. In this context, the arts will be held as a portal to a higher vibration of the self, thus tapping spiritual, transpersonal experiences that inform the self, offering information for growth and greater self-confidence. A group ritual will be co-designed to affirm unfolding work.

Experiential processes are always offered with great respect. Any time students feel uneasy with offerings, they can either speak up, asking for adjustments, or choose to be a compassionate observer of the process which is also a valuable way to learn.

LEARNING OBJECTIVES

1. To understand the potential of the various art modalities and how each affects growth and healing
2. To understand the philosophy and process of the person-centered or a humanistic approach and its relationship in both individual and group communication
3. To learn how to respond to another's art in an objective, thoughtful and supportive way.
4. To use the art to tap personal insight beyond the everyday mental experience
5. To learn to work with self-judgment or the inner critic
6. To recognize and embrace one's unique path

CRITERIA FOR STUDENT EVALUATION

1. Does student understand the philosophy of expressive arts as a multi-modal healing and explorative modality?
2. Does the student understand the Creative Connection@ philosophy?
3. Does the student experiment with the use of person-centered skills, including communication, within the group?

4. Does the student contribute to class discussion?
5. Does the student take risks in using the arts to explore personal issues? (While setting personal boundaries)
6. Did the student do an acceptable job on the required paper? Did he/she get it in on time?
7. Was student responsible in terms of their attendance?

REQUIRED FINAL PAPER - DUE APRIL 27

Writing Format

Title Page should include:

A title that reveals the topic you have specifically chosen to explore (not just the title of the course), Course title and number, Psy 576.6, Instructor's name, your name and address.

Please write a 4-5 page paper reviewing your experience in the course. Writing should bridge your personal experience with theoretical foundations presented in the class: Hero's Journey motif, Creative Connection® and Person-Centered approach. (The reason the P-C piece is so important is so you understand that it is within a safe, non-judgmental environment that deeper work and unfolding self-trust can occur.)

Please use word, 12-point typeface, double-spaced

To protect confidentiality, if you refer to anyone in the class in your paper, please use initials only. It's okay to use the instructor's name.

Abstract

Please have a one paragraph abstract at the beginning of your paper summarizing the focus of your paper and the major points covered. Please label this section so I know it is your abstract. This should be your page 0. Number your pages

* * *

University Policies

“There are important University policies that you should be aware of, such as the add/drop policy; cheating and plagiarism policy, grade appeal procedures; accommodations for students with disabilities and the diversity vision statement. Go to this URL to find them. <http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml>”

Please note the following campus, department, or classroom policies.

Academic Integrity. We are committed to a code of values that honors academic and personal integrity, honesty and ethical standards. We expect students to complete their own work. When a student refers to the ideas of another person, we expect students to acknowledge this work by the appropriate citation. Please review the department and

university policies on plagiarism.

Students with Disabilities. All students with special needs are invited to meet with me early in the semester so that I am prepared to support you. Please register with the SSU Office of Disability Services and bring the authorization form indicating the specific accommodations needed. Adaptation of methods, material, or testing will be made to provide for equitable participation.

Student Support Services—tutoring, writing support, health care and counseling services.

Spring 2015
Sonoma State University
Masters in Psychology, Depth Program

Psy 576, *Animal Dreams – Visitations from the Wild Psyche*

Instructor: Sophia Reinders, PhD, MFT, REAT

(415) 931-9507

Office Hrs: By arrangement

sophia@wisdombody.com

Fri. 3/ 27, 1-4 pm; Sat. 3/28, 2-7 pm; Sun. 3/29, 10 – 5 pm. 1 unit

The unconscious isn't created by "me." The unconscious is born out of the rhythms of life. The dream—one expression of the psyche—is located in these essential life rhythms. Dreams are expressions of a psyche that is grounded in nature. Dreams are alive.

Stephen Aizenstat

The presence of the bear in the dream corresponds with qualities in the human soul but is not reducible to it.

James Hillman

Course Overview & Description

In this seminar we suggest a shift from an anthropocentric to an eco-centric sensibility, with the dreaming psyche as a doorway towards genuine care for the earth. In the deep communing of our dreams we are asked to recognize our resonance and essential interrelationship with our animal kin. Through this examination we deepen our understanding of depth psychology as a discipline that embraces the soul of the earth in its vision of psychological wholeness. Multimodal creative practices deepen our attunement to the animals and life forms visiting in dreams. prior art experience is necessary.

Course Goals:

After completing this seminar, students will have gained the ability to:

- go beyond a purely symbolic appreciation of dreams to engage dream images as expressions of an ensouled world.
- encounter dream animals as psychic resonances of our essential interrelationship with our animal kin.
- * deepen the experience of a dream through creative expression.
- * shift from a person-centered consciousness to an earth-centered consciousness to awaken genuine care for the earth and all its life forms.

Skills:

- to approach dreams through intuitive-creative consciousness as meaningful expressions of soul and earth-soul.
- to attune to the dream's imagistic qualities and glean intuitive insight from the dream's imagistic language.
- * to engage dream images with creative tools such as active imagination, movement and painting, enactment, story-making and toning.

- to “harvest” in language insights and intuitions gleaned from the living text of images and symbolic imagistic expressions.

Criteria for Evaluation:

Your course grade is based on timely and full presence and the quality of your class participation: Coming prepared and ready to share questions and insights prompted by the reading, to fully participate in creative practices, reflections and discussions, having your required readings with you in class, and being present for the duration of the seminar.

Required Readings: Readings consist of several WEB ARTICLES and book chapters contained in a COURSE READER .

Please pick up the READER at College Center Copy Shop, 1460 East Cotati Avenue, 792-0995

PLEASE READ ALL MATERIALS PRIOR TO THE BEGINNING OF THE SEMINAR.

WEB ARTICLES

will be transmitted to participants electronically as PDF documents.

Stephen Aizenstat: Dreamtending Resources:

<http://www.dreamtending.com/articles.html>

Stephen Aizenstat: *What is Dream Tending?* pdf
(Internet; accessed Aug. 15. 2012)

Stephen Aizenstat: *Dreams are Alive.* pdf
(Internet; accessed Aug. 15. 2012)

Stephen Aizenstat: *Nature Dreaming: Depth Psychology and Ecology.* Pdf
(Internet; accessed Aug. 15. 2012)

Stephen Aizenstat: *Tending the Dream is Tending the World.* pdf. (Internet; accessed Aug. 15. 2012)

“Dream Tending”. Interview with Dr. Stephen Aizenstat, interviewed by Jeanne M. Schul.

Center for Jungian Studies of South Florida.

CJSSF: Speaking of the differences between Dream Tending and classical Jungian dream interpretation. PDF

Internet; accessed Oct. 7, 2014).

<http://www.jungfl.org/media-center/interviews/dr-stephen-aizenstat-dream-tending/>

Meredith Sabini: *An Overarching Theory of Dreaming?*

(Internet; accessed Jan. 5, 2015)

COURSE READER

Please pick up the READER at College Center Copy Shop, 1460 East Cotati Avenue, 792-0995

Hillman, James. (1994). Animal Presence. In *Talking on the Water*. Jonathan White, Ed. San Francisco, CA: Sierra Club Book. Pp. 121 – 135.

Abram David. (1997). Returning to our Animal Senses. In *Wild Earth. Wild Ideas for a World out of Balance*. Tom Butler, Ed. Minneapolis, MN: Milkweed Editions. Pp. 209 – 220.

Jaenke, Karen. (2010). Earth Dreaming. In *Rebearth: Conversations with a World Ensouled*. Craig Chalquist, Ed. Walnut Creek, CA: World Soul Books. Pp. 187 – 202.

Reis, Patricia, (2010). *Where the Wild Things Are: Dreaming the Bioregion*. In Minding the Animal Psyche, Spring. *A Journal of Archetype and Culture*. 83, 2010, pp. 99 – 117.

Schneider, Lauren Z. (2009). Eco-Dreaming: The Whale's Tale. In *Ecotherapy: Healing With Nature In Mind*. Linda Buzzel & Craig Chalquist. (Eds). San Francisco, CA: Sierra Club Books. Pp. 116 – 122.

Harms, Valerie. (2005). *Dreaming of Animals*. New York, NY: iUniverse. Excerpts: "The Unity of Inner and Outer Nature". Pp. XI – XXII; "Wild Animals", pp. 1 – 26; "How to Work with Animals in I-Thou Relationship, pp. 177 – 185.

Aizenstat, Stephen. (2009). "Dream Council" In *Dreamtending*. New Orleans, LA: Spring Journal. Chapter 6: Pp. 229 – 246.

Sabini, Meredith. (2009). Dreaming a new paradigm. In *Ecotherapy, Healing with Nature in Mind*. Linda Buzzell & Craig Chalquist, Eds. San Francisco, CA: Sierra Club Books. Pp. 211-218.

Recommendations for Further Reading

Mellick, J. (2001). *The Art of Dreaming*. Berkeley, CA: Conari Press.

Aizenstat, S. (2009). *Dream Tending*. New Orleans, LA: Spring Journal, Inc.

Harms, V. (2005). *Dreaming of Animals*. Dialogue between self and world. Lincoln, NE: iUniverse. www.iuniverse.com

Hillman, J. (2008). *Animal Presences*. Putnam: CT: Spring Publications.

Jung, C. G. (Sabini, M., ed.) (2002). *The earth has a soul: The nature writings of C. G. Jung*. Berkeley, CA: North Atlantic Books.

Disability Services for Students

If you are a student with special learning needs and think you may require accommodations, your first step is to register with the campus office of Disability Services for Students (DSS), Salazar 1049, phone # 707-664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to your instructor, who will discuss the accommodations with you.

Research Bibliography

Abram, D. (2010). *Becoming Animal. An Earthly Cosmology*. New York, NY: Pantheon Books.

Abram, D. (1996). *The Spell of the Sensuous*. New York, NY: Vintage Books.

Adams, W.W. (2010). Nature's participatory psyche: A study of consciousness in the shared earth community. *The Humanistic Psychologist* 38, (1), 15-39.

Aizenstat, Stephen. (2004). Dreams are alive. In *Depth Psychology: Meditations in the Field*. Dennis Patrick Slatery & Lionel Corbett, eds. Carpinteria, CA: Pacifica Graduate School. Pp. 117- 128.

Bachelard, G. (1971). *The poetics of reverie: Childhood, language and the cosmos*. (Trans. D. Russell). Boston, MA: Beacon Press.

Marc Bekoff & Cara Blessley Lowe. (Eds). (2007). *Listening to Cougar*. Boulder, CO: University Press of Colorado.

Berry, T. (1988). *The Dream of the Earth*. San Francisco, CA: Sierra Club Books.

Berry, T. (1999). *The great work: Our way into the future*. New York, NY: Bell Tower.

Butler, T. (Ed.). (2002). *Wild earth: Wild ideas for a world out of balance*. Minneapolis, MN: Wilkweed Editions.

Coleman, M. (2006). *Awake in the wild. Mindfulness in nature as path of self-discovery*. Novato, CA: New World Library.

Capra, F. (1996). *The Web of life. A new scientific understanding of living systems*. New York, NY: Anchor Books, Doubleday.

Chalquist, C. (2010). (Ed). *Conversations with a World Ensouled*. Walnut Creek, CA: World Soul Books.

Chalquist, C. (2007). *Terrapsychology: Reengaging the world's soul*. New Orleans, LA: Spring Books.

Conn, S. (1998). *Living in the Earth: Ecopsychology, health and psychotherapy*. *The Humanistic Psychologist* 26, 179-198.

- Deslauriers, D. & F. Bogzaran. (2012). *Integral Dreaming. A Holistic Approach to Dreams*. New York, NY: State University of New York Press.
- Derrick, J., Draffan, G. & Osborn, J. (2004). *Listening to the Land. Conversations about Nature, Culture and Eros*. Chelsea Green Publishing Company, Sierra Club Books.
- Elgin, D. (2009). *The living universe*. San Francisco, CA: Berrett-Koehler.
- Harmer, T. (2003). *What I've always known. Living in full awareness of the earth*. New York: Harmony Books.
- Harms, Valerie. (2005). *Dreaming of Animals – Dialogue between Self and World*. Lincoln, NE: iUniverse.
- Harrod, Howard. (2000). *The Animals came Dancing: Native American Sacred Ecology and Animal Kinship*. Tucson, AZ: University of Arizona Press.
- Hunt Badiner, A. (1990). *Dharma Gaia - A harvest of essays in Buddhism and ecology*. Berkeley, CA: Parallax Press.
- Hillman, J. (2008). *Animal Presences*. Putnam: CT: Spring Publications.
- Hillman, J. (1997). *Dream Animals*. San Francisco, CA: Chronicle Books.
- Hillman, J. (1992). *The thought of the heart and the soul of the world*. Dallas, TX: Spring.
- Jung, C. G. (Sabini, M., ed.) (2002). *The earth has a soul: The nature writings of C. G. Jung*. Berkeley, CA: North Atlantic Books.
- King, U. (2011). *Teilhard de Chardin and Eastern Religions. Spirituality and Mysticism in an evolutionary World*. New York, NY: Church Publishing.
- Larsen, Stephen. (1998). *The Shaman's Doorway: Opening the Mythic Imagination to Contemporary Consciousness*. Rochester, VT: Inner Traditions International.
- Littlebird, L. (2001). *Hunting Sacred, Everything Listens*. Santa Fe, NM: Western Edge Press.
- Macy, J. (1991). *World as lover, world as self*. Berkeley, CA: Parallax Press.
- Macy, J. & Young Brown, M. (2008). *Coming back to life. Practices to reconnect our lives, our world*. Gabriola Island, Canada: New Society Publishers.
- Macy, J. (2010). *Pass it on. Five stories that can change the world*. Berkeley, CA: Parallax Press.
- McLuhan, T.C. (1994). *The Way of the Earth*. New York, NY: Simon & Schuster.

- McTaggart, L. (2002). *The quest for the secret force of the universe*. New York, NY: Harper Collins.
- Merskin, Debra. (2010). *Re-Visioning Ecopsychology: Seeing through Dream Animals to the Reality of Species in Peril*. In *Minding the Animal Psyche, Spring. A Journal of Archetype and Culture*. 83, 2010, pp. 297 – 317.
- Metzner, R. (1999). *Green psychology. Transforming our relationship to the earth*. Rochester, VT: Park Street Press.
- Mindell, A. (2010). *Earth-based Psychology: Path Awareness from the Teachings of Don Juan, Richard Feynman, and Lao Tse*. Portland, OR: Lao Tse Press.
- Merton, T. & Berry, T. (2003). *When the Trees Say Nothing. Writings on Nature*. Notre Dame, IN: Sorin Books.
- Momaday, S. (2010). *In the Bear's House*. Albuquerque, NM: University of New Mexico Press.
- Plotkin, B. (2003). *Soulcraft – Crossing into the mysteries of nature and psyche*. Novato, CA: New World Library.
- Powel, Simon, G. (2012). *Darwin's Unfinished Business: the Self-Organizing Intelligence of Nature*. Rochester, VT: Inner Traditions.
- Prechtel, Martín. (1998). *Secrets of the Talking Jaguar*. New York, NY: Jeremy Tarcher.
- Reis, Patricia, (2010). *Where the Wild Things Are: Dreaming the Bioregion*. In *Minding the Animal Psyche, Spring. A Journal of Archetype and Culture*. 83, 2010, pp. 99 – 117.
- Roszak, T. (1992). *The Voice of the earth*. New York, NY: Simon & Schuster.
- Roszak, T., Gomes, M., & Kanner, A., (eds.) (1995) *Ecopsychology - Restoring the Earth, Healing the Mind*. San Francisco, CA: Sierra Club Books.
- Seed, J., Macy, J., Fleming, P., & Naess, A. (1998). *Thinking like a mountain: Towards a council of all beings*. Stony Creek: New Society.
- Sewall, L. (1999). *Sight and sensibility – The ecopsychology of perception*. New York, NY: Tarcher & Putnam.
- Shepard, P. (1996). *The others - How animals made us human*. Covelo, CA: Island Press.
- Shepard, P. (1996). *The only world we've got*. San Francisco: Sierra Club Books.
- Shepard, P. (1998). *Coming home to the pleistocene*. (Ed. F. Shepard). Wahsington, DC: Shearwater Books.

- Snyder, G. (1990). *The practice of the wild*. New York, NY: North Point Press.
- Spretnak, C. (1997). *The resurgence of the real: body, nature and place in a hypermodern world*. Menlo Park, CA: Addison-Wesley Publishing Co.
- Spretnak, Charlene. (2011). *Relational Reality. New Discoveries of Interrelatedness that are Transforming the Modern World*. Green Horizon Books.
- Suzuki, D., McConnell, A., (1997). *The Sacred Balance: Rediscovering our Place in Nature*. New York, NY: Prometheus Books.
- Swanson, J. (2001). *Communing with Nature. A guidebook for Enhancing your Relationship with the living Earth*. Corvallis, OR: Illahee Press.
- Swimme, B., & Berry, T. (1992). *The Universe Story - From the Primordial Flaring Forth to the Ecozoic Era*. San Francisco, CA: HarperCollins. 1992.
- Swimme, B. (1996). *The hidden heart of the cosmos - Humanity and the new story*. Maryknoll, New York, NY: Orbis Books.
- Swimme, B. & Tucker, M. E. (2011). *Journey of the Universe*. New Haven, CT: Yale University Press.
- Tacey, David. (2009). *Edge of the Sacred – Jung, Psyche, Earth*. Daimon Publishers.
- White, J. 1994). (Ed). *Talking on Water. Conversations about Nature and Creativity*. San Francisco, CA: Sierra Club books.

Psy 576: Beyond Words: Poetry as a Portal to the Inner Life

Masters in Psychology, Depth Program
Instructor: Kim Rosen, MFA

Sonoma State University
Spring 2014

Place: Stevenson 3095

Dates & time: Friday, 1/17, 9 a.m.-1 p.m.
Friday, 2/7, 9 a.m.-1 p.m.
Friday, 3/28, 9 a.m.-1 p.m.
Friday, 4/25, 9 a.m.- 1 p.m.

e-mail: kim@kimrosen.net
Office Hrs: by arrangement

FORUMS for posting homework: <http://courses.kimrosen.net/ssubeyond-words-2014/>
PASSWORD for homework forums: ssu2014

Course Description

"There I learned that poetry is an act, an incantation, a kiss of peace, a medicine. I learned that poetry is one of the rare, very rare things in the world which can prevail over cold and hatred. . . . A medicine, neither more nor less. An element which, communicated to the human organism, modified the vital circulation, making it slower, or more rapid. It was, in short, something whose effects were as concrete as those of a chemical substance, I was convinced of this."

—from "Poetry in Buchenwald" by Jaques Lusseyran

This program is a multi-faceted immersion in the power of poetry, music, movement and stillness to open a portal to the inner life not usually accessible through linear thought. The **poetry** we love reflects to us our inner selves, it is an indigenous language that can melt the veils within and between us. **Music** can dissolve the armor that separates us from ourselves and others. Disrupting habit through **movement**, **silence** and **ceremony** can disorient us from our defenses and tumble us into our real selves.

The course is primarily a personal immersion in these non-linear elements, which will overflow into service to others. There will be a natural pendulation between personal, direct experience and reflection on that experience from a therapeutic perspective.

What to Bring

Please bring a journal or notebook to each class for personal spontaneous writing and wear clothing you can move in. If possible please bring a yoga mat or blanket (this can be left in the classroom during the rest of the day if needed). PLEASE PLAN TO TURN OFF ALL TECHNOLOGY (PHONES, COMPUTERS) DURING CLASS. In addition the Homework for the first and second classes include choosing a poem. Please bring this poem with you to class.

Homework

In addition to readings below, there will be experiential homework for each segment of the course as well as partner work. These experiential and partner processes will be emailed after each class meeting. Reports from your homework explorations should be posted on our web-forum* at least THREE DAYS before each class meeting.

Themes and Reading

Session I: Evoking the Involuntary. In this class we will lay the foundation for the course both experientially and theoretically. The “Poetry Dive” will be introduced. Reading: Prologue, Invitation, Chapters 1 and 2 of *Saved by a Poem*.

Session II: Embodying a Poem. In this class we will explore the ‘medicine’ of a favorite poem as we take it in and speak it aloud. We will also experience another “Poetry Dive”. Reading: Chapters 3, 4 and 5 of *Saved by a Poem*, Optional: *Nine Gates* by Jane Hirshfield and *The Sound of Poetry* by Robert Pinsky. BRING A POEM YOU WANT TO WORK WITH.

Session III: Giving Voice. We will explore the deep self-inquiry possible when we learn a poem by heart, how the process can reveal aspects of who we are that are previously untapped. We will also navigate the nature of our own voices – what is transmitted, what is held back, and how do we free our voices to express more colors of who we truly are. Reading: Chapters 6 and 7 of *Saved by a Poem* and “How to Read a Poem” by Leonard Cohen (posted on my website and available by email).

Session IV: A Sudden Grace. When a poem is spoken allowed by one who has lived its wisdom, often everyone listening is brought to a moment of deep communion with self and other that is almost inexplicable. We will explore the nature of this phenomenon. In this class each student will have the opportunity to deliver a poem by heart before the class. Reading: Chapters 8, 9, 10, & Epilogue of *Saved by a Poem* and “Poetry in Buchenwald” by Jacques Lusseyran ((posted on my website and available by email).

Final Project

Create a personal anthology of at least 15 “Medicine Poems”. These should be poems that have had impact on your own life, on which you can draw to nourish your own unfolding and offer to others in support of their inner exploration. The anthology can be as creative as you like. Some may choose to include visuals, and bind the document, others may simply create a file of poems. Ideally, you will send a PDF or WORD doc of this creation to me and all members of the class **by APRIL 17**.

Criteria for Evaluation

- 80% Attendance and participation in each class; come prepared to write and move in class. Please plan to attend all classes and be on time. Should you miss a class arrange for a make-up conversation with my assistant.
- 10% Responses to experiential and partnered homework assignments.
- 10% Final Project: Anthology of Poems

Web Forum

I have set up a password protected area of my teaching website for our class where you can post your homework and respond to the postings of others. If this means of doing homework is not comfortable, feel free to email me your homework.

FORUMS for posting homework: <http://courses.kimrosen.net/ssubeyond-words-2014/>
PASSWORD for homework forums: ssu2014

Disability Services for Students

If you are a student with special learning needs and think you may require accommodations, your first step is to register with the campus office of Disability Services for Students (DSS), Salazar 1049, phone # 707-664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to your instructor, who will discuss the accommodations with you.

PSYCHOLOGY 576.5
MYTHOLOGY AND CULTURE
SPRING 2015
FEBRUARY 20 TO APRIL 3, 2015
1 UNIT

BARRY SPECTOR
SHMOOVER@COMCAST.NET 650-327-5493 **WINTER-**
STEVENSON 3095, 2-5:00 PM
OFFICE HOURS: BEFORE AND AFTER CLASS

Overview of the Course:

This course argues that our contemporary historical, scientific, political, psychological and religious thinkers offer insufficient responses to the world's profound crises; we need the broader perspective that mythology offers. Beginning with an understanding of Greek myth, we explore what Joseph Campbell called the "demythologized world." We discuss the unique historical circumstances that led to a vision of a nation divinely ordained to bring opportunity and freedom to the world while simultaneously denying those goals to large segments of its own population. The way that white Americans live with these contradictions is to subscribe, consciously or not, to a complex mythology that allows them to define themselves as both exceptional and innocent of all evil.

Goals of the Course:

We explore identity: how – and through which stories – we come to know who we are as members of racial, gendered, ethnic and national communities, and as people who want to make a difference in the world. I will encourage and respect spirited opinions, but at all times I will insist that we take a step back and look at the issues through a mythological lens. The goal of the course, then, is to ground ourselves in a new way of thinking – *mythological* thinking – that may inspire new approaches to the problems of the people you may be serving after graduation. To kick-start our imaginations, each session will include some oral poetry recitation.

Readings Required:

The Hero with A Thousand Faces, by Joseph Campbell
A People's History of the United States, by Howard Zinn

All other required readings, including all chapters of my book (for the duration of the course), will be available on my website: www.madnessatthegates.com or on my blogsite: www.madnessatthegates.wordpress.com. Others should be accessible in the SSU Library. I recommend but don't require that you buy a copy of *Madness at the Gates of the City* online. My website will include a large list of other recommended readings. You will be required to view some films, so get them from Netflix or YouTube earlier than later.

Course Schedule: All required readings and viewings should be done before class.

February 20th – Mythology: Read Chapter One of *Madness at the Gates of the City*, "The Creative Imagination." Recommended: Chapters two and Three. Memorize a short poem that is meaningful to you.

February 27th – Psychology, Initiation and The Other: Read Chapter Five of *Madness at the Gates of the City*, "Initiation." Recommended: My article "The Other" and "Blood Sacrifice and the Nation," by Marvin and Ingle. Memorize a short poem that is meaningful to you.

March 6th – History: Read Chapters Seven (“Red, White and Black”) and Eight (“Americanism and the Other”) of *Madness at the Gates of the City*. Memorize a short poem that is meaningful to you.

March 13th – Popular Culture: Terry Ebinger, MS will join us to discuss films. By this date you should have viewed these films: *Shane*, *The Searchers*, *Pan’s Labyrinth*, *Zero Dark Thirty* and *Lincoln*. Read: Chapter Nine of *Madness at the Gates of the City* (“The Hero”). Recommended: my published article *Sacrifice of the Children in Pan’s Labyrinth* and my blogs *Zero Dark Thirty is a CIA Recruitment Film* (# 49) and *Looking at “Lincoln”* (# 43). Memorize a short poem that is meaningful to you.

April 3rd – The Future: Read the articles “Hear that Long Snake Moan” by Michael Ventura and “Alchemy of the Blues” by Steven Diggs (*Spring Journal* # 61, 1997). Recommended: Chapters Eleven (“All Shook Up: The White Dionysus”) and Twelve (“Into the Mystery”) of *Madness at the Gates of the City*. Memorize a short poem that is meaningful to you.

Class Paper (Five pages). Pick one of these topics:

- Choose a *controversial* social, political, cultural or historical topic. Show that you understand how conventional experts approach it. Then look at it as a mythologist: what are the deeper stories that the experts never address? What story is trying to emerge?
- What mythological figures are you most attracted to – or repulsed by? Are there mythic themes that have influenced the course of your life? Do you enact them or embody them? How can you bring them into your work in the world?

Evaluation: Your course grade is based on class participation 40%, attendance 20% and the quality of your paper 40%. Please do the readings and come prepared for discussion in class. You can expect to spend from 2 to 4 hours per week on readings for this class. Your paper will be due at the beginning of the last class. Please ask me about approving paper extensions. Late papers will be graded down one grade for every week they’re late.

Attendance: Attendance is mandatory. Please be on time and don’t leave early. As noted, I will be in the classroom a half hour before class and a half hour after class.

Cell phone use: Please turn it off during class.

Papers: All written assignments are APA style except interview transcriptions that may be single spaced. Papers are double-spaced, paginated, with 1” margins all around, and a simple 12 point font like Times, Times New Roman, Helvetica, Arial, etc. References and citations are APA style. The Library has simple APA style guidelines online.

Disability Services for Students: If you are a student with special learning needs and think you may require accommodations your first step is to register with the campus office of Disability Services for Students (DSS), Salazar, phone # 707-664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to your instructor, who will discuss the accommodations with you.

Psy 576
Anima, Animus, and Contrasexual Archetypes in Film and Psyche

Dates: November 22 and 23, 2014, 9am-5pm each day (15 hours, 1 unit)

Instructor: John Beebe, M.D.

This seminar deepens knowledge of the concepts of anima and animus and other contrasexual archetypes. Students study and discuss selected readings on the theoretical concepts and on their applications to the medium of film. Students view selected film excerpts that amplify these theoretical concepts and extend their understanding of them.

Course Goal

Deepens knowledge of the concepts of anima and animus as studied through viewing selected film excerpts and readings in Jungian theory as applied to film.

Readings

“The Anima in Film” in *The Presence of the Feminine in Film*, Apperson & Beebe, 2008.

“Understanding consciousness through the theory of psychological types” in *Analytical Psychology: Contemporary Perspectives in Jungian Analysis*, Cambray, J. & Carter, L. (eds.), 2004.

“The Wizard of Oz” in *Jung & Film II: The Return*, Hauke & Hockley, eds., 2011.

Evaluation

Your course grade is based on quality and timeliness of attendance, in-class activities, and quality of class participation. Come prepared for discussion and projects in class, and bring your reading to class for reference. You can expect to spend 3 to 6 hours on readings for this class. The Participation Rubric describes levels of engagement that will be evaluated for the final grade.

Attendance

In-person class attendance is required. While you can always do the reading anywhere, you can't reproduce the participation and discussion that occur in class. **Missing more than 3 hours of class time will not permit you to pass the class.** Excused absences are possible only with a doctor's note or a real emergency, and do not count as an absence instance. At the same time, absence affects your participation points. If you're absent, it's your responsibility to provide the instructor with due notice beforehand and to inform the instructor of the reason for the absence.

Classroom Etiquette

In order to maintain a positive classroom climate, please refrain from engaging in behaviors that are disrespectful and distracting to the professor and to fellow students. These include engaging in side conversations, cross-talk, texting, using cell phones, checking email, or surfing the internet. Please turn off cell phones and computers during class. Disruptive behavior in class will bring down your final grade.

Students with Special Needs

If you're a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability

Services for Students, Salazar 1049, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

Emergency Evacuation

If you're a student with a disability and you think you may require assistance evacuating Stevenson in the event of a disaster, or if the elevator is out of service, inform your instructor about the type of assistance you may require. You and your instructor will discuss your specific needs and the type of precautions that should be made in advance of such an event (e.g., assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and to contact the Disability Services for Students office if other classroom accommodations are needed.

Course Schedule

Day 1:

City Lights (1931) scenes 3, 20
Frances Ha (2013) scenes 2, 11, 13
The Freshman (1925) scenes 1 – 5
The African Queen (1951) parts 1 - 2

Day 2:

Top Hat (1935) scenes 7 – 9
The Kids Are All Right (2010) scenes 5, 7, 15-16, 18
North by Northwest (1959) scene 8
Monsoon Wedding (2001) scenes 11 – 15

Psy 576 Seminar: Group Dialogue
Fall 2014 / McCabe

Thurs 5:30-8:30 pm, Stev. 3095

Sept 4, 11, 18, 25, Oct 9

Instructor: Laurel McCabe, Ph.D.

Office Hrs.: Mon 5-6, Wed 2-3:50

Email: laurel.mccabe@sonoma.edu

Phone: 664-2130

Office: Stevenson 3092A

The goal of this course is to introduce you to a method of group inquiry called Dialogue. It was developed in the 1980s by the physicist David Bohm as a result of his inquiry into the fundamental nature of matter - energy. He believed that an inquiry into the nature of thought reveals a collective source that “moves through” individuals and that may be accessed for emergent meanings.

Our class is a laboratory in which we engage in the dialogue process, observe our responses and movements, explore, and reflect. We will spend 2/3 of the class in dialogue, 1/3 of the class in symbolic work. At the end of class we'll come together for reflection and integration.

Course Goals

- Use the method of dialogue as a tool for investigating deep experience
- Use depth inquiry techniques to come to know yourself in a deeper way

Skills developed

- mindfulness
- observation of self experience
- suspension of assumptions
- compassionate and empathic presence
- listening skills
- embodied awareness

Text (e-book in library)

Bohm, D. (1996). *On dialogue*. New York: Routledge.

Evaluation

See Participation and Evaluation Rubric

Course Policies

Your course grade is based on engagement with the course material, quality of class participation, and attendance. Note that active, reflective, compassionate listening is as fully participatory as active voicing.

Attendance in class meetings is required, and absence will bring down your grade. Attendance means timely attendance—being on time and not leaving early. Being more than 15 minutes late or leaving early more than once constitute a missed class. Excused absences are possible only with a doctor's note or a real emergency. If you're absent, it's your responsibility to provide the instructor with due notice and to inform the instructor of the reason for the absence. You're responsible for requesting to make up missed assignments and class work; there's no guarantee these can be provided.

Students with Special Needs

If you're a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

Readings

Sept 4

What is dialogue? What is our purpose?

Sept 11

Read Ch 1 and 2 in Bohm's *On Dialogue*

Sept 18

Read Ch 3 and 4 in Bohm's *On Dialogue*

Sept 25

Read Ch 5 and 6 in Bohm's *On Dialogue*

Oct 9

Read Ch 7 in Bohm's *On Dialogue*

Rubric for Participation and Evaluation

Criterion	Exemplary	Developing	Emerging	Undeveloped
Participation	Plays an active role in the dialogue process by voicing or listening	Has read the material and participates constructively in discussions, ongoing	Appears to have read some of the material, sometimes participates in rote manner in discussion	No evidence that have read the material; comments vague if given; frequently demonstrates lack of interest
Contribution to Class	Presence advances the level and depth of dialogue, exploration, reflection, meaning	Presence at times advances the level and depth of dialogue, exploration, reflection, meaning	Occasionally, presence advances the level and depth of dialogue, exploration, reflection, meaning	Presence does not advance, or hinders, the level and depth of dialogue, exploration, reflection, meaning
Peer Interaction	Actively supports, engages, listens to peers, ongoing	Makes a sincere effort to interact with peers, ongoing	Limited interaction with peers	Virtually no interaction with peers
Reflection on Emotional or Psychological Meaning	Reflections and questioning of experience present, developed, lead to new insights.	Reflections and questioning are present, meanings are offered, some new insights without much exploration.	Some reflecting and questioning about the meaning of the experience.	No reflecting or questioning about the meaning of the experience. Reformulates old ways of knowing.
Attendance	Attends every class, arrives on time, and leaves when class is completed	Attends every class, some late arrival or early departure	Inconsistent attendance or consistent late arrivals or early departure	No class attendance

ALCHEMY: *Imagination and Individuation*

Sonoma State University
10:00 AM -1:00 PM
alternate Fridays, 9/19 - 11/14, 2014

Dr. Daniel Polikoff
DJPolikoff@gmail.com
415-381-1427
Office Hours by appt.

Magic

*Such creations arise out of indescribable transformations.
Feel! and believe!
We suffer it often—the flame turns to ash;
and yet, in Art, dust is turned once more to flame.*

*In the realm of enchantment
the ordinary word is elevated . . .
and is nonetheless as real as the cry of the dove
calling for its invisible companion.*

—Rainer Maria Rilke

Overview

Alchemy: there's magic in the very word! (And—as any cursory glimpse at alchemical texts can show—great potential for obfuscation as well.) In this course, we'll aim to develop our own alchemical imaginations by delving into both the theory and practice of alchemy. After some attention to the complex heritage of alchemy (with particular concentration upon its role in modern depth psychology) and the intrinsic relation between alchemy and art, we'll pair concerted focus upon alchemy's most essential processes (*calcinatio, coniunctio, mortificatio, separatio, solutio, coagulatio, sublimatio*) with an in-depth exploration of Rainer Maria Rilke's poetic life and work. This dual focus will grant us a close-up look at *alchemy in action* in the laboratory of Rilke's soul, and so provide an illustrious model of actualized individuation. Concomitantly, we'll be exploring the imaginative force of different forms of linguistic expression, and students will be encouraged to engage the gears of their own alchemical imaginations through discussion, introspection, and creative writing.

Course Goals

- 1) To broaden and deepen your understanding of the nature and heritage of alchemy and to refine your sense of the central role it plays in depth psychology theory and practice.
2. To deepen your knowledge of essential alchemical principles and processes in their distinctive nature and complex interrelation.

3. To deepen your sense of the manner in which alchemical processes actually work in the soul by detailed attention to the inscription of these processes in the life and work of an exemplary individual (Rilke).

4. To develop your sense of the intimate and vital relationship between *psyche* and *logos*; i.e., sharpen your sense of the performative dimension of all linguistic expression, and increase your felt knowledge of the way various forms or genres of creative linguistic expression empower different transformative processes in the soul.

Skills

1. To enhance your capacity to draw upon alchemical insights for the purpose of fruitful interpretation of symbolic material in art, dream, and life.

2. To develop the ability to "practice" alchemy; that is, to draw upon alchemical principles and methods as part of your own ongoing individuation.

3. To enhance your sense of language as a living force connate with the psyche itself, and increase your capacity to work imaginatively with various forms of linguistic expression (written or oral) in response to the diverse needs of the soul.

Readings

Polikoff, Daniel (2011). *In the Image of Orpheus: Rilke—A Soul History*. Winnetka, IL. Chiron.

Edinger, Edward (1985). *Anatomy of the Psyche*. La Salle, IL. Open Court.

Barrows and Macy (2005). *Rilke's Book of Hours: Love Poems to God*. New York, Riverhead.

Rilke (2009). *The Notebooks of Malte Laurids Brigge*. Translated by Michael Hulse. Penguin.

Rilke (1989). *The Selected Poetry of Rainer Maria Rilke*, edited and translated by Stephen Mitchell. New York. Vintage Books.

Note: Additional poem texts will be made available by e-mail.

Recommendations for Further Reading

Matthews, Paul (1996). *Sing Me the Creation*. UK. Hawthorn Press.

Henderson and Sherwood (2003). *Transformation of the Psyche: The Symbolic Alchemy of the Splendor Solis*. New York. Brunner-Routledge.

Jung (1969) *The Psychology of Transference (extracted from the Collected Works, V. 16)*, Bollingen Series, Princeton.

Raff, Jeffrey (2000). *Jung and the Alchemical Imagination*. Berwick, MN. Nicholas Hays.

Wikman, Monika (2004). *Pregnant Darkness*. Berwick, MN. Nicholas Hays.

von Franz, Marie-Louise (1980). *Alchemy*. Toronto. Inner City Books.

Fabricus, Johannes (1976). *Alchemy: The Medieval Alchemist and their Royal Art*. London. Diamond Books.

Jung, Collected Works V. 12 (*Psychology and Alchemy*), 13 (*Alchemical Studies*), and 14 (*Mysterium Coniunctionis*). (Note especially *The Secret of the Golden Flower* in V. 13).

Schedule

Please note that this syllabus is subject to modification as we proceed. With regard to recommended readings (and writings), additional instructions/guidance/recommendations may be proffered in class.

I (9/19). The heritage of alchemy. Founding principles. Alchemy and Jung. Alchemy as art (and vice-versa). Why Rilke?—Rilke as alchemist and exemplar of individuation.

* The first phases of Rilke's soul history, including his religious background and his relationship with Lou Andreas-Salome. **Calcinatio. Lesser Coniunctio.**

Reading:

A Soul History: Part I (Introduction, Chapters 1-5)

Anatomy of the Psyche: Chapters 1, 2, and that portion of 8 treating the *lesser* coniunctio.

Rilke: *Visions of Christ; The Book of Hours*

Recommended (sooner or later):

Psychology and Alchemy (Jung): Introduction

Sing me the Creation (Matthews): Introduction

Writing options: 1) Write a dramatic scene (it may be a "Vision" *a la* Rilke) in which the dialogue (or the monologue of a single main character) involves "a heated exchange" pertaining to some issue that is (or has been) significant to you in your own life. 2) Drawing upon Rilke's *Book of Hours* for inspiration, write a poem or prayer that directly addresses "your" "God"; i.e. puts you in dialogue with your God(-image). 3) Taking *Rendezvous* as a precedent, recall to mind a place of psychic origins; some kind of significant point of departure for you. Write a poem or prose piece that evokes that place, not just in its outward but, too, in its inward character.

II (10/3). Worpsswede and after. Rilke and anima. (Lou vs. Paula/Clara; archetypes of the Mother and Maiden). Anima as bridge to the unconscious. Image. Fairy tale. Rilke's nigredo. **Mortificatio. Separatio.**

Reading:

A Soul History: Part II

Anatomy: Chapters 6, 7

Polikoff poems: *Spring; At the Graveside of Paula Modersohn-Becker*

Recommended:

Jung, *The Psychology of Transference* (Intro.), Chapters 1, 2.

The film *Poetry* by Lee Chang-dung. (Optional cultural enrichment!)

Writing options: 1) Story-telling exercise to be done with partner (will be explained in class).
2) Write a genuine love poem. (This may be addressed to a human lover, but that is not the only possibility.) 3) Think back into a time when you suffered some sort of psychological death; some significant "blackness" or nigredo. With Rilke's "Lament" as an example, write a lament (poem or prose-poem) that explores and expresses the inner character of your experience at that time.

III (10/17). Rilke in Paris. Malte as Rilke's alter ego; Rilke's *Notebooks*. **Solutio.** Rilke and Rodin. A new genre: *Dinggedichte* (Thing-poems.) **Coagulatio.**

Reading:

A Soul History: Part III

Anatomy: Chapters 3,4

Rilke: *The Notebooks of Malte Laurids Brigge; New Poems*.

Recommended:

Wikman, *Pregnant Darkness* (especially: Introduction, Chapter 1).

The film *Awakenings*. (This film features Rilke's *Panther* as well as Robin Williams.)

Writing Options: 1) Imagine you were to write your own *Notebooks*. Begin by conceiving your own alter ego, your own fictional persona, your "Malte." Write a brief character sketch of this persona. Then, write either one longer or two or three shorter "notebook entries" recollecting and narrating, in his or her voice, one or more significant episodes in this character's life. 2) Try your hand at writing a *Dinggedicht* (thing-poem). Alternatively, using Rilke's "Self-portrait" as a model, write your own poetic self-portrait.

IV (10/31). The genesis of the *Elegies*. World War I. Rilke's *Duino Elegies*. **Sublimatio.**

Reading:

A Soul History: Chapters 14-17

Anatomy: Chapter 5

Rilke: *Duino Elegies*

Writing Options 1) See Wim Wender's film *Wings of Desire*, a film profoundly influenced by Rilke. Write a short paper that compares and contrasts the vision of this film with that of Rilke's *Duino Elegies*. Make sure alchemy is integral to your analysis. 2) See the Wenders film, and write a short paper interpreting the film alone in the light of alchemical ideas. 3) Write a short essay exploring the question: why did the arcane art of alchemy come to occupy so central a place in Jungian psychology? 4) Recall a significant incident or passage in your life. Relate and reflect upon this episode and its significance within the context of your own individuation, drawing upon alchemical ideas. (Excellence here depends upon the depth and acuity of your application of alchemical principles.)

V (11/14). Consummation at Muzot. **Greater Coniunctio**

A Soul History: Chapters 18-20

Anatomy: Chapter 8

Rilke: *Sonnets to Orpheus*

Requirements and Evaluation

Active participation is crucial the quality of the class. Please come prepared and ready to share questions prompted by the reading as well as contribute to in-class discussions.

As far as your written work is concerned, of all the writing options, you are required to choose and complete two. (Consequently, I strongly recommend embarking on at least one of the options relatively early in the class to provide space and time for creative exploration.) Recognizing that none of the assignment are easy, you *may* request that you be graded on only one if you so prefer. Even so, you still must turn in two, and should recognize that if you choose to be graded on only one, the bar will naturally be raised somewhat in my evaluation of that assignment.

I recognize that most of these creative writing assignments are..well, creative writing assignments, and that (on account of a certain prejudices afflicting our intellectual culture) you may have little or no formal training in non-expository forms. (This would most emphatically not be the case if, for instance, you were training for civil service in the T'ang Dynasty!) Do not let this stand in your way or be cause of undue concern. Genuine and concerted effort will show itself in any event.

You may hand in completed assignments at any time. You must hand in at least one assignment by the last class (Nov. 14); a second one may come in a week later (Nov. 21).

Your written work will account for 75% of your grade.

Course Policies

Your course grade is based on quality and timeliness of papers, presentations and assignments, attendance, and quality of class participation. Active engaged participation can raise your grade a step upward. Come prepared for discussion in class, and bring your all appropriate material to class. Papers and assignments are due on the due date; extensions for

papers must be discussed with the instructor and approved ahead of the due date.

Attendance in class meetings is required. While you can always read what was missed, you can't reproduce the discussions and exercises experienced in class. Missing more than one class will bring down your grade; it's not possible to pass the class if you miss more than 3 classes. If you must miss a class, ask someone in class to take notes for you, as you're responsible for the material.

Attendance means timely attendance—being on time and not leaving early. Being more than 15 minutes late or leaving early more than twice constitute a missed class. Excused absences are possible only with a doctor's note or a real emergency. If you're absent, it's your responsibility to provide the instructor with due notice and to inform the instructor of the reason for the absence. You're responsible for requesting to make up missed assignments and class work; there's no guarantee these can be provided.

Written work

Poems should be neatly presented; titled, lineated, and spaced as you see fit. Prose papers are double-spaced, paginated, with 1" margins all around, and a simple 12 point font like Times, Helvetica, Arial, etc. References for any analytic paper should be in APA style.

Self Knowledge

Many students find that studying and working with this material bring feelings and issues to the fore. Part of the course is in learning how to safely explore, understand, and work with this; you always have a choice in topic and focus of your work.

For the fullest understanding of yourself, and for a reliable source of support outside of the class, you may find it helpful to participate in counseling or therapy with a therapist of your choosing. There are good low-fee clinics in the area, and the Jung Institute in San Francisco provides a low-fee clinic with interns.

Appendix G. Self-Care Practices

Practicing self-care skills when you're emotionally agitated allows you to calm and steady yourself, to self-regulate, and to maintain the right working distance to enable you to work with troubling emotions and memories. Find the methods that work for you. Practice over time strengthens the connections and allows you to access the benefits quickly.

1. Deep Breathing

Deep Breathing is a fundamental practice and can be used for ongoing self-care, when you're emotionally activated, and to prepare for other practices. Breathing deeply engages the parasympathetic branch of the nervous system, which is responsible for rest, relaxation, and digestion. When you are emotionally activated, or up-regulated, the sympathetic, or fight-flight-freeze branch of the nervous system is activated. By breathing deeply, the parasympathetic response down-regulates and counterbalances the sympathetic response, and reduces activation in the heart and mind. Generally the heart rate lowers and body temperature rises.

To practice, breathe slowly and deeply into your belly. You may rest your fingers lightly on your belly and sense movement, or place one hand on belly and one on heart, or simply be attentive to your breath moving through the nostrils. Go slow and focus on the long slow breath of the body.

2. Attune in the Body

This practice can be used after deep breathing, when emotionally activated to settle the nervous system, or as an ongoing method of steadying the mind and heart. The purpose is to find a place in the body, perhaps your heart, *hara*, base of spine or soles of the feet, where you can find and connect with a sense of being balanced, centered, attuned, steady, even if particular thoughts or feelings are activated for you.

To practice, simply bring gentle breath and gentle awareness to that place in the body and anchor your attention there. Gently sense, allowing the sense of attuned balance to expand, while other aspects of your experience settle. With practice, this somatic anchor is easily accessed and steadying.

3. Self-Compassion

Self-compassion practices are skills to decrease your negative thoughts and emotions and replace them with kindness and soft touch. Notice in-the-moment experiences of being self-judgmental, negative self-talk, being self-critical or unsupportive, hostile, attacking, angry, irritated, anxious, self-hating, etc. Catch yourself in the negativity, stop, and practice self-compassion. The skin-to-skin connection evokes a mammalian response and redirects from the cortisol stress response to the tend-and-befriend oxytocin hormone which fosters nurturing and tending behaviors. Noticing and naming your behaviors strengthens the prefrontal cortex which creates the potential for adaptiveness and more choice in the future. Noticing your physiological responses strengthens the insula, which is important for self-

awareness and consciousness, and the anterior cingulate cortex, which allows calm focus on emotion and develops the capacity for choice.

To practice, place your hand on heart, cheek, or arm with gentle skin-to-skin contact, and keep the connection throughout the practice. Feel the warmth and tenderness of your touch. Then say slowly to yourself with a kind, caring tone the 3 steps:

- *This is a moment of suffering.*
 - *This is hard; This is painful; This is really hard to feel....*
- *Suffering is a part of everyone's life.*
 - *I'm not alone, everyone goes through hard times, everyone suffers, it's part of being human...*
- *May I be kind to myself in this moment.*
 - *May I be safe.*
 - *May I have calmness in mind and heart*
 - *May I give myself the love I need*
 - *May I be compassionate to myself*
 - *May I be caring to myself*

4. Right Working Distance

This practice is best used when emotionally activated and is supported by the practices above. When working with troublesome emotions, the best practice is to gain the right working distance (i.e., separation) from them in order to be able to relate to and work with them. This practice involves becoming aware in the moment that you have been triggered, and working to step back from the strong emotional energy rather than being possessed by it and acting it out. Developing the Right Working Distance involves naming to yourself, in the moment, "I am caught up in something," or "I am triggered right now." Simply naming what is happening is sometimes enough to get some distance; however, in other cases, it may not be, and instead may serve the purpose of helping you identify that you need to practice self-care in the moment to down-regulate. You might realize you need to step back and focus on deep breathing, practice self-compassion, or if in class to step out of class.

5. Hand on Heart

This somatic practice can be used to soothe yourself when you are activated and helps the body to release oxytocin, the calm-down-and-connect neurotransmitter.

To practice, when activated, simply place your hand on your heart and feel its rhythm beneath your palm. Breathe normally into your heart, perhaps slowing your breath if needed. Imagine giving yourself compassion with your hand, offered with kindness and love. This practice is very soothing and easy to use.

6. Mindful Breathing

This practice can be used both to ground yourself when activated and as an ongoing practice that cultivates a steadiness of mind and heart. Breathe with long slow deep breaths, and bring a gentle awareness to your breath. Focus wherever you most notice the breath moving

Appendix G.

in and out of your body – the movement of your belly, your nostrils, the back of your throat, your chest. Simply rest your attention there and, when your mind wanders off—which it will—gently direct your attention back to your breath once more. Practice being curious, open, attentive, loving to whatever arises—Siegel's mindful awareness. This practice strengthens the insula, the part of the brain that supports awareness of bodily experience. By practicing mindfulness of breath, the insula is strengthened and the capacity to “be with” experience (e.g., emotion, thoughts, constellated complexes, reactions) is developed.

Resources

Graham, L. (2013). *Bouncing back: Rewiring your brain for maximum resilience and well-being*.

Neff, Kristen

Siegel, Dan

Machado, Silvio

McCabe, Laurel

Appendix H. Public Programs in Depth Psychology 2014-2020

Listing of Public Programs in Depth Psychology 2014 - 2020

Jacqueline Thurston, M.A., Sacred Deities of Ancient Egypt: Pantheon & Paradoxes



Saturday Feb 8, 2020, 10 a.m. - 1 p.m.

Art 108, Sonoma State University

Doors open at 9:30 a.m.

Free admission, Donations accepted

\$8 parking in Lot A next to Art Building, \$5 parking in Lots E, F, G
([download](#) campus map)

A richly illustrated slide presentation provides us with the opportunity to experience the astonishing beauty of portrayals of the feminine and masculine deities of ancient Egypt. As an artist with a background in painting, over several visits Ms. Thurston photographed the monuments of ancient Egypt from a fresh visual perspective sustained by a sense of wonder. Many of the photographs are taken from her new book, *Sacred Deities of Ancient Egypt*, and have never before been reproduced.

In this seminar together we will unravel the complex, tangled skein of ideas underlying the mythic forms and faces of the gods. Consider for a moment the feminine goddess, Hathor, who could simultaneously be portrayed as a beautiful woman with cow's ears; a cow cradling a sun disk in her great horns; and as Mistress of the West, a woman in a red dress wearing a falcon on her head. Portrayed as a vulture and a cobra, the Two Ladies, the principle guardians of the pharaoh, embody the dramatic fusion of ferocity and the feminine in the pantheon.

In our time together we will encounter intriguing inversions of contemporary ideas, in which the fecundity of the earth is represented by a masculine principle, while the sky is represented by a feminine principle. Our exploration of these images and ideas speaks to our contemporary concern with gender; identity; the nature of the divine feminine and the divine masculine; and Eros as an animating force in the pantheon. The presentation and discussion will end with a book signing.

Jacqueline Thurston, M.A., is an artist, writer, and Professor Emerita in the Department of Art and Art History at San Jose State University. She is twice the recipient of a National Endowment for the Arts Photography Grant and is a former Fulbright Scholar to Egypt. Her photographs are in major international and national public collections, including the Bibliothèque Nationale, the Library of Congress, the Carnegie Museum of Art, the George Eastman Museum of Photography, the Albright-Knox Art Gallery, the Bibliotheca Alexandrina, and the San Francisco Museum of Modern Art.

Naomi Ruth Lowinsky, Ph.D., Tracking the Wild Poem: On Poetry and Depth Psychology



Saturday April 27, 2019, 10 a.m. - 1 p.m.

Art 108, Sonoma State University

Doors open at 9:30 a.m.

Free admission, Donations accepted

\$8 parking in Lot A next to Art Building, \$5 parking in Lots E, F, G
([download campus map](#))

In the very essence of poetry there is something indecent:
a thing is brought forth which we didn't know we had in us,
so we blink our eyes, as if a tiger had sprung out
and stood in the light, lashing his tail.

Czeslaw Milosz, *Ars Poetica*

Long ago and far away—when time was a circle—the dream and the poem were kin. Poetry was conceived in the belly of the moon, close to the unconscious, where dreams live. In that time the shaman and the poet, the dancer and the drummer, the healer and the artist were one being, whose function was to invoke the gods and animal spirits, to dance and chant the collective myth, to retrieve lost souls.

Naomi Ruth Lowinsky's poems emerge from that tradition. She believes poetry is one way we bring ourselves back into relation with the moon, animals, plants and ancestors. She believes, with Jung, that the "creative imagination is...the real ground of the psyche, the only immediate reality" (*Letters V. I*, p. 60). And she knows, from much personal experience, that poems are wild things. Milosz' tiger springs out of the unconscious, with all the vitality and fierceness of that realm. This wild beauty, this dread creature, personifies the "reality of the psyche." In this presentation Lowinsky will read some of her poems, describe her poetic process, and engage with participants in a discussion of how the poems work on them, and how they manifest concepts of Depth Psychology.

Naomi Ruth Lowinsky, Ph.D., is an analyst member of the San Francisco C.G. Jung Institute, a frequent contributor to and poetry editor of *Psychological Perspectives*, and a widely published poet. Lowinsky's fourth poetry collection is *The Faust Woman Poems*. Her chapbook, *The Little House on Stilts Remembers*, won the Blue Light Poetry Prize. Her new book of essays is *The Rabbi, the Goddess and Jung: Getting the Word from Within*. She has contributed chapters on poetry to *The Unconscious Roots of Creativity*, edited by Kathryn Madden, and to *The Dream and Its Amplification*, edited by Erel Shalit and Nancy Swift Furlotti. With Patricia Damery, she edited the volume *Marked By Fire: Stories of the Jungian Way*.

Shoshana Fershtman, Ph.D., The Angel of Memory: Healing from Collective Trauma & Rekindling the Jewish Soul



Saturday Nov 16, 2019, 10 a.m. - 1 p.m.

Art 108, Sonoma State University

Doors open at 9:30 a.m.

Free admission, Donations accepted

\$8 parking in Lot A next to Art Building, \$5 parking in Lots E, F, G ([download](#) campus map)

We will explore the Exodus as a mythopoetic healing story that teaches us how to reconnect with the sacred following personal and collective trauma. After our faith has been shattered, how do we begin to trust the ground of being? How do we overcome the voice of the internalized oppressor? How do we heal from trauma passed down unconsciously through generations? How do we begin to live a more expansive life?

Delving into kabbalistic and other Hebrew mystical texts we discover what this ancient wisdom imparts to us about how to move out of the exile created by trauma and towards the Promised Land of an ongoing relationship with the sacred. The presentation will draw on the work of Jewish Renewal, a psychospiritual postmodern and mystical approach to Judaism, as well as feminist theology and Jungian perspectives on Jewish ancestral memory and mythic imagination.

Shoshana Fershtman, J.D., Ph.D., is a psychologist in private practice in northern California, and an advanced candidate in the analyst training program at the CG Jung Institute in San Francisco. She has served as core faculty at Sonoma State University's Masters' Program in Depth Psychology and at Meridian University's psychology graduate program. She is a member of the spiritual leadership team at Congregation Ner Shalom in Cotati, California, and has spent many years studying Jewish mysticism with teachers and rabbis in the Jewish Renewal and Reconstructing Judaism movements. Dr. Fershtman has offered programs on healing from transgenerational trauma, the Divine Feminine in the Jewish Tradition, and on pre-patriarchal images of the feminine in Judaism and other western traditions. For more information, see www.shoshanafershtman.com.

Kayleen Asbo, Ph.D., Mary Magdalene: Heroine for Our Times



Saturday December 1, 2018, 10 a.m. - 1 p.m.

Art 108, Sonoma State University

Doors open at 9:30 a.m.

Free admission, Donations accepted

\$8 parking in Lot A next to the Art Building, \$5 parking in Lots E, F, G ([download](#) campus map)

Using a depth psychology framework of feminine archetypes provided by Jung's muse Toni Wolff, this seminar explores the figure of Mary Magdalene as Everywoman through centuries of

history, art, music, and literature. She stands as an icon of wholeness and integration who can inspire us with courage and resilience in these troubled times.

Kayleen Asbo, Ph.D., is a cultural historian, musician, writer and teacher who weaves together myth, psychology, history and the arts. She has presented her work at conferences and invited events around the world, leads pilgrimages to sacred sites, is faculty at the San Francisco Conservatory of Music, and is the music historian in residence at the Santa Rosa Symphony.

Carolyn Shoshana Fershtman, Ph.D., Goddesses in Pre- and Post-Patriarchal Culture



Saturday November 3, 2018, 10 a.m. - 1 p.m.

Art 108, Sonoma State University

Doors open at 9:30 a.m.

Free admission, Donations accepted

\$8 parking in Lot A next to the Art Building, \$5 parking in Lots E, F, G ([download](#) campus map)

We live in a time where patriarchal assumptions are being challenged and new perspectives are emerging. Yet the core assumptions of patriarchy are based on a denial of earlier histories in which Goddesses and other feminine archetypes were at the center of culture, and women were powerful leaders. Two of the core traditions upon which western civilization and patriarchy are based are the Judeo-Christian and the Greco-Roman. In this program, we explore the Goddesses that were strongly present in the pre-patriarchal phases of these traditions. We will also explore how engaging with these archetypes of feminine wisdom and power impact our own concepts of gender and power and the possible in our own time.

Carolyn Shoshana Fershtman, J.D., Ph.D., is a psychologist in private practice in Santa Rosa, an advanced candidate in the analyst training program at the CG Jung Institute of San Francisco, and a member of the core faculty at Sonoma State's masters in psychology in depth psychology program. In her earlier work as an attorney, she advocated on behalf of Native American tribes, and environmental and social justice activists. She is completing a book that integrates themes of intergenerational trauma and healing, Jewish mysticism and the Divine Feminine.

Peter de Vries, Family Constellation Workshop



Saturday April 1, 2017, 10 a.m. - 1 p.m.

Art 108, Sonoma State University

Doors open at 9:30 a.m.

Donations accepted

\$8 parking in Lot A next to the Art Building or \$5 in Lot E, F, G ([download](#) campus map)

This seminar describes the practices of family constellation work through description of Peter's experiences of working with the trans-generational transmission of unresolved systemic trauma, and early attachment as a trauma. He describes the practical work of the constellation of the intention, the particular form of the constellations process developed by Professor Franz Ruppert

of Germany. Peter demonstrates the basics of the constellation of the intention as a way of working with trauma and the constellations process.

Peter de Vries is a principal teacher of the Systemic Family Constellation and is the founder of Constellationworks in the Bay Area. He trained with Bert Hellinger, Hunter Beaumont and Victoria Schnabel in family constellations, and is a Somatic Experiencing practitioner, which is an embodied, naturalistic way of working with trauma and its resolution. His work incorporates practical tools from Almaas' Diamond Heart approach and Richard Schwartz's IFS internal family systems. Peter maintains maintains a private practice in the San Francisco Bay Area and leads workshops and trainings throughout the U.S., Europe and the Caribbean.

Martin Shaw, Ph.D., The Soul and the Star



Saturday March 5, 2016, 10 a.m. - 1 p.m.

Ives 101 Warren Auditorium, Sonoma State University

Doors open at 9:30 a.m.

Free admission, Donations accepted

\$30 fee for 3 hours CE for therapists (BBSE); CE registration at the door the morning of the event

\$5 parking in Lot E next to Ives, other parking in Lot F, G ([download campus map](#))

Certain myths, certain stories, contain such nourishment that they continue to unfold throughout our whole lives. The poet Lorca describes an old women who glimpsed a saint—Santiago—and was gifted a star. When children asked if the star had left, like a temporary enchantment, she replied:

No, my sons, the star still shines brightly
For I carry her nailed to my soul

Dr. Martin Shaw will be bringing stories and poems that he believes have such vitality, that have something direct to say to us in the early 21st century. From the fairy tale of *The Earth-Gnome*, through to his recent translations of Irish and Welsh lyric poetry, we will be looking for the images, or moments in the tale that claim your wonder—a moment James Joyce called “aesthetic arrest.” Out of these opens a door to myth as living currency, as a way of beholding. Shaw will encourage further work on specific moments to deepen relationship to image and narrative.

Martin Shaw, Ph.D., is a mythologist, storyteller and award-winning wilderness rites of passage guide. He is the director of the Westcountry School of Myth and Story in England, roots immersion in oral myth and storytelling as a direct connection to the wild. He is a 2014 visiting lecturer in Stanford's Oral Communication Project, and a visiting lecturer on Archbishop Desmond Tutu's Leadership Programme at Templeton College, Oxford. His books include *A branch from the lightning tree: Ecstatic myth and the grace in wildness* and *Snowy tower: Parzival and the wet, black branch of language*.

This event is cosponsored by the Psychology and Spirituality Lecture Series at Sonoma State.

This course is accredited for continuing education units, CEUs, for California M.F.T. and L.C.S.W., B.B.S. by the International Institute for Humanistic Studies (IIHS), provider #PCE2560. The International Institute for Humanistic Studies maintains responsibility for this program and its content. For information about the program and for refund or cancellation information, contact Laurel McCabe at (707) 664-2130, email laurel.mccabe@sonoma.edu.

Richard Tarnas, Ph.D., Is Modern Humanity Undergoing a Rite of Passage?

Saturday Feb 28, 2015, 10 a.m. - 1 p.m.

Art 108, Sonoma State University

Doors open at 9:30 a.m.

Donations accepted

\$30 fee for 3 hours CE for therapists (BBSE); CE registration at the door the morning of the event

\$8 parking in Lot A next to the Art Building or \$5 in Lot E, F, G ([download](#) campus map)

"We have not understood yet that the discovery of the unconscious means an enormous spiritual task, which must be accomplished if we wish to preserve our civilization." C. G. Jung

Our time is pervaded by a great paradox. On the one hand, we see signs of an unprecedented level of engaged global awareness, moral sensitivity to the human and non-human community, psychological self-awareness, and spiritually informed philosophical pluralism. On the other hand, we confront the most critical, and in some respects catastrophic, state of the Earth in human history. Both these conditions have emerged directly from the modern age, whose light and shadow consequences now affect every part of the planet.

We are facing a threshold of fundamental collective transformation that bears a striking resemblance to what takes place on the individual level in initiatory rites of passage, in near-death experiences, in spiritual crises, and in critical stages of what Jung called the individuation process. Can we find a place of equilibrium, an eye in the storm, from which we can engage this time of intense polarization and rapid change more consciously and thus more skillfully? And in such an era of transition, what is the role of "heroic" communities which carry principles and perspectives that run counter to the mainstream modern world view?

Richard Tarnas, Ph.D., is a professor of psychology and cultural history at the California Institute of Integral Studies in San Francisco, where he founded the graduate program in Philosophy, Cosmology, and Consciousness. He also lectures on archetypal studies and depth psychology at Pacifica Graduate Institute in Santa Barbara. He is the author of *The Passion of the Western Mind*, a history of the Western world view from the ancient Greek to the postmodern that became both a best seller and a required text in many universities; and *Cosmos and Psyche: Intimations of a New World View*, which received the Book of the Year Prize from the Scientific and Medical Network in the UK. Professor Tarnas frequently lectures at various Jung institutes and societies in the U.S. as well as at Eranos in Switzerland, and served for six years on the Board of Governors of the C. G. Jung Institute of San Francisco.

Seth Isaiah Rubin, Ph.D., Preparing for the Mystery of Death

Saturday March 28, 2015, 10 a.m. - 1 p.m.

Art 102, Sonoma State University

Doors open at 9:30 a.m.

Donations accepted

\$30 fee for 3 hours CE for therapists (BBSE); CE registration at the door the morning of the event

\$8 parking in Lot A next to the Art Building or \$5 in Lot E, F, G ([download](#) campus map)

Life and death are two sides of the same coin. So understanding its place in the life cycle and preparing for death is an integral part of living life fully and becoming whole. This is the core of the individuation process. In this seminar we will carefully examine what it means for you to prepare for death. By exploring your preparations for death in terms of sensation, feeling, thinking and intuition, the four psychological functions according to Jung, you will move toward realizing wholeness and away from one-sidedness. The goal of your work in this seminar is to think creatively about the place of death in your life and how you might anticipate meeting it.

Here is a sample of what you will encounter in your work with me:

Sensation: the reality based aspects of preparing for death including, for example, wills (such as living and professional), health proxies, and burial or cremation pre-arrangements. How do you want to die?

Feeling: unfinished business with colleagues, friends, and family; relations with groups, organizations, and the collective; legacies. What do you value, and what can you let go of?

Thinking: thoughts about life and death. Reflections about the meaning of life and death. How could your death be meaningful for you?

Intuition: the mystery of life, the mystery of death. Origins and destinations as reflected in dreams, active imaginations and spiritual musings. What is your personal myth about death and dying?

Seth Isaiah Rubin, Ph.D., was seduced into the study of psychology by Lee Sechrest at Northwestern University in 1964. He graduated with honors in psychology in 1966 and continued at Northwestern defending his masters thesis in human vision under the direction of Robert Sekuler in 1967 and his Ph.D in measurement methodology with Donald T. Campbell as his advisor. As a faculty member at the University of Pennsylvania, he had a series of four archetypal dreams that led him to pursue clinical training in the Department of Psychiatry and then matriculate at the Jung Institut-Zürich. Frau Aniela Jaffe and Mario Jacoby served as his training analysts and Verena Kast, Kathrin Asper, Adolf Guggenbuhl-Craig and Paul Brutsche provided his control analysis. The Diploma in Analytical Psychology was awarded in 1987. He became a full professional member of the San Francisco Jung Institute in 1993, serving as the Principal Investigator of the San Francisco Psychotherapy Research Project from 1998 to 2004, and briefly as the Clinic Director at the Institute (2004). Seth practices as a clinical psychologist and Jungian Analyst in San Francisco.

Kate Donohue, Ph.D., R.E.A.T., A Transcendent Journey through the Mother-Line: A Voyage with Helen Hardin, Southwest Artist

Saturday April 25, 2015, 10 a.m. - 1 p.m.

Art 102, Sonoma State University

Doors open at 9:30 a.m.

Donations accepted

\$30 fee for 3 hours CE for therapists (BBSE); CE registration at the door the morning of the event

\$8 parking in Lot A next to the Art Building or \$5 in Lot E, F, G
([download](#) campus map)

Helen Hardin, a southwest artist, created her own imagistic mythology. She called these images her feminine trinity: Changing Woman, Medicine Woman and Listening Woman. They combine universal themes and Native American Tewa spiritual legends. These images emerged from her investigation of the Motherline, the unconscious feminine legacy of one's family: personally, culturally, creatively and spiritually. Stories from the Motherline are pivotal in the individuation process.

Using the life and transcendent images of bi-cultural Southwest artist Helen Hardin, we will explore her Motherline individuation process by delving into the personal, maternal, cultural and spiritual paradoxes that molded her experience, and explore the dynamic of bridging these paradoxes, via the transcendent function. By contrasting her early childhood development with her adult behavior, we see the compensatory function at work. Through her images, we see how she formed a relationship with her shadow, her animus and to the sacred. Her individuation process through the Motherline led her to numinous experiences and to the sacred feminine. There will be an opportunity for participants to explore their own relationship to the themes of the sacred feminine and the motherline that are explored in this presentation.

“The artist appeals to that part of our being.... which is a gift and not an acquisition and therefore more permanently enduring” (Joseph Conrad).

Helen Hardin, a southwest artist created her own imagistic mythology. She called these images her feminine trinity: Changing Woman, Medicine Woman and Listening Woman. They combine universal themes and Tewa spiritual legends. These images emerged from her investigation of the Motherline: the unconscious feminine legacy of one's family: personally, culturally, creatively and spiritually. Stories from the Motherline are pivotal in the individuation process. Using the life and transcendent images of bi-cultural Southwest artist Helen Hardin, we will explore first her Motherline individuation process by delving into the personal, maternal, cultural and spiritual paradoxes that molded her experience and exploring the dynamic of bridging these paradoxes, the transcendent function. By contrasting her early childhood development to her adult behavior, we see the compensatory function at work. Through her images, we see how she formed a relationship with her shadow, her animus and to the sacred. Her individuation process through the Motherline lead her to numinous experiences and to the sacred feminine.

In the second part of this three-hour workshop, participants will delve into their own richly layered and complex Motherline journey of individuation by using expressive arts therapy processes. We will start with the body where the Motherline begins as we explore our own, our mother's and grandmother's bodies through authentic movement. Visual images may emerge from these processes as well poetic utterances that will aid each participant in exploring their own paradoxes, passions, and potentials that emerge from the Motherline.

Through the sharing of their images, participants will find their own personal relationship with the sacred feminine and the universal themes of the mother-line. In closing, we will come together to create useful processes to keep the relationship to the feminine alive in our lives and into the lives of those with whom we work.

Kate T. Donohue, Ph.D., R.E.A.T., is a licensed psychologist and registered expressive arts therapist in private practice in San Francisco. She was a founding faculty member of California Institute of Integral Studies' Expressive Arts Therapy M.A. program, founding board member of the International Expressive Arts Therapy Association, and received their shining star award in 2005. Besides teaching at many universities in the USA, Kate is an international trainer focusing on presenting Jungian-oriented expressive arts approaches to the global community. She has taught in Asia, Europe, South America, and Africa, focusing on trauma, grief, dreams and aging. Through her love of indigenous dance she has followed a current passion to explore the indigenous archetypal roots of the arts, and in 2014 led a group of professionals to Ghana to explore this approach. She will be conducting a similar training in India.

Karlyn Ward, Ph.D., LCSW, What Is It About Music? Exploring the Link Between Music and Depth Psychology



Saturday Oct 24, 2015, 10 a.m. - 1 p.m.

Art 108, Sonoma State University

Doors open at 9:30 a.m.

Donations accepted

\$30 fee for 3 hours CE for therapists (BBSE); CE registration at the door the morning of the event

\$8 parking in Lot A next to the Art Building or \$5 in Lot E, F, G ([download](#) campus map)

"Music, as a structured envelope of sound, is probably the most effective and safe opener to the doors of the psyche. It reaches beyond personal defenses to the realities and beauties of the person. Music gives access to the discovery of inner strength, uncovers the potential for creativity, and manifests ways in which life can be lived from a center of inner security." Helen L. Bonny

Music has the ability to inspire visual imagery, dance, drama, and all the emotions. Sound and music are part of our earliest awareness and experience psychologically, biologically, historically and culturally. Yet, sound and music, connected as they are with the receptive sense of hearing and listening, are little explored by the listening professions. Perhaps only in music, the earliest of languages, can the language of Eros, of deep emotions and deep feeling, be touched. Setting music in the context of biology, history, culture, the world situation and the psyche, we will

explore the necessity of including music in our lives and work. To deepen our understanding, musical examples will be played and clinical material presented.

Karlyn Ward, Ph.D., LCSW, an analyst member of The C. G. Jung Institute of San Francisco, is in private practice in Mill Valley. She has written and lectured about the psyche and music. Her DVD *Anchored in the Heart, Redeeming the Dark Feminine* explores the figure of Mary of Magdala in word, art, and music. Her book *Visitation in a Zen Garden* tells in word and image about a fox family living in her own suburban back yard.

This course is accredited for continuing education units, CEUs, for California M.F.T. and L.C.S.W., B.B.S. by the International Institute for Humanistic Studies (IIHS), provider #PCE2560. The International Institute for Humanistic Studies maintains responsibility for this program and its content. For information about the program and for refund or cancellation information, contact Laurel McCabe at (707) 664-2130, email laurel.mccabe@sonoma.edu.

Jeremy Morgan, M.F.A., Imaginal Geographies
Sept 26, 2015



In this seminar Jeremy explores how his paintings are the result of a creative dialogue between the outer world of land, nature, sky, cloud, and water, and the inner world of sensation, perception, and the spiritual. His paintings are intensely hued, large-scale, abstract works that communicate spaciousness and the sublime. How does this occur?

This seminar discusses the influences and practices that have shaped Jeremy's work, particularly those of inner awareness and *shan-shui*. *Shan-shui*, "mountain water," is a form of Chinese landscape painting that communicates an inner spiritual experience of landscape rather than a material representation. *Shan-shui* is essentially philo-spiritual, with roots in Taoist philosophy that bind the landscape to spiritual manifestation. Jeremy locates qualities of abstraction in the landscape's sublime and spiritual aspects, and his art reworks both representational landscape painting and abstraction. He explores multiple approaches to the concept of painted space as both phenomenologically and conceptually sourced. Within the Western canon his work recognizes the role of a broader understanding of the inner aspect of consciousness, and indeed, of the role of the unconscious in illuminating the wider possibilities of presenting painted space.

Jeremy Morgan, M.F.A. is a painter who has shown in the Bay Area and internationally since 1980. He studied at Oxford and London's Royal Academy of Art and received a Harkness

Fellowship that funded his MFA at the San Francisco Art Institute, where is an Associate Professor in Painting. His childhood vacations in Wales gave him access to remote landscapes, and his paintings develop from his perceptual experience of the physical and natural world, and are a physical and contemplative meeting place of the material and non-material. Jeremy became aware of the Shan-shui traditions of China during his study of Asian art at Oxford, and his study of martial arts awakened his interests in Zen Buddhism. His travels to Wales, China, Nepal, and Iceland have fed his interest in the natural world and the direct experience of the phenomenal world which is fused with the immaterial forms in his work. He conducts Inquiry from Within seminars for artists for the Lucid Arts Foundation, where he explores the non-representational aspects of artists' inner worlds and encourages dialogue about arts and consciousness. For many years he taught in the Arts and Consciousness MA program at John F. Kennedy University.

Linda Chapman, Ph.D., Trauma, Neurobiology and Art Therapy
Nov 7, 2015

Daniel Polikoff, Ph.D., Rilke: Poetry and the Art of Soul-Making



Saturday April 5, 2014, 10 a.m. - 1 p.m.

Art 108, Sonoma State University

Doors open at 9:30 a.m.

Donations accepted

\$30 fee for 3 hours CE for therapists (BBSE); CE registration at the door the morning of the event

\$8 parking in Lot A next to the Art Building or \$5 in Lot E, F, G
([download](#) campus map)

Like his eminent contemporary Carl Jung (born the same year as the poet), Rainer Maria Rilke unfolded a compelling vision of the nature and destiny of the human soul. He did so, moreover, after the unique form and fashion dictated by his poetic calling. Rilke's passionate lyrics—full of grief and yearning, desolation and profound joy—promise answers to the deepest riddles of the soul, yet his Orphic speech itself often remains riddling. How are we to construe the lineaments of Rilke's vision, and how understand its poetic making?

In this session, we will focus upon understanding Rilke's poetry as a vehicle for his soul-development. Interweaving salient features of Rilke's biography, close reading of major poems, and critical attention to ideas and motifs central to depth psychology (individuation, anima, the *nigredo*, *hieros gamos*), we'll attempt to gain a sense of the deep wisdom inscribed in Rilke's poetic oeuvre, and the creative processes—inseparably poetic and psychological—through which the poet's life and art were forged.

Daniel Polikoff, Ph.D., is a poet, translator, and internationally recognized Rilke scholar. His book on Rilke and archetypal psychology *In the Image of Orpheus: Rilke—A Soul History* (Chiron, 2011) was reviewed in both *Jung Journal* and *Spring*. He has shared his knowledge of Rilke in many venues in the United States and abroad (most recently, his talk on *Rilke and Alchemy* last November at the San Francisco Jung Institute, which was also offered as a webinar through the Asheville Jung Center). He has published two books of poetry as well as an edited

translation of a dramatic version of the Grail legend, and lives with his wife and son in Mill Valley.

Depth Psychology Work in the World: A Saturday Retreat



Saturday April 12, 2014, 9 a.m. -2:30 p.m.

The Cooperage, Sonoma State University

Doors open at 9:00 a.m. Program begins promptly at 9:30 a.m.

Attendance is free but must register at [Eventbrite](#); Donations are accepted

This event is co-sponsored by the Psychology & Spirituality Lecture Series

\$5 parking in Lot J ([download](#) campus map)

Join us for a soulful retreat on bringing depth psychology work into the world. This is an experiential retreat in which we'll set up a liminal field with the goal of hearing and sharing ways to bring deep self into work in the world. We'll attend to our own deep self as we listen to creative and innovative presenters who have been successful in establishing distinctive and unique ways of working in the world. We'll hear about their on-going practices to keep connection to deep self, how they have met inner and outer challenges, and how they have navigated setbacks and successes in their journey. We'll work and share in the large group and small dyads or triads as well.

Our presenters include **Starhawk**, an activist around earth-based practices and spirituality; **Felicia Matto-Shepard**, an innovative depth-oriented workshop facilitator; **Meredith Sabini**, the founder of the Dream Institute in Berkeley; and **Rio Olesky**, an astrologer and teacher.

Come prepared to share | to be moved | to be inspired in the field we will all create.

Attendance is free but register through [Eventbrite](#) so that we have enough seating and refreshments. Enjoy coffee, croissants and conversation from 9 - 9:30 a.m.



Starhawk is one of the most respected voices in modern earth-based spirituality. She is a global justice activist and organizer who conducts Earth Activist trainings and whose work and writings have inspired many to action. She is the author or coauthor of twelve books, including *The Spiral Dance: A Rebirth of the Ancient Religion of the Great Goddess*, and her newest book, *The Empowerment Manual: A Guide for Collaborative Groups*.



Felicia Matto-Shepard is a psychotherapist who brings a background in dreamwork, work with the dying and the bereaved, shamanism, and art, movement and dance to facilitate her work with personal transformation. She is a candidate in training to be a Jungian Analyst at the C. G. Jung Institute in San Francisco, and leads workshops and couples retreats with her husband, Jim Matto-Shepard.



Meredith Sabini is a licensed psychologist and the founder of The Dream Institute of Northern California, a cultural center and continuing education provider in Berkeley. She is the editor of *The Earth Has a Soul: Jung on Nature, Technology, and Modern Life*, and author of numerous articles on depth psychology. She specializes in dream education for therapists and dream consultation for organizations and individuals.



Rio Olesky is a professional astrologer who teaches at the Santa Rosa Junior College, writes monthly columns for local and national publications, and speaks on radio and television talk shows. He has been a practitioner of Kriya Yoga since 1975 and brings a spiritual focus to his work.

Please bring an object that represents your vision of your deep self work in the world. We'll make a central mandala of the objects to serve as an orienting focus for our day.

We'll have lunch in conversation, so bring a bag lunch and dine with us outdoors or inside. Iced tea and lemonade provided as liquid refreshment in the afternoon. No time to pack a lunch? Olivers Market on E. Cotati Avenue has a wonderful deli for take-out, and they open at 7 a.m. Come at 9 a.m. for coffee, croissants and conversation.

Don't know anyone?..... just introduce yourself with a story of how you come to be here, and connections will unfold. The program begins promptly at 9:30 am.

Francis Weller, M.A., M.F.T., *Living in the Ashes: The Sacred Work of Grief*



Saturday Feb 22, 2014, 10 a.m. - 1 p.m.

Art 108, Sonoma State University

Doors open at 9:30 a.m.

Donations accepted

\$30 fee for 3 hours CE for therapists (BBSE); CE registration at the door the morning of the event

\$8 parking in Lot A next to the Art Building or \$5 in Lot E, F, G
([download](#) campus map)

Many cultures see the time of grief following significant loss as a time of living in the ashes. It is a time of mourning, of digesting and metabolizing the sorrows that accompany loss. This season of sorrow was a period of interiority, a sacred time during which we are deepened by the work of grieving. We are remade during these times, broken open to the night world of soul where we recognize our intimate connection to the world. We return from this time in the ashes as men and women carrying gravitas for the community.

What happens when our grief is not offered time and space to be acknowledged? Where does it go and how does it shape our daily life? Left unattended, our sorrows seep underground, darkening our days. It is our unexpressed sorrows, the congested stories of loss that, when left untouched, block our access to the vitality of the soul. To be able to freely move in and out of the soul's inner chambers, we must first clear the way. This requires finding meaningful ways to speak of sorrow.

During our time together, we will explore the soul's relationship to grief, how grief shared deepens our capacity for compassion and eases the congested sorrows that cloud our hearts. We will discuss the Five Gates of Grief and ways to bring a soft attention to the layers of grief in our lives. We will also explore the obstacles to grief that hinder our ability to empty the bowl of grief we carry. We are invited to honor the ashes of our losses and remember that "where there is sorrow, there is holy ground."

Francis Weller, M.A., M.F.T., is a community builder, writer, teacher and psychotherapist in Northern California who has been working with the emotional, creative and spiritual life of men and women for over thirty years. Francis draws from an extensive background in depth psychology, mythology, group work and indigenous traditions. His work embodies his love of soul, the arts, ritual and his devotion to bringing these into living and sustainable community. He is the author of *Entering the Healing Ground: Grief, Ritual and the Soul of the World* and the founder and director of WisdomBridge. He has taught at New College of California, Sonoma State University and the Sophia Center in Oakland.

This course is accredited for continuing education units, CEUs, for California M.F.T. and L.C.S.W., B.B.S. by the International Institute for Humanistic Studies (IIHS), provider #PCE2560. The International Institute for Humanistic Studies maintains responsibility for this program and its content. For information about the program and for refund or cancellation information, contact Laurel McCabe at (707) 664-2130, email laurel.mccabe@sonoma.edu.

Barbara Holifield, M.S.W., M.F.T., Indwelling: Our Human Participation in the Dream of the Earth



Saturday Jan 25, 2014, 10 a.m. - 1 p.m.

Art 108, Sonoma State University

Doors open at 9:30 a.m.

Donations accepted

\$30 fee for 3 hours CE for therapists (BBSE); CE registration at the door the morning of the event

\$8 parking in Lot A next to the Art Building or \$5 in Lot E, F, G
([download](#) campus map)

What Jung intuited nearly a century ago has never been more relevant: that Western culture would become lost if we were not able to sustain a connection to nature and learn from the wisdom of the indigenous people whose stories are deeply woven with the land. We have critically disconnected ourselves from the earth. Only gradually are we beginning to grasp the gravity of our situation and the complex ramifications of our culture's dissociation from its relational existence in the matrix of life.

This morning we will pay particular attention to the process of embodiment in development, its disruption in trauma and healing in depth psychotherapy. We will investigate the similarities and implications of this with that of indwelling earth. Our exploration of these ideas will evolve from poetry, lecture and experiential use of active imagination. If weather permits we will venture outside to soulfully engage with the natural world.

What emerges though our experience we will use to build on Thomas Berry's idea that hope for our future lies in our *human participation in the dream of the earth*. From here we will consider how moving from a reified individualistic notion of Self to an interdependent one links us to the *Anima Mundi* in such a way that our work "is aligned with a new respect for the mysterious eloquence of earthly reality—a deeply immanent sense of the sacred quietly dawning across the planet."

Barbara Holifield, M.S.W., M.F.T., is a Jungian analyst who in her early childhood journeyed through the wild lands of North America and worked as a wilderness therapist. Immersion into the wilderness continues to be an intrinsic and profound element in her life. She weaves somatic and relational perspectives into her work, which includes focus on the psychophysiology of trauma. She is a training analyst at the C. G. Jung Institute in San Francisco, adjunct faculty at the California Institute of Integral Studies, and an Authentic Movement teacher. Her recent writings have focused on the topic of psyche within the matrix of the natural world.

This course is accredited for continuing education units, CEUs, for California M.F.T. and L.C.S.W., B.B.S. by the International Institute for Humanistic Studies (IIHS), provider #PCE2560. The International Institute for Humanistic Studies maintains responsibility for this program and its content. For information about the program and for refund or cancellation information, contact Laurel McCabe at (707) 664-2130, email laurel.mccabe@sonoma.edu.

Appendix I. Student Teaching Guidelines

Psychology MA, Depth Psychology Program
Sonoma State University
Student Teaching Guidelines Spring 2019

The guidelines below are meant to facilitate and smooth your journey here as a student teacher in the Psychology Department at Sonoma State. The department website is www.sonoma.edu/psychology ; have a look at it so you know what's offered in the department.

Administrative

The Psychology major is located in the Psychology Dept. at SSU, Stevenson 3092. The Department chair is Dr. Elisa Velasquez, Stevenson 3092D, (707) 664-2130, email elisa.velasquez@sonoma.edu . The Administrative Coordinator is Cara Stevens, email cara.stevens@sonoma.edu , and the office assistant is Ashlyn Arend, email ashlyn.arend@sonoma.edu . Cara does scheduling, Ashlyn is ready to help with day-to-day needs, questions, or requests, or scheduling break-out rooms.

As a teacher in the classroom, you're responsible for one piece of the student's total undergraduate experience. The goal of each class is to clearly present a body of knowledge which enables the students to have a multi-layered grasp of the material. You want to aim for a conceptual understanding, a practical or applied grasp of the material, and an embodied understanding. This means that your teaching methods cover traditional lecture and discussion, and also include experiential exercises, practical applications, art work, group work, practical work in dyads or triads, etc. Structure your classes so that there is a mix of activities that keep the students engaged and involved in the material, and which develop different layers of knowing and understanding of the material.

Faculty Center

The Faculty Center in Schulz 1103 is a one-stop service set up to assist you in your duties as an instructor <http://facultycenter.sonoma.edu/> . Access their website to see all the services they provide—they can be a lifesaver in a pinch. They consult on technology, assessment, video production, zoom web conferencing, and instructional consultation.

Class Structure and Syllabus

Your syllabus clearly presents the goals of the course, the skills developed in the course, the schedule of reading and/or projects, the types of work expected of students, and the means of evaluating students' work. Students should be clear about what is expected of them, and be clear about how to achieve that. There are sample syllabi for most undergrad Psychology classes kept in binders in the cabinet opposite Ashlyn's desk in the Psych office; it's helpful to browse through them to get an idea of what instructors require in a course.

Syllabus: Learning Goals and Outcomes

You MUST include your *course learning goals* in your syllabus, how they align with one or more of the *department learning goals* (listed below), and the specific learning *outcomes* (indented below) linked with the goal. The learning outcome is an assignment in your course that will show you whether or not a student has met your learning goal. **Choose 2-4 learning goals and outcomes** for your seminar or class.

List in your syllabus which of the Department's learning goals your particular course covers; you're not expected to cover them all. Choose 2 or 3 at most. Students are expected to:

- 1) be familiar with the major concepts, theories, and perspectives in psychology;

Psy 399, Graduate Student-Instructed Course

- 2) apply psychological theories, concepts, and principles to individual and social experiences;
- 3) reflect on personal experience in light of psychological knowledge;
- 4) recognize and understand the complexity of cultural diversity, in light of psychological knowledge;
- 5) understand and apply basic research methods in psychology;
- 6) demonstrate skills that promote behavioral change at the individual, organizational, and community levels.

Keep clear records of students' work or grades. Should a grade dispute arise after you have taught the course, you need clear information to back up your assessment of the student's work.

Students in depth-oriented courses tend to become very involved in this material as they work with it. Please be open to students' desire for more interchange and for more discussion and work regarding the material. Give the students an Email address with directions on how to reach you; this is listed on your syllabus. Every student uses email, and we've found that this is a quick, effective way to correspond.

Once your syllabus has been vetted by Laurel, email a copy of it to Ashlyn Arend in the Psychology office when the semester begins. The department files copies of all course syllabi.

Syllabus: Evaluation Policy

You MUST place on your syllabus your course evaluation policy, taking into account different criteria such as attendance, assignments, papers, participation, etc. Suggested text is below.

Your course grade is based on quality and timeliness of papers, presentations and assignments, attendance, and quality of class participation. You're expected to do the reading for the class and to come prepared for discussion and projects in class. You can expect to spend from 3 to 9 hours per week (3 hours per unit) on readings and projects for this class. Bring a copy of the week's reading and assignments to class for discussion and reference. Papers and assignments are due on the due date; extensions for papers must be discussed with the instructor and approved ahead of the due date. Late papers will be graded down one partial grade for every week they're late.

Syllabus: Attendance Policy

You MUST place on your syllabus your course attendance policy, and the consequences for students missing a class. Instructors are responsible for providing a clear statement on the course outline about the impact of attendance on students' grades. For students who have missed classes for legitimate reasons, instructors are responsible for providing an opportunity to complete make-up work or grade substitution ***if*** the instructor determines that such is reasonably able to be provided.

This copy is recommended for your syllabus; modify as you see fit:

Attendance at all class meetings is mandatory. While you can always read what was missed, you can't reproduce the discussions and exercises experienced in class. Attendance means timely attendance—being on time and not leaving early. Being more than 15 minutes late or leaving early constitutes a missed class. Excused absences are possible only with a doctor's note or a real emergency and do not count as an absence instance. At the same time, absence affects your participation points. If you're absent, it's your responsibility to provide the instructor with due notice beforehand and to inform the instructor of the reason for the absence. Written assignments are due on the date of an absence unless discussed and approved otherwise by the instructor. Missing more than one class will bring down your final grade by a partial

grade; it's not possible to pass the class if you miss more than 3 classes. If you must miss a class, ask someone in class to take notes for you: you are responsible for learning the material covered in a missed class.

Syllabus: Classroom Etiquette Policy

You must place on your syllabus a classroom etiquette policy, recommended text below.

Classroom Etiquette

In order to maintain a positive classroom climate, please refrain from engaging in behaviors that are disrespectful and distracting to the professor and to fellow students. These include engaging in side conversations, cross-talk, texting, using cell phones, checking email, or surfing the internet. Please turn off cell phones and computers during class. Cell phone use in class is disruptive, so they may be used outside of class during breaks only. You'll be asked to turn off your phone in class if you check it or answer it during class. Disruptive behavior in class will bring down your final grade.

Syllabus: Writing Papers in APA Style

You MUST include your expectations for written assignments. If they include APA style, describe your expectations. Best recommendation is to endorse limited APA style, that is, formatting for cover sheet, margins, pagination, running head, citations, headings, and references.

Suggested copy:

Papers are double-spaced, paginated, with 1" margins all around, and a simple 12 point font like Times, Times New Roman, Helvetica, Arial, etc. References and citations are APA style. The Library has simple APA style guidelines online. Owl Purdue has excellent online APA style guidelines.

Syllabus: Student Conduct

The psychology department adheres to university student conduct policies found at <http://web.sonoma.edu/uaffairs/policies/>. Areas relevant to students are policies on academic freedom, [academic honesty](#), [alcohol use](#), [disability access](#), [discrimination and sexual harassment](#), [disruptive behavior](#), [drug use](#), the presence of [animals on campus](#), [smoking](#), [assaultive or threatening acts](#), and using human subjects in research.

You MUST include something like this in your syllabus:

The psychology department adheres to university student conduct policies found at <http://web.sonoma.edu/uaffairs/policies/>. Each student is expected to be aware of these policies. Areas relevant to students are policies on academic freedom, [academic honesty](#), [alcohol use](#), [disability access](#), [discrimination and sexual harassment](#), [disruptive behavior](#), [drug use](#), the presence of [animals on campus](#), [smoking](#), [assaultive or threatening acts](#), and using human subjects in research.

Syllabus: Plagiarism/Academic Honesty

You MUST include on your syllabus your policy on plagiarism. The university policy is at <http://www.sonoma.edu/policies/cheating-and-plagiarism>. For the first infraction, you have the option of giving the student assignment a failing grade; returning the work and having the student redo it; or giving the student a failing grade for the course. Notify the department chair and the university Student Conduct Officer of the infraction. The Student Conduct Officer keeps a listing of infractions should another occur. You and the program coordinator may make an assessment of seriousness of infraction—for example, if there's one instance of verbatim usage of another author without proper citation of a quotation, you might elect to notify the student and ask the student to rewrite. Habitual use

of other's words without proper citing is a reportable infraction. More than 1 infraction may result in dismissal from program.

Suggested copy:

It is expected that all material submitted as part of any class assignment is the actual work of the student whose name appears on the material. The concept of academic honesty includes plagiarism as well as receiving and / or giving improper assistance on coursework. The university's policy of academic honesty expects students to be honest in attributing others' work to those who wrote it, with proper citations, references, and paraphrasing of material. Using the words of an author without specifically quoting and referencing the author is plagiarism—passing off another's ideas as one's own. A paper that has material copied verbatim from a book, article, another student, or Internet source without proper referencing may be given an F and will be reported to the university officer. A second instance is also reported and may lead to removal from the university. Classroom instructors may use online software such as turnitin.com to assess the academic honesty of student papers. The University's Cheating and Plagiarism policy is available at http://www.sonoma.edu/UAffairs/policies/cheating_plagiarism.htm.

Syllabus: Students with Special Needs

Every classroom instructor must accommodate students with special needs in their class. See the Disability Services for Students website for more information: www.sonoma.edu/dss/

You MUST include the following notice regarding students with special needs in your syllabus. Use this exact wording:

If you are a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677, website www.sonoma.edu/dss/. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

Suggestions to teachers regarding classroom teaching for students with disabilities is on http://www.sonoma.edu/dss/faculty_staff/teaching_students_with_disabilities.html.

Syllabus: Emergency Evacuation

You MAY include the following paragraph in your syllabus about emergency evacuation. The elevator in Stevenson often goes out, and there are concerning stories of disabled students' modes of exit. This paragraph encourages you and the students to think ahead of an exit plan.

If you are a student with a disability and you think you may require assistance evacuating a building in the event of a disaster, you should inform your instructor about the type of assistance you may require. You and your instructor should discuss your specific needs and the type of precautions that should be made in advance of such an event (e.g., assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and contact the Disability Services for Students office if other classroom accommodations are needed.

Writing Center

If you see that a student is having difficulty with clear written expression, feel free to refer the student to the Writing Center, now part of LARC in the first floor of Schulz / the library <http://web.sonoma.edu/writingcenter/info/services.html>. Staff are available for free consultation with students regarding their writing M-Th 9-5, F 9-4, phone (707) 664-4401. They work with the student

on specific pieces of writing to help the student write more clearly and effectively. They do not proofread or edit papers, rather help the student learn how to do self-editing, guide them in citation style, and improve their own writing process. They offer group writing facilitation, as well as workshops for specific writing assignments. Appointments are strongly recommended, though they take walk-ins if staff is available.

If you have a student whose writing needs improvement, add this suggestion as a note at the end of a student paper, or in a meeting with them. Offering this information in your syllabus provides the students information on how to access resources to improve their writing, hopefully early in the program to make their second year article/thesis-writing an easier task.

Class Meetings and Attendance Policy

You're expected to attend and teach every class during the semester. You're expected to have 15 weeks of classes, 45 hours for a 3-unit class. Exam week is usually in addition to the 15 weeks / 45 hours. The SSU policy during exam week is that you should be available during your exam hours—either holding class, or in office hours to see students.

Office and Office Hours

You'll be assigned an office to use to prepare for class and to meet students when needed. You're not expected to spend a full hour weekly in your office, but you must be available for students when needed. Most instructors see students by appointment, or before or after class. If you prefer, you may meet in your own classroom before or after class (if it's available) or in one of the cafes or locations around campus. State your availability on your syllabus. You may use the phone in your office to place calls, but not for voice-mail; dial 9 to access an outside line. Dial 4 plus the campus extension to reach campus phone numbers. (For example, to dial Ashlyn's number on a campus phone, dial 4-2452.)

Ordering Textbooks

Many faculty order texts at North Light Books in the plaza across from campus, phone (707) 792 4300, <http://www.northlightbook.net>, semester hours 9am-5pm M-F. They do this to support independent booksellers. North Light needs about 4 weeks notice for book orders. You can download their book order form, and email it to Orders@northlightbook.net.

The traditional option is to order books through the SSU bookstore (now under Barnes & Noble management), (707) 664-2259, about one month ahead of time. You'll need to know the class number and name (Psych 511, Theories of Depth Psychology, for example), class instructor, book title and author, sometimes publisher and ISBN, and number of students. Books generally take about 3 weeks to come in; ordering at least a month in advance is wise should problems arise with the order.

Compiling a Reader

If you'd like your students to read articles from books and journals, you're responsible for getting the articles together, bringing them to a copy center, having a reader made, and arranging for students to pick up the reader and pay for it. Do this at least a week ahead of time. Students are more likely to read articles when they're in a reader as opposed to online. You can email the copy shop the reader, or bring it on a flash drive—no need to bring a printed out copy. We're currently using ArcCopy, 5850 Commerce Blvd Ste D, Rohnert Park CA 94928, (707) 586-9558, 830-5 M-F, email@arccopy.com. An alternative is Campus Prints on campus, which may be more expensive.

You don't pay to have the reader made (the students pay when they pick it up), and you get a free copy of the reader, as the instructor, if you tell them to pay for your reader out of the students' cost.

Psy 399, Graduate Student-Instructed Course

Remember to make a cover sheet for the reader listing the course number and name (e.g., Psychology 511, Theories of Depth Psychology) as well as the instructor name. It is also very helpful if you insert a Table of Contents, syllabus, and reference list into the reader. The copy shop has equipment on the xerox machine that numbers the pages for you.

Library, Full Text Articles

If you're including articles in your class, check online in the library databases—most articles are available full text pdf.

Articles in pdf Format

Some teachers scan articles into a scanner and then save them in pdf format that can be emailed to students or placed on a class website. Students are then responsible for printing them (or not). This does away with the need for a reader, or for asking students to spend additional money to buy a reader. It also has the advantage of enabling you to keep pdf files of relevant articles on your computer. However, some students will not read an article if it's up to them to do the work of printing it out, so weigh your options.

The Psych office Xerox machine is also a scanner; you can easily scan an article or book chapter into the machine and it emails you the completed article. The directions for doing this are posted on the wall above the Xerox machine. For questions see Laurel, it's quite easy. If you use this option, the article can be emailed to Laurel and she'll forward it on to you.

You can use scanners in the library to scan articles and book chapters into pdf format, though the dept scanner is better. Scan articles in black and white at 300dpi. In Adobe Acrobat Pro, go to Create New Pdf from Merged Files, drag your scanned files into the box, put them in the correct order, and press Merge. If the files are rotated, use the rotate files command, save again. Finally, save as an optimized pdf to cut down on the size of the file.

Xeroxing

You can xerox class syllabi and class handouts in the Xerox machine in the Psych office. You'll be assigned a Xerox number to input in when you Xerox—see Cara for this number. Your Xerox budget for the semester is 20 copies per student. DO NOT Xerox articles for your class on the office Xerox machine. You may xerox articles that will go in a reader. Elisa Velasquez as dept. chair oversees the budgeting Xerox accounts.

Faculty Mailboxes

Every faculty member and student teacher has a mailbox in the Psychology office. Please check it regularly. If you teach after the 5 p.m. office closing time, you will need a key card to the Psychology Department to use your mailbox. Check with Cara about getting a key to the office.

Psychology Department Key

The psychology department office (Stevenson 3092) is programmed *on your ID key card*. It takes 2-3 days to activate after you visit Salazar to pick up your keys (not including the weekend). Your mailbox is in the department office Stevenson 3092.

Classroom & Office Keys

Cara or Ashlyn will contact you with information getting keys. You will list on the key form exactly which rooms you need keys to. Allow a week to obtain classroom keys—the form needs multiple

Psy 399, Graduate Student-Instructed Course

signatures and it takes time. Then pick up the signed form from your mailbox and take it to Salazar Customer Services to get your keys.

The art room (Stevenson 3048), sandplay room (Stevenson 3050) and the storeroom with magazines (Stevenson 3042 Storeroom) are programmed *on your ID key card*. It takes 2-3 days to activate after you visit Salazar (not including the weekend). If you teach a weekend seminar plan on *not* using these rooms unless you've come in a week ahead of time to get the ID key card activated.

Keys must be returned at the end of the semester in which you are teaching. Keys for certain classrooms, such as the dance studio in Ives 80, are negotiated with the Ives office staff..

Classrooms are usually open but are sometimes locked, so obtain a key to your classroom in case it's locked when you arrive.

If you don't have a key and your classroom is locked, call the police at 707 664 2143 and they'll send someone to open it.

These are some additional meeting rooms that require a key:

- Stevenson 3042 Group Room
- Stevenson 3042 Storage (magazines for collage)
- Stevenson 3048 Sandplay Room Open M-F 7:30am – 10pm Keycard only
- Stevenson 3050 Art Supplies Open M-F 7:30am – 10pm Keycard only
- Stevenson 3076 Breakout small-group room
- Stevenson 3082 Breakout room
- Stevenson 3092 Breakout room

Class List

Once you're listed as Instructor of Record you can log in to your account, click on MySSU, click on semester, and click on your class to see your class list.

Make your attendance sheet on an xcel spreadsheet from the online class list.

Class Size, Adding and Dropping Students

The Psych Dept enables students to sign up for a class waiting list if the class is full when they register. When someone drops, that student is automatically moved onto the class list. Your class limit is 15 students. Students tend to drop and add classes the first week. The drop period lasts for 2 weeks/ 10 class days. After that students receive a W if they drop a class. A student can add a class with petition signed by course instructor for another 2 weeks after the add/drop period. After a month if a student wants to drop a class they have to petition to do so.

Faculty Drops

After the first class meeting, you should drop any student who is not present and who hasn't contacted you about missing the first class. Contact Ashlyn or Cara for information. You'll need to provide the student name and ID number, class title and number, to Ashlyn.

Faculty Center

The Faculty Center in Schulz 1103 is a one-stop service set up to assist you in your duties as a professor and instructor <http://facultycenter.sonoma.edu/> . Access their website to see all the services they provide—they can be a lifesaver in a pinch. They consult on technology, assessment, video production, zoom web conferencing, and instructional consultation.

Faculty Computing Needs

The Faculty Center in the ground floor of Schulz 1112 provides support in teaching technologies <http://www.sonoma.edu/facultycenter/> and their services <http://sonoma.edu/facultycenter/services/> .

IT Needs

The IT department's website <http://it.sonoma.edu/kb> lists the projects it provides help with, such as Canvas, network wi-fi, scanning services, tech classrooms, etc. The Forms page for service requests is at <http://it.sonoma.edu/forms> .

Canvas: Online Class Information

Every class has an online website to provide online information to students about the course—assignments, syllabus, handouts, powerpoints, videos, discussions etc. SSU is moving to the Canvas system and will use it exclusively starting fall 2019. You need an SSU login and password to use the system.

Go to the SSU website www.sonoma.edu . Login. Click Canvas. Click your course number.

For guidance in using Canvas, see the Canvas support website <https://lms.sonoma.edu/> or contact the Faculty Center <http://facultycenter.sonoma.edu/> for individualized help and group classes.

To easily set up a course in Moodle:

- Click Turn Editing On in the upper right hand corner of the page.
- Click Edit Settings under the Navigation heading.
- Enter Course Start Date
- Under Course Format: Keep Topics Format. Change Number of Sections to 4 or 5.
- Under Appearance: Choose Clean.
- Under News Items to Show: Choose 2.
- Under Show Gradebook to Students: Choose No.
- Click Save and Display.
- For each Topic, click the pencil glyph and write in the category; then Save & Display. Suggestions: Use general categories for each topic, such as: Syllabus; Readings; Assignments; Powerpoints; etc.
- Drag your document off of your computer and on to the Topic—a box will open up and it will load automatically.
- When you're ready to have your students view the page, Click on Edit Settings under Navigation heading; Under Visible, choose Show. Click Save & Display.

To use the plagiarism resource Turnitin.com on Moodle:

- Under the Assignments topic, Add an Activity choose Turnitin Assignment. Drag the student paper into it. It will upload the paper and report how it matches to internet resources, giving you a percentage number score. Typically student papers range from 0-3% with no plagiarism.
- If your paper doesn't scan and it's a pdf, click Enhance on your Adobe Acrobat program. This alters the coding so that the paper can be scanned by programs such as turnitin. Delete the old paper and re-drag the enhanced paper into turnitin.

Leave time to work with Moodle before your class begins—there's a high learning curve.

Rubrics

Provide clear standards for evaluating student work, either in your syllabus or in your assignment guidelines. Rubrics provide these, and avoid student confusion over what is being graded. Laurel has numerous sample rubrics that can be adapted for use in your class, for papers, assignments, oral presentations, attendance and engagement, etc.

Library Services

The Schulz library is up-to-date with online research and database resources, and participates in a CSU interlibrary loan consortium. Access the library at <http://library.sonoma.edu/>. For faculty services go to <http://library.sonoma.edu/services/faculty/>.

It's worth it to attend the library orientation sessions on how to conduct research, etc., if you haven't done so. You can schedule a class session with a library faculty member so your students know how to use the library resources. The internet resources are always changing, and it pays to know what the library can do for you when you need it; and to know what the students can access in their research work. If the library doesn't have your book, try Interlibrary Loan (ILL).

Library Reserve

You can put any book or article on reserve in the library and you can do it online at <http://library.sonoma.edu/services/faculty/reserves/>. If you're on campus, it's quickest to bring the book or article to the main desk, and fill out the form indicating how long the reserve is for (2 hrs or 1 day). You can use books from the stacks, your own books, or articles of your own that you've xeroxed. The library has 2 sets of Jung's *Collected Works*; one of them is on reserve. Some of the volumes have disappeared over the years, unfortunately. The library has one copy of Jung's *Red Book*. Laurel has 2 copies in her office if you'd like to borrow one.

Videos

The Library offers a fair to good selection of Jungian-oriented videos, as well as videos on cross-cultural anthropological and ethnological topics, some of it rare and unusual. See the appended sheets for a listing of some of the current videos; there may be more, so check to see what's available. To find what videos are available, modify your keyword search with these changes: Location: MultiMedia. This will produce a listing of available videos.

Digital Projector, Powerpoint

Most classrooms have in-room ceiling-mounted digital projectors with a dock to connect your laptop on the wall. Faculty generally use their own laptop with the projector. If your classroom doesn't have in-room digital projectors and video equipment and you plan on using powerpoint slides, email <http://it.sonoma.edu/forms> before classes begin to reserve equipment on the dates of your classes using the Faculty Authorization for Equipment form. You'll need a Faculty ID Card to order equipment.

You can choose from the following to be delivered:

- Digital projector only (use your own laptop; if you use a Mac bring your connecting device)
- Mac or PC (specify which) with digital projector
- DVD and sound equipment

If you use a Mac laptop you'll need a Mac adaptor to connect to the wall cable.

It's your responsibility to arrange for equipment before you need it.

If you should encounter technical problems with the computers or digital projector delivered by Media Services to your room, call the Help desk on the spot at 664-HELP and they'll send someone to help you asap. Note that **the Help desk hours are 8am to 7pm on weekdays (5 on Fri) and so they're not available for evening and weekend classes.**

Movies, VCR / DVD Player

Some rooms have an in-room VCR and a TV in a cabinet. See Media Services about any other equipment checkout at <http://it.sonoma.edu/forms>.

If your room doesn't have an in-room TV with VCR/DVD player, you may reserve and check these out in the equipment check out book located on the cabinet near 3092B in the Psychology Office. Sign

Psy 399, Graduate Student-Instructed Course

out ahead of time if you'd like to use this equipment. *Do not* ask the office staff to do this for you—it's your responsibility.

Music Player

Most people use the computer or phone and portable speakers with Bluetooth.

Psychology Department Digital Projectors

The Psych Dept. has 2 digital projectors with laptops (one mac, one pc); and a rolling TV with DVD and video. Reserve and check out in the equipment check out book located on the cabinet near 3092B in the Psychology Office. Sign out ahead of time if you'd like to use this equipment.

Psychology Department Projector & Misc.

The Psych Dept has an antique slide projector, CD player, and a rolling TV with DVD/video player that are kept in the Video room, Stev 3054 or thereabouts. The key to this room is on the bookshelf opposite Ashlyn's desk near Stev 3902B. Sign out the key, take the key to unlock the door, and be sure to put it back immediately when you've finished with it.

Breakout Rooms

The Department has 3-4 small rooms for breakouts and extra meetings: 3048 (sandplay room), 3050 (art supplies), 3070front, 3070 back. The signup book for using these rooms is in the Psych Office on top of bookshelf mid-office. 3048 and 3050 are locked on weekends with access via *key card ID*; 3070 is locked and key is needed to use it.

If you know you'll be using breakouts regularly during a certain time of your class, sign out these rooms before the semester begins to insure your usage of them.

Art Supplies Stevenson 3050

We have art supplies stored in Stevenson 3050, the ArtLab; boxes of magazines for collage are in Stevenson 3042 storage. New oil and chalk pastels are stored in the lower drawer of the cabinet outside Laurel's office in Stev 3092; old pastels are in 3050. Art supplies are stored in the shelving units to the right as you enter 3050, in the right-hand column of shelving. Use whatever you need for your class. If you should need other supplies, contact Laurel to see if we can provide it.

Stevenson 3050 is a locked room with access via *key card ID*. Classes and groups are scheduled in this room, so try to arrange to get your supplies when the room is not being used. The signup book for using this room is in the Psych Office on top of bookshelf mid-office.

Art supplies: oil pastels, chalk pastels, pastel pencils, colored pencils which wash with water, acrylic paints, one set of water colors, paint brushes, glue, glue guns, scissors, some plaster gauze for making masks, a few clay tools, large sheets of black and white paper in artist portfolios, and small 8 1/2 x 11 sheets of colored construction paper. We have these supplies in quantities for 15-20 people. The program has a small budget for art supplies, so if there is something you need, let Laurel know and we'll coordinate acquisition.

If you paint: Make sure not wash paints down the sink—the acrylics dry into plastic and block the pipes. Ask the students to wipe their brushes and palettes clean of paint with paper towels first, then rinse with water in the sink. *No paint down the sink!*

Magazines for collage are stored in the 3042 storeroom, the storeroom off the group room. Stev 3042 is always being used for classes, so you must schedule between classes (before 8am; between 12noon and 1 MTThF) in order to get the magazines. You need a keycard to access the storeroom.

Sandplay Room Stevenson 3048

The Department has 3 sandtrays, 2 dry and 1 wet, with a good collection of sandplay figures. The Sandray Room is Stevenson 3048, a locked room on weekends with access via *key card ID*. The Depth Psychology Program and the Psychology Department have sponsored this sandtray room and the acquisition of the collection. If you're using the sandtray room, you may also want to sign out 3050, as it has a door adjoining the sandtray room and can be used by your group. The sign up book for using this room is in the Psych Office on top of bookshelf mid-office.

Video Camera, Digital Camera

Media Services has up-to-date equipment, <http://it.sonoma.edu/forms> , Faculty Authorization for Equipment form.

Recording and Transcription Equipment

The program lends out tape recorders and transcribers for those who are doing oral interviews and need to transcribe the interviews into written form. It's stored in Stevenson 3087 computer lab; see Laurel to access. We have 3 cassette tape recorder/transcriber combinations.

APA Style

Most Psychology classes require students to use APA style (6th edition) in papers they write—at least for cover sheet, margins, pagination, running head, citations, headings, and references. Please be familiar with it and take this into account when evaluating papers. Owl Purdue at <http://owl.english.purdue.edu/owl/resource/560/01/> is one of the best APA sites. The library provides an online resource for reference and citations in APA style at <http://libguides.sonoma.edu/content.php?pid=256245&sid=2115477> .

Counseling and Psychological Services

Many students have exceptional stressors in their lives and may be struggling to stay on top of their class, work, personal and family lives. Be aware of this, and remind students of free services at the Counseling Center in 1088 Stevenson. Students are entitled to 8 free counseling sessions per semester. Website <http://web.sonoma.edu/counselingctr/> .

Institutional Review Board: Human Subjects

If you ask students to design questionnaires to give to others, or to design experimental studies involving others, the department and University policy is to ask students to complete a Human Subjects application and protocol, even if this information will not be published or made public in a formal way. This process takes a number of weeks to complete, so you should start it early in the semester. Website <http://web.sonoma.edu/orsp/compliance/human-subjects.html> for more information.

Supervisor Checkin

Check in with your supervisor (Laurel) regularly about your class. Schedule appointments every few weeks and at least once a month. Your supervisor will be coming in to your classes 2-3 times during the semester to participate and give you feedback about your teaching.

Guest Parking Pass

If you have a guest come in to your class who is not paid, you may request a free guest parking permit by emailing karen.leitsch@sonoma.edu with your request. She'll need your name and department, your visitor's name, date of visit, and reason for visit. Ask the visitor to check in at the Parking and Information kiosk when they arrive, and they'll be given a permit.

Safety

The department is committed to providing a safe working environment for students, faculty, and staff and there is a student code of conduct on campus. SSU has a policy on the disruptive student, defined as behavior which disrupts classroom functions, including erratic, irrational, distracting, threatening, harassing, or oppositional behaviors (www.sonoma.edu/UAffairs/policies/). Safety incidents on campus are handled through the police (664-2143) www.sonoma.edu/ps/. Contact them with concerns of potential violence. Police can be to your campus location in 3 minutes if needed. You may want to place these numbers in your cell phone or address book so that you may contact them immediately when needed. You can sign up for the university's text emergency alert system at <http://www.sonoma.edu/uaffairs/crisis/>.

For acute incidents of distress or suicidality, contact the campus Counseling and Psychological Services (664-2153) www.sonoma.edu/counselingctr/. Since our students are self-support and not funded by the state, ***they cannot use the services for counseling except in emergencies.*** Provide students with several references which they can access.

Teaching Evaluations

Teaching evaluations are online at the university. Students receive an email at the end of the semester asking them to log in and complete an evaluation of your course. Many teachers ask students to fill in the evaluations during class on their smartphones, while you step outside for 10 mins to give them privacy. If you don't do this, do remind your students to fill them out as most students overlook it. You'll be able to review the evaluations 1-2 months after you've turned in your grades.

Students evaluate you in these areas:

1. Enthusiasm for teaching and subject matter;
2. Clear presentation of course material;
3. Teaching strategies appropriate to students and course content;
4. Clear course goals, and use materials to achieve these goals;
5. Enable students to participate actively; engaged learning;
6. Foster appreciation for different points of view;
7. Competent and current in course material;
8. Consult and advise effectively outside of class where needed;
9. Engage in professional development to enhance teaching.

Grading Procedures

Grades are due about 5 working days after your final exam if you teach a semester course. To enter grades, log in to your SSU account at www.sonoma.edu. Click on MySSU. Click on My Schedule in Faculty Center. Check to make sure the term is correct (Spring 2019 etc). Click on the grading glyph next to your class name. Enter the grade for each student. Click Save. Go to the Approval bar and pull-down to Final Approval. Click Save. (note that there are 2 steps in saving—first save and Final Approval save.)

You should keep records of your grading for 5 years after you teach your course.

You can set up an excel spreadsheet as your class assignment grade sheet.

Column for each assignment

Total, Final grade

If you give each assignment point values, then just add for final total and final grade.

A+	97 – 100% (no A+ can be given as a final grade)
A	92.5 – 96.5%
A-	90-92.4%
B+	87 - 89.4%

Psy 399, Graduate Student-Instructed Course

B	82.5 - 86.4%
B-	80 - 82.4%
C+	77 - 79.4%
C	72.5 - 76.4%
C-	70 - 72.4%
D+	67 - 69.4%
D	62.5 - 66.4% (D is passing grade)
D-, F	66% and below Failing

Attendance: Make a separate excel sheet for attendance, each column is a class date.

Incompletes

Try to avoid this at all costs. However, if a student has finished most of the coursework (80% or more) but due to serious and compelling reasons is unable to complete coursework, you may give a student an Incomplete. You should require students to complete the work in the next 3 months—you may set a deadline for completion of the work. While the University gives students one year to complete academic work before an Incomplete turns into an F equivalent, as a student teacher you may not be available in a year to review academic work, so don't use this option.

Teaching Resources Online

- Univ Minnesota Center for Teaching and Learning
<http://www1.umn.edu/ohr/teachlearn/resources/index.html>
- Penn State's Schreyer Institute for Teaching Excellence <http://www.schreyerinstitute.psu.edu/>
- tips on what to do in the first class
<http://www1.umn.edu/ohr/teachlearn/tutorials/active/resources/quick/index.html>

Names, Numbers, Emails

Laurel McCabe	664-2130	laurel.mccabe@sonoma.edu	Stevenson 3087
Elisa Velasquez	664-2265	velasquez@sonoma.edu	Stev 3092D Psych Dept. Chair
Cara Stevens	664-2412	cara.stevens@sonoma.edu	Stev 3092 Admin Coord Psych
Ashlyn Arend	664-2452	Ashlyn.Arend@sonoma.edu	Stev 3092 Psych Adm Sup
IT Help	Schulz, south wing	664-HELP	www.sonoma.edu/it/helpdesk/
Schulz Library	664-2397	http://libweb.sonoma.edu/	
North Light Books	792-4300	www.northlightbook.net	
Bookstore (B&N)	664-4063		
Seawolf Services	Salazar Hall	664-2308 for keys	
Disability Services for Students	Salazar 1049	664-2677	www.sonoma.edu/dss/
Faculty Center	Schulz 1112	www.sonoma.edu/it/faculty/	
Rec Center, Pool	664-4FUN	www.sonoma.edu/campusrec/	
Sonoma State	664-2880	www.sonoma.edu	
SSU Police	664-4444 or 911 from campus phone		

Rev 1.4.19

Appendix J. Psy 399 Graduate Student-Instructed Course Application

PSYCHOLOGY DEPARTMENT
Graduate Student-Instructed Course Proposal
Psy 399, 3 units, Grade option

Desired Teaching Semester: Fall _____ Spring _____

PLEASE TYPE. Meet with the Depth program Coordinator to discuss your course proposal; the program Coordinator must approve applications before submitting to the Department Chair. Submit two copies to the Department Chair by the last day of the first month of the semester prior to the desired teaching semester. Attach a sample 15 week course of readings, and a letter of support from the program Coordinator.

I. Basic Information

Title of class _____

Instructor's Name _____

Program _____ Year _____

Address _____

City Zip _____

Phone _____

Email _____

Co-Instructor's Name _____

Program _____ Year _____

Address _____

City Zip _____

Phone _____

Email _____

Co-Instructor's Name _____

Program _____ Year _____

Address _____

City Zip _____

Phone _____

Email _____

Preferred days and hours of class (check module schedule):

1st choice _____

2nd choice _____

Impossible times _____

II. On the Nature of the Class

A. Give a brief, but specific course description.

B. Give a more elaborate statement of what is to be covered.

C. List the resources you plan to use (e.g., book list, recommended readings, tapes, speakers, films; for books include title and author). Attach a 15 week sample course of readings / syllabus.

D. How will you structure this class? What methods will you use?

E. What class requirements are students expected to meet?

F. What grading policy do you intend to use (Grade option or Cr/NC)?

G. If teaching alone, how do you see your role?

- H. (If co-teaching)**
- 1. Describe the relationships between the people in your group (e.g., shared expertise, individual areas of expertise, differing experience, strengths and weaknesses).**
 - 2. How will you share responsibilities for the class?**
 - 3. When and if conflicts come up between co-teachers, how do you plan to resolve them?**
- I. To what extent will students be expected to participate in planning the course or to be allowed to determine its direction?**
- J. How do you see your faculty sponsor in relation to the class?**

III. On the Nature of the Instructor(s) (If co-teaching, each instructor should individually respond to all these questions.)

A. What are your qualifications for doing this course? Give a brief personal history and future plans as these relate to the subject matter of the class and to the responsibilities of teaching.

B. What are your major weaknesses in relation to the subject matter and to taking responsibility for the class? What problems do you foresee?

C. How much time and energy will you be able to give to your class? How will you fit this in with other commitments (courses, Master's thesis, personal relationships, projects, day-dreaming, etc.)?

Appendix K. Course Rubrics

Appendix A: Participation Rubric

10 Points

Quality Participation	
Exemplary 9-10 points	Raises questions, responds to questions, and contributes to the learning of others frequently. Prepared to discuss course material during class by showing evidence of having done the assigned readings. Demonstrates nuanced, sophisticated, reflective, and thinking by actively participating in class discussions and raising critical questions/points. Comments and questions reflect critical, integrative thinking about/application of course material. Actively supports, engages, and listens to peers in an ongoing, appropriate way. Maintains reflective awareness and respectful, curious attitude toward peers' sharing. Consistently utilizes emotional reactions to in-class discussion in a reflective manner to further own learning. Contributions regularly enrich the learning environment. Consistently fosters sense of safety in classroom with presence.
Developed 7-8 points	Raises questions, responds to questions, and contributes to the learning of others often. Usually prepared to discuss course material during class by showing evidence of having at least skimmed the readings. Demonstrates an adequate level of reflective thought and critical thinking about course material. Sincere effort to maintain reflective awareness and respectful, non-judgmental attitude toward peer's sharing. Utilizes emotional reactions to in-class discussion in a reflective manner to further own learning at times. Contributions occasionally enrich the learning environment; they do not detract from the learning environment. Sometimes fosters sense of safety in the classroom with presence.
Emerging 3-6 points	Raises questions, responds to questions, and contributes to the learning of others infrequently. May be prepared to discuss course material, but contributes very little to discussion and usually in very general terms. Usually embedded in personal reactions with little evidence of reflective capacity to further own learning. Communicates reactions responsibly on an inconsistent basis. Contributions at times detract from the learning environment. Does not contribute to sense of safety in classroom with presence. Classroom dynamic are sometimes disrupted by presence.
Underdeveloped 0-2 points	Raises questions, responds to questions, and contributes to the learning of others rarely if at all. May be prepared to discuss course material, but rarely speaks, if at all, during in-class discussion. Does not appear to make good use of emotional reactions to in-class discussion in a reflective manner to further own learning. Contributions regularly detract from the learning environment. Classroom dynamic is often disrupted by presence.

Appendix B: Sandplay Paper
20 points

	Exemplary	Developing	Emerging	Undeveloped
Application of Sandplay Theory	Points are clearly made, concepts defined, developed, excellent examples or supporting details. Clearly articulates general understanding of sandplay concepts & theory. Integrates & synthesizes all selected resources. 9-10 points	Many good points, terms defined & developed, good supporting details & examples. Limited general understanding or ability to articulate understanding of sandplay concepts & theory. Integrates & synthesizes most selected resources. 5-8 points	Information present, not all supported by examples, little development of ideas. Significantly limited general understanding or ability to articulate understanding of sandplay concepts & theory. Includes some selected resources. 3-4 points	Some information; but irrelevant examples or details included; no development. Little to no evidence of general understanding of sandplay concepts & theory. Little integration of synthesis of selected resources. 0-2 points
Sandplay Witness Reflection	Deeply reflective considerations of role of sandplay witness with clear understanding of “free and protected space” evidenced. 9-10 points	Reflective consideration given to role of sandplay witness with general understanding of “free and protected space” evidenced. 5-8 points	Little depth of reflection, perhaps with missing elements or significantly limited understanding of role of sandplay witness and “free and protected space” 3-4 points	No reflection apparent or, if present, evidences significant misunderstanding of role of sandplay witness and “free and protected space” 0-2 points

Appendix D: Shadow/Shame Body Map & Presentation
15 points

	Exemplary	Developing	Emerging	Undeveloped
Body Map Completion	Completed in a manner that reflects engagement with the process 5 points			Not completed. 0 points
Presentation: Reflection on Shadow/Shame Material Discovered during Body Mapping Process	Deeply reflective. Clearly articulates an understanding of persona/shadow in terms of personal learning and creative synthesis process. Presentation is focused, unified & accomplishes its purpose. 9-10 points	Reflective, but lacks depth, or involves a limited understanding or ability to articulate understanding of persona/shadow in terms of personal learning. Purpose is clear; presentation is mostly unified, focused; organizational pattern is evident. 5-8 points	Little depth in reflection, with missing elements or significantly limited understanding or ability to articulate understanding of relationship between persona/shadow and personal learning. Focus lacks clarity. Or, stated focus fails to unify the presentation. 3-4 points	No reflection apparent or, if present, contains significant errors in understanding of relationship between persona/shadow and personal history, or ability to articulate that relationship. There is no focus, and the presentation isn't unified. 0-2 points

Appendix E: Dream Council Reflection Paper
20 points

	Exemplary	Developing	Emerging	Undeveloped
Engagement & Insights	Paper demonstrates reflective engagement with Dream Council process and a nuanced understanding of the steps involved. Insights that have come from engagement with the process are clearly articulated and related to the student's life. 13-15 points	Paper demonstrates adequate engagement with Dream Council process and a general understanding of the steps involved. Insights that have come from the process are articulated well-enough. 8-12 points	Paper demonstrates some little engagement with Dream Council process and a very general understanding of the steps involved. Insights that have come from the process lack clarity in their articulation. 4-7 points	Very little engagement with the Dream Council process is evident in the paper. Understanding of the process contains errors. Insights gained from the process are not described. Overall, little effort is apparent. 0-3 points
Written Expression, Style, Grammar, Mechanics, & APA Style	The writing is clear, concise, diction conveys author's voice. Construction is complex, varied. No grammatical or spelling errors. Citations all accurate, quotations include page number. Margins, line spacing, headings accurate. References page, all accurate. 5 points	Construction, diction appropriate for a college level. A few grammatical or spelling errors. Citations mostly accurate, quotations have page #. Margins, line spacing, headings mostly accurate. References mostly accurate. 3-4 points	The writing is not always clear. More exact expression or greater sentence variety is needed. Some grammatical or spelling errors. Citations partly accurate. Margins, line spacing, headings partly accurate. Some accurate references. 1-2 points	The writing is not clear or too informal. Awkward sentence construction. Words are missing; illogical or unclear expressions. Frequent spelling or grammatical errors. Errors in citations or no citations. No references, references page, not in APA style. 0 points

Psy 542a Methods & Applications Depth Psychology

Rubric for Dream Paper Assignment

	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.

Appendix L. Thesis / Article Proposal Rubric

Sonoma State University Psychology M.A. in Depth Psychology Article / Thesis Proposal Review Form

Student's Name _____ Date _____

Thesis/Project Title _____ Reviewer Name _____

Committee Chair _____ Committee Member _____ Committee Member _____

The student's article or thesis proposal:	Insufficient	Criteria Met	Criteria Exceeded
<p>1. provides a strong rationale for conducting the study (min 10 sources)</p> <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>			

Sonoma State University Psychology M.A. in Depth Psychology Article / Thesis Proposal Review Form

<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>			

Appendix M. Thesis / Article Review Form

Sonoma State University Psychology M.A. in Depth Psychology Article / Thesis Review Form

Student's Name _____ Date _____

Thesis/Project Title _____ Reviewer Name _____

Committee Chair _____ Committee Member _____ Committee Member _____

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 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 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 			

**Appendix N. Master's Theses and Publishable-Quality Articles, Depth Psychology Program
2014-2020**

- Kehaulani Aspen, Encounters with the Self: One woman's individuation journey. Publishable-Quality Article, Sonoma State University. May 2018.
- Susan Audrey, Reclaiming the sacred feminine within: An inner mythic journey toward wholeness. Master's Thesis, Sonoma State University. August 2016.
- Marjorie Bauman, In the depths of the hive: Beekeeping and the transcendent function. Publishable-Quality Article. May 2020.
- Michele Berrong, The evolution of consciousness: A personal exploration from a depth perspective. Publishable-Quality Article, Sonoma State University. May 2017.
- Samantha Black, *Icaros*: The role of healing songs in Amazonian *Curanderismo*. Publishable-Quality Article, Sonoma State University. December 2014.
- Jill M. Bonner, God, the ultimate bogeyman: A self study. Publishable-Quality Article, Sonoma State University. May 2020.
- Ron Boyer, The other world of Oz: The threshold passage of Dorothy Gale. Publishable-Quality Article, Sonoma State University. August 2014.
- Juli Choden, Mandala as a mirror: Self-recognition through creative expression. Publishable-Quality Article, Sonoma State University. May 2014.
- Eileen M. Clegg, A visual facilitator's self-experiment with story mural. Publishable-Quality Article, Sonoma State University. May 2015.
- Abbie Coe, Healing through photography. Publishable-Quality Article, Sonoma State University. May 2021.
- Susan Coleman, Calling all nations: A celebration of water and belonging. Publishable-Quality Article, Sonoma State University. August 2018.
- Michael Constantino, Ecology to cosmology: A psychospiritual inquiry into human evolution. Master's Thesis, Sonoma State University. May 2020.
- Anne Convery, A bright blooded cord: Healing shame's lineage through storytelling. Publishable-Quality Article, Sonoma State University. August 2015.
- Gretchen Daniels, Dark night and the reconciling flow of alchemy: A living psychology for spiritual directors. Publishable-Quality Article, Sonoma State University. August 2020.
- Patrick della Ratta, The transforming self: The role of initiation in individuation. Publishable-Quality Article, Sonoma State University. December 2021.
- Denise Denington, The poetic self: Retrieving the symbolic voice from dreams of motherloss. Publishable-Quality Article, Sonoma State University. May 2014.
- Maya Dincin, Stepping onto the circle. Publishable-Quality Article. December 2019.
- Kathleen Donnelly, Unearthing the raven stone: A depth psychological narrative on healing from anorexia. Publishable-Quality Article, Sonoma State University. May 2017.
- Hamish Eassie, Painted soul: Using symbolic responses to works of art. Publishable-Quality Article, Sonoma State University. May 2015.
- Gili Eliaz, The mandala for transformation: A Jungian and Buddhist approach. Publishable-Quality Article, Sonoma State University. August 2018.
- Christine M. Engblom, Continuing bonds: A proposed integrative support group model for after-death communication experiencers. Master's Thesis, Sonoma State University. December 2021.

- Sequoia Etcheverry, Remembering Interconnection: A Journey through Grief and Gratitude. Publishable-Quality Article, Sonoma State University. May 2014.
- Lauren Farrell, Dreaming for Gaia: Nature dreams of ecologically sensitive people. Publishable-Quality Article, Sonoma State University. December 2014.
- Al'Lisha Farris, A journey of going back and getting it: Exploring ancestral influence through dream work and active imagination. Master's Thesis, Sonoma State University. August 2018.
- Marjorie Florestal, Healing racism's psychic wound: A Jungian approach. Publishable-Quality Article, Sonoma State University. December 2016.
- Fraser Fontane, A critique and examination of biological reductionism. Publishable-Quality Article, Sonoma State University. May 2019.
- Michelle Lynn Fowler, The song of the saguaro: A heuristic self-inquiry of mourning. Publishable-Quality Article, Sonoma State University. December 2019.
- Delinke Freed, Personal awakening and transformation through encounters with collective memory. Publishable-Quality Article, Sonoma State University. May 2016.
- Christian Gerike, What are those animals doing in our dreams? A review of the literature. Publishable-Quality Article, Sonoma State University. May 2020.
- Sara Shmee Giarratana, Activating the mythological mind: An exploration of an ecological self through narrative cartography. Master's Thesis, Sonoma State University. May 2020.
- Gordon Gilmore, Hemlock in the clouds. Publishable-Quality Article, Sonoma State University. December 2014.
- Kevin Glaz, The anima and music: A narrative study of the music of Devin Townsend. Publishable-Quality Article, Sonoma State University. December 2014.
- Genevieve Hagopian, Analytical psychology in post-gender discourse. Publishable-Quality Article, Sonoma State University. December 2017.
- Eric Hanley, Beach break: A surfer's journey across boundaries in ocean and psyche. Publishable-Quality Article, Sonoma State University. May 2015.
- Eleanor Harding, Slacklining as a mindfulness practice. Publishable-Quality Article, Sonoma State University. May 2017.
- Todd Harper, Completing the circle: Restorative practice, depth psychology, and the future of education. Publishable-Quality Article, Sonoma State University. May 2017.
- Jessica Hole, Cultural imprisonment: Restoring balance to the American justice system and psyche. Publishable-Quality Article, Sonoma State University. May 2016.
- Marie Judson-Rosier, The alchemical *coniunctio* of individuation: Transformation during a Ph.D. program as seen through dreams. Publishable-Quality Article, Sonoma State University. August 2015.
- Laura Koehn, Repairing the rupture: A self study in healing the mother-child unit in sandplay. Publishable-Quality Article, Sonoma State University. August 2019.
- Mark Konezny, Why live? The Self, the shattering, *fermentatio*, and Horus. Publishable-Quality Article, Sonoma State University. December 2017.
- Silvio Machado, Faggot speaks: A poetic inquiry into the experience of antigay mistreatment and sexual prejudice. Master's Thesis, Sonoma State University. May 2015.
- Margaret Masquelier, A study of transformational relationships in a spiritually-based recovery group. Publishable-Quality Article, Sonoma State University. May 2016.
- Lisa McCool, Constellation of the therapeutic self. Publishable-Quality Article, Sonoma State University. August 2018.

- Darleen McEntagart, Images of grief: A heuristic exploration of motherloss. Publishable-Quality Article. December 2019.
- Cynthia Meiswinkel, Finding the key: A symbolic comparison of the effects of early childhood trauma and Type 1 Diabetes. Publishable-Quality Article, Sonoma State University. May 2017.
- Jessica Miranda, An exploration of the unconscious through discomfort: A heuristic self-inquiry. Publishable-Quality Article, Sonoma State University. May 2019.
- Liz Mueller, Archetypal presence: The healing of a traumatic adolescence. Publishable-Quality Article, Sonoma State University. August 2018.
- Bailey Murphy, Beyond the veil: Relationship with alcohol as guardian of the threshold to grief. Publishable-Quality Article, Sonoma State University. December 2016.
- Elizabeth Noack, Awakening my soul through nature connection. Publishable-Quality Article, Sonoma State University. December 2020.
- Tim Olejniczak, Exploring allergies in children from a biopsychosocial perspective: A review of the existing research. Publishable-Quality Article, Sonoma State University. May 2018.
- Bridgette Pagano, Music and depth psychology: A theoretical analysis of Tool. Master's Thesis, Sonoma State University. May 2021.
- Anne Pierce, Time banking and creative expression. Publishable-Quality Article, Sonoma State University. December 2014.
- Catherine Ann Polohnis, Engaging the unconscious through clay: Ceramic sculpture as exploration. Creative Project, Sonoma State University. May 2015.
- Aileen Quinn, The method of mandala drawing and coloring as an art modality used in the treatment of anxiety. Publishable-Quality Article, Sonoma State University. December 2017.
- Jody Marie Ressio, My hero's journey through the twelve steps. Publishable-Quality Article, Sonoma State University. August 2015.
- Melissa Anne Rohrer, In relationship with the numinous: Encounters with animal allies in the imaginal realm. Master's Thesis, Sonoma State University. May 2021.
- Tomoko Sekitani, Integrating the wisdom of two cultures: Analysis of grief and bereavement in collectivistic and individualistic societies of Japan and the United States. Publishable-Quality Article, Sonoma State University. May 2014.
- Ariel Serre, Ayahuasca as indigenous alchemy: Understanding and integrating the visionary experience. Publishable-Quality Article, Sonoma State University. December 2017.
- Rita Shahrokhshahi, Remembering the sacred feminine through the motherline: A quest toward wholeness. Master's Thesis, Sonoma State University. December 2018.
- Andrea Shane, Individuation at midlife through a personal process with the animus. Publishable-Quality Article, Sonoma State University. December 2021.
- Somer Shook, Healing the motherline. Publishable-Quality Article, Sonoma State University. December 2016.
- Susan Sides, Finding the feminine. Master's Thesis, Sonoma State University. August 2018.
- Deborah Silverblatt, The phenomenal woman project: A pilot study of body image dissatisfaction among midlife women. Publishable-Quality Article, Sonoma State University. August 2015.
- Danyae Spada-Chasse, The impact of a sensory-based art intervention in 6th to 8th grade boys with attention-deficit hyperactivity disorder. Master's Thesis, Sonoma State University. December 2018.

- Ana Stayton, We sing for the earth: Ritual songwriting for our planetary community. Publishable-Quality Article, Sonoma State University. August 2019.
- Joslyn Swinger, Dancing to my depths: A journey into the soul through dance and performance art. Creative Project, Sonoma State University. August 2014.
- Danny Thompson, The psychological journey of a non-resident father. Publishable-Quality Article, Sonoma State University. December 2017.
- Romy-Michelle Unger, From soul to serotonin: Neoliberalism, existential depression, and what's missing in psychology. Publishable-Quality Article, Sonoma State University. December 2016.
- Dena Watson-Krasts, Rediscovering beauty: An autoethnography of conscious creativity exploring rape culture, grief, and healing. Publishable-Quality Article, Sonoma State University. December 2016.
- Courtney Weixel, Lights, camera, psyche: Using mythic exploration and performance as a conduit for self-discovery in middle school students. Publishable-Quality Article, Sonoma State University. May 2019.
- Randi Withers, The witness within: Exploring shame and trauma from a Jungian perspective. Publishable-Quality Article, Sonoma State University. December 2019.
- Lisa Woods, Dream images for healing: A nurse's personal journey through post-traumatic stress disorder. Publishable-Quality Article, Sonoma State University. May 2014.
- Robin Zolotoff, A daughter's journey: A heuristic inquiry and personal reflection of a father's suicide. Publishable-Quality Article, Sonoma State University. May 2014.

Appendix O. Faculty CV

Michael Bala, MA

483 Marietta Drive
San Francisco, CA 94127
415-203-4440
michael@michaelbala.net
www.michaelbala.net

Marriage and Family Therapist (MFC36374)

Private Practice, 1995-Present
4326 18th Street
San Francisco, CA 94114
415-626-3035

Psychotherapy with children, adolescents, adults; individuals, couples, and families employing Play Therapy, Sand Tray, Expressive Arts, Dream-Work.

Assistant Editor

Jung Journal: Culture and Psyche
Published by University of California Press
For the C. G. Jung Institute of San Francisco
2009-Present

Teaching

College of San Mateo

Adjunct Professor
Abnormal Psychology - Psychology Department
Individual Counseling Process - Alcohol and Other Drug Certification Program
2003-2009

Institute of Transpersonal Psychology

Adjunct Professor
Psychological Assessment – Residential Masters Program
2008

New College of San Francisco

Adjunct Professor
Substance Abuse – Spiritual/Transformative and Feminist tracks of MFT program
HIV and Psychotherapy – Clinical tracks of MFT program
2007-2008

Michael Bala. MA

Employment

Asian American Recovery Services, Inc. (AARS)

April 1998-July 2005

Clinical Supervisor

Clinical supervision, training and quality assurance responsibilities for AARS San Mateo County adolescent and adult substance abuse out-patient, residential treatment and prevention programs.

November 2001- July 2005

Program Director/Clinical Coordinator

San Francisco Drug Court Treatment Center

Clinical coordination and program supervision of substance abuse treatment for adult criminal justice clients.

October 1999-June 2001

Interim Clinical Director

Interim clinical supervision of treatment and prevention programs within AARS multi-county settings.

November 1998-October 1999

Interim Executive Director

Day-to-day management responsibility for agency providing substance abuse services for Asian/Pacific Islander populations in the San Francisco Bay Area.

April-November 1998

San Francisco Child Abuse Council/Talkline Program

Counselor providing play therapy of children and adolescents (ages 4-16) and family treatment/consultation services.

June 1997- June 1998

Most Holy Redeemer Support Services

Consultant facilitating support group services for persons with HIV/AIDS.

September 1996-June 1998

Learning Services of Northern California

Counselor providing school-based child therapy services at Cesar Chavez Elementary School, San Francisco.

September 1996-June 1997

Health Initiatives for Youth

Interim Executive Director

Administrator for adolescent health promotion, provider training, youth-advocacy program.

October 1996-February 1997

Michael Bala. MA

Visiting Nurses and Hospice –California Pacific Medical Center

Individual and group grief counseling and bereavement services.

August 1994-May 1997

Assistant Bereavement Coordinator (April 1996-May 1997)

Group Facilitator (May 1995-April 1996)

Bereavement Counselor (August 1994-May 1995)

Center for Behavior Therapy

Individual therapy employing cognitive behavioral approaches with adjunctive hypnotherapy and guided imagery for anxiety, pain management, stress management, and sexual dysfunction.

April-August 1996

Center for Family Therapy – East Bay Agency for Children

Interim Clinical Director/Executive Director of agency providing child abuse treatment.

February-October 1995

Center for AIDS Services

Interim Executive Director/Clinical Supervisor providing therapeutic, recreational, nutritional, and transportation services for children and adults with HIV/AIDS.

August-November 1994

New Leaf (formerly Operation Concern – California Pacific Medical Center)

Counselor providing individual, couples and group therapy services for adult gay or bisexual males.

September 1993-June 1994

California Prostitutes Prevention Project (CAL-PEP)

Consultant providing program design and evaluation services serving Bay Area sex worker health issues.

November 1991-March 1994

Stop AIDS Project

Interim Executive Director for AIDS prevention program.

April-June 1993

National Task Force on AIDS Prevention

Consultant for program development and strategic planning for AIDS prevention program targeting gay or bisexual African American males.

July-October 1991

City and County Of San Francisco

Department of Public Health - AIDS Office

Associate Director for AIDS Services

Senior administrator developing and managing City-wide AIDS treatment and prevention programs.

1985-1991

Michael Bala. MA

Switchboard of Miami

Miami, Florida

Director of Operations and Financial Manager for crisis intervention program.
1983-1985

Eastern Airlines

Miami, Florida

Senior Accountant
1973-1983

Flagship Bank of Miami Beach

Miami Beach Florida

Supervising Teller
1971-1973

Chase Manhattan Bank

New York, New York

Administrative Clerk
1968-1971

Education

C. G. Jung Institute of San Francisco

Advance Candidate, Analytic Training Program
2006-Present

Pacifica Graduate Institute

Carpinteria, CA

Masters Degree in Counseling Psychology with a specialization in Depth Psychology
1995

New School University

New York, New York

(formerly the New School for Social Research)

Bachelor of Arts in Humanities
1970

Publications and Presentations

Dreams: How to Better understand them.

Kudos (an Italian-language magazine)

July-August 2011

Milan. Italy

The Clown: An Archetypal Self-Journey

Jung Journal: Culture and Psyche

Winter 2010, Volume 4, Number 1

Co-editor, Special Topic Issue: Psyche and Same-Sex Marriage

Jung Journal: Culture and Psyche

Summer 2010, Volume 4, Number 3

Co-author (with Jon Lucca), Will You Marry Me? A Conversation about Deciding to Marry and the Experiences of Marrying

Coming to Painting: An Interview with Susan Bostrom-Wong

Jung Journal: Culture and Psyche

Fall 2010, Volume 4, Number 4

Recent Presentations

The Clown: An Archetypal Self-Journey, presented at

North – South Conference of California Jungian Analysts and Candidates,
Newport Beach, CA
March 2008

Friends of the Institute, C. G. Jung Institute of San Francisco
Co-presented with Leonard Pitt
September 2008

C. G. Jung Institute – Public Programs
January 2009

Active Imagination and Clowning
for Clinic Interns, C. G. Jung Institute –James Goodrich Whitney Clinic
June 2011

Considering Analytic Training?
for Clinic Interns, C. G. Jung Institute –James Goodrich Whitney Clinic
August 2011

JOHN BEEBE, M.D.
CURRICULUM VITAE

Office Address: 337 Spruce Street, San Francisco, CA 94118 USA

Telephone: 415-221-2266

FAX: 415-387-5915

Email: johnbeebe@msn.com

Medical License: Physician and Surgeon, Certificate A-23072

The Medical Board of California

1426 Howe Avenue, Suite 543

Sacramento, CA 95825-3236

John Beebe, M.D. is a psychiatrist and Jungian analyst in San Francisco, where, in addition to editing and writing articles and books in the field of analytical psychology, he practices and teaches analytical psychotherapy. Born in Washington, D.C. on June 24, 1939, he is a graduate of Harvard College (Magna Cum Laude in English, 1961), and of the University of Chicago Medical School, (MD, 1965). He moved to the West Coast in 1965. After an internship at the Public Health Hospital in San Francisco (1965-1966) and two additional years in the United States Public Health Service, he did his psychiatric residency, from 1968 to 1971, at Stanford University Medical School; from 1970 to 1971, he was Chief Resident of the Adult Psychiatry Clinic at Stanford University Medical Center, where he supervised the psychiatric emergency service. Since completing his residency in 1971, he has maintained his private practice in San Francisco.

Between 1971 and 1978 he attended the C. G. Jung Institute of San Francisco, graduating in 1978 as a Member of the Institute. On the Institute's Faculty, he is a past Chairperson of its Certifying, Development, Ethics, Library, and Training Coordinating Committees and the current Chairperson of its Publications Committee. Between September 1, 2000 and August 31, 2002, he served as President of the C. G. Jung Institute of San Francisco.

Dr. Beebe has taught analytical psychotherapy in the Department of Psychiatry at the California Pacific Medical Center and at the University of California Medical School, San Francisco, where he holds the title of Assistant Clinical Professor of Psychiatry. He has also been a guest lecturer at the California Institute for Integral Studies, California School for Professional Psychology (Alameda), C. G. Jung Institut-Zurich (Switzerland), Pacifica Graduate School, Psychoanalytic Institute of Northern California (PINC), the Psychotherapy Institute (Berkeley), San Francisco State University, and Stanford University. He has served on dissertation committees for students in Masters and Doctoral degree programs at the California School of Professional Psychology, Pacifica Graduate Institute, and Saybrook Institute. He is a member of a number of other professional organizations, including the American Psychiatric Association (which made him a Distinguished Fellow in 2003), the Northern California Psychiatric Society, the International Federation for Psychoanalytic Education (from which he received an award in 1999 for Outstanding Contributions to Psychoanalytic Education and for which he currently serves as Chairperson of the Committee on Spirituality and Psyche), the International Association for Analytical Psychology, and the National Association for the Advancement of Psychoanalysis.

A popular lecturer in the Jungian world, Dr. Beebe has spoken on topics related to the theory and practical applications of analytical psychology to professional and lay audiences throughout the United States as well as in Canada, China, Denmark, England, France, Italy, Germany, Israel, Mexico, and Switzerland. Dr. Beebe is the Founding Editor of The San Francisco Jung Institute Library Journal, a quarterly of reviews with an international readership, and he has recently completed a seven-year stint as the first American co-editor of the London-based Journal of Analytical Psychology. In addition to contributing articles to these journals, he has published in The Chiron Clinical Series, Dream Time, Fort Da, Harvest, The Inner Edge, Journal of Jungian Theory and Practice, Psychoanalytic Psychology, Psychological Perspectives, The Psychoanalytic Review, Quadrant, Spring, The Journal of Popular Film and Television, Theory

and Psychology, Tikkun, Voices, and Writing on the Edge. Book chapters written by him have appeared in *The Anne Rice Reader*, *The Cambridge Companion to Jung*, *Jungian Analysis*, *New Approaches to Dream Interpretation*, *Post-Jungians Today*, *Soul Moments*, *The Psychology of Mature Spirituality*, *The Soul of Popular Culture*, and *The Vision Thing*.

Dr. Beebe's reviews and articles about movies have reached a wide audience. He can be seen discussing film in the award-winning documentary "The Wisdom of the Dream." He has also made theoretical contributions to the interpretation of painting, poetry, and fiction; extended C.G. Jung's theory of psychological types; offered fresh Jungian formulations of sexuality and gender; developed the analytical psychology of moral process; and taught courses in the I Ching and Chinese philosophy. Among his better-known papers are "The Anima in Film," "Attitudes Toward the Unconscious," "The Father's Anima as a Clinical and as a Symbolic Problem," "On Male Partnership," "Primary Ambivalence Toward the Self: Its Nature and Treatment," "Psychological Types in Transference, Counter-transference and the Therapeutic Interaction," "Toward a Jungian Analysis of Character," and "The Trickster in the Arts." With Donald Sandner, he is the author of "Psychopathology and Analysis," an article on Jungian complex theory used in many training programs, and with Thomas Kirsch and Joe Cambray he is the author of "What Freudians Can Learn from Jung." He is, with C. Peter Rosenbaum, the co-author and co-editor of *Psychiatric Treatment: Crisis, Clinic and Consultation* (published by McGraw-Hill, 1975); the editor of *Money, Food, Drink, Fashion, and Analytic Training* (the proceedings of the Eighth International Congress of Analytical Psychology, published by Bonz, 1983); and the editor of *Aspects of the Masculine*, a collection of Jung's essays (published by Princeton University Press, 1989) with a critical introduction by Dr. Beebe. His book, *Integrity in Depth* (published by Texas A & M University Press, 1992), is a study of the archetypal basis of accepting moral responsibility; its circumambulation of the ethical attitude draws heavily upon insights drawn from Chinese philosophy, including Taoism, Confucianism, and the I Ching, as

well as from Western literature and thought. His most recent book, as editor, is *Terror, Violence and the Impulse to Destroy* (Daimon Verlag, 2003), a collection of papers from the North American Conference of Jungian Analysts and Candidates, held in San Francisco in September, 2002.

Partial Listing of Publications

An Archetypal Model of the Self in Dialogue. *Theory & Psychology*, Vol. 12, No. 2, 267-280 (2002)

Can there be a science of the symbolic? *Journal of Analytical Psychology*, 49:2, 2004, pp. 133-184.

Comment on Soren Ekstrom's paper "Jung's Typology and DSM-III Personality Disorder." *Journal of Analytical Psychology*, 33:4, 1988, pp. 345-350.

Evolving the Eight Function Model. *APT Bulletin*, Winter, 2005, pp. 34-39 (slightly revised version of article originally published in *TypeFace*, 16/2, Summer, 2005).

Identifying the American shadow: typological reflections on the Los Angeles riots. *Psychological Perspectives*, 27, 1992, pp. 135-139.

Integrity in Depth. College Station, Texas, Texas A & M University Press, 1992.

"A New Model of Psychological Types," (recorded workshop, Evanston, IL, April 9-10, 1988; can be ordered online at <http://www.cgjungcenter.org/bookstore.php>)

Psychological Types. Chapter in *The Handbook of Jungian Psychology: Theory, Practice and Applications*, Renos Papadopoulos (ed.), London and New York, Routledge, 2006, pp. 130-152.

Psychological types in transference, countertransference, and the therapeutic interaction. Chiron, 1984, pp. 147-161 in *Transference/Countertransference*, edited by Nathan Schwartz-Salant and Murray Stein, Wilmette, IL: Chiron Publications.

Psychopathology and Analysis. In *Jungian Analysis*, Murray Stein (ed.), La Salle, IN: Open Court, 1995, pp. 322-330

Response to Charles Sides's "Psychological types and teaching writing." *Writing on the Edge*, 1:2, *Spring 1990*, pp. 41-43.

The Wizard of Oz: A vision of development in the American political psyche. Chapter in Thomas Singer (ed.), *The Vision Thing: Myth, Politics and Psyche in the World*, New York: Routledge, 2000, pp. 62-83.

Type and Archetype. Part One: The Spine and its Shadow. *Australian Psychological Type Review*, 9/2, October, 2007, pp. 11-20 (slightly revised version of article that originally appeared in *TypeFace*, 18/2, Summer, 2007).

Type and Archetype. Part Two: The Arms and their Shadow. *TypeFace*, 18/3, Autumn 2007, pp. 22-27.

Understanding consciousness through the theory of psychological types. Chapter in *Analytical Psychology: Contemporary Perspectives in Jungian Analysis*, Joseph Cambray and Linda Carter (Eds), London and New York: Brunner-Routledge, 2004, pp. 83 -115.

Greg Bogart, Ph.D.

5800 Yale Avenue, Richmond, CA 94805, (510) 412-0486, gbogart@jps.net

- California Marriage and Family Therapist license #MFC 28276. Licensed since 1991.
- Member, California Association of Marriage and Family Therapists
- Member, Association for Transpersonal Psychology
- Member, Dream Institute of Northern California
- **Malpractice Insurance, Healthcare Providers Service Organization, \$1,000,000 policy.**

EDUCATION

- Ph.D., Psychology, Saybrook Institute (San Francisco), 1992.
- M.A., Integral Counseling Psychology, California Institute of Integral Studies (San Francisco), 1988.
- B.A., Religious Studies, Wesleyan University (Middletown, Connecticut), 1979.

TEACHING EXPERIENCE

Faculty Member, Integral Counseling Psychology program, California Institute of Integral Studies. Fall 2005–present. Total course units taught: 39 semester units.

Courses Taught:

Human Development and the Family

Therapeutic Communication

Integrative Seminar

Core Faculty member, Counseling Psychology M. A. Program, John F. Kennedy University, School of Holistic Studies, Campbell campus, December 1999–September 2006. Duties included teaching, admissions interviews, and student advising. Participated in academic committees, program administration, and recruitment. Total course units taught: 138 quarter units.

Courses taught:

Individual Development and the Family Life Cycle (A & B)

Fundamentals of Transpersonal Counseling

Jungian Psychology

Principles of Holistic Studies

Final Integrative Project

Hatha Yoga Intensive.

Adjunct Faculty, Depth Psychology Program, Sonoma State University (Rohnert Park, CA), August 2003–May 2004. Taught “Theories of Depth Psychology” (A & B). Taught 6 semester units.

Adjunct Faculty, Dominican University (San Rafael, California), 1996–1998. Taught 18 semester units

Courses taught:

Phases of Human Development

Child and Adolescent Development.

Adjunct Faculty, Institute of Transpersonal Psychology (Palo Alto, California), 1995–1997. Taught “Critical Thinking and Research Skills.”

Adjunct Faculty, Rosebridge Graduate School of Integrative Psychology (Concord, CA), 1994–98. Taught “Existential and Transpersonal Psychotherapies.” Served on doctoral dissertation committees.

ACADEMIC ADMINISTRATIVE EXPERIENCE

Co-Director of Integral Counseling Psychology Weekend Program, *California Institute of Integral Studies*. August 2006–June 2008. Designed curriculum; recruitment; conducted admissions interviews; organized and led 7-day residential retreat held at Institute of Noetic Sciences; student advising.

Research Faculty member, Institute of Transpersonal Psychology (Palo Alto), 2005–present. Serve on doctoral dissertation committees.

Program Director, Counseling Psychology M. A. Program, *John F. Kennedy University, School of Holistic Studies, Campbell campus*, December 1999–April 2003. Duties included hiring, mentoring, and supervising faculty, scheduling classes, and curriculum development.

ADDITIONAL RELEVANT EXPERIENCE

Psychotherapist in private practice (Berkeley, CA), 1991–present. Individual and couples therapy. Holistic treatment of depression. Vocational counseling. Work with clients referred by managed care panels and employee assistance programs. Maintain case records.

REFERENCES

- Donald Rothberg, Ph.D., Faculty, Saybrook Institute: 510-525-4901.
- Brant Cortright, Ph.D., Director, Integral Counseling Psychology program, California Institute of Integral Studies: 415-479-2230.
- Maria Mattioli, Ph.D., Program Chair, School of Education and Liberal Arts, John F. Kennedy University, Campbell campus. (408)-874-7741.
- Laura Shekerjian, MFT, Psychotherapist: (510) 524-9004.
- Gayle Peterson, Ph.D, Psychotherapist: (510) 526-5951.
- Marian de Coudreux, MFT, Psychotherapist: 9510) 540-4859

PUBLICATIONS

Books

In press: *Therapeutic Dreamwork: Unfolding the Healing Symbols of the Unconscious*. Karnac Books, London.

The Nine Stages of Spiritual Apprenticeship: Understanding the Student-Teacher Relationship (Berkeley, CA: Dawn Mountain Press, 1997).

Finding Your Life's Calling: Spiritual Dimensions of Vocational Choice (Berkeley, CA: Dawn Mountain Press, 1995).

Articles:

Taming Wild Horses: A Study of Animal Symbolism and Male Sexuality. *Dream Network Journal*, Winter 2008.

Therapeutic Dreamwork: A Case Study with Mythic Dimensions. *Dream Network Journal*, Spring 2004.

Dreamwork in Depth Psychotherapy. In S. Krippner & M. Waldman (Eds.), *Dreamscaping: New and Creative Ways to Work with Your Dreams* (Los Angeles: Lowell House, 2000).

Finding A Life's Calling. *Journal of Humanistic Psychology*, 1994.

Seven Dreams in a Case of Childhood Sexual Abuse. *Dreaming: Journal of the Society for the Study of Dreams*, 1993.

Counseling Returnees From Cults, Religious Movements, and Spiritual Communities. *The California Therapist*, 1993.

Separating From a Spiritual Teacher. *Journal of Transpersonal Psychology*, 1992.

How to Learn from an Injury. *Yoga Journal*, May/June 1992.

The Use of Meditation in Psychotherapy: A Review of the Literature. *American Journal of Psychotherapy*, 1991.

LORNA CATFORD Ph.D., MFCC

5954 Van Keppel Rd, Forestville, CA 95436 (707) 887-1011 lorna.catford@sonoma.edu

EDUCATION & CERTIFICATION

- Ph.D. Education** (Creativity emphasis), **Stanford University** (1987) *Dean's Award for Service to Stanford (1987)*
Dissertation *Creative Problem Solving in Business: Synergy of Thinking, Intuiting, Sensing & Feeling Strategies*
- M.A. Education** (Curriculum Design & Teacher Education emphasis), **Stanford University** (1984)
- M.A. Psychology** (Clinical Humanistic emphasis), **Sonoma State University** (1975) *SSU Distinguished Alumni Award (2002)*
Thesis: Images of Chaos & Harmony: Use of Art for Self-Direction in the Therapeutic Growth Process
- B.A. Psychology** (Clinical emphasis), **University of Michigan** (1971) *William F. Branstrom Honors Prize (1969)*
Thesis *Development of In-Group Behavior in a Residential Treatment Program*
- Licenses:** California Marriage, Family Therapist (1979), Community College Psychology Instructor (1976), Community College Counselor (1976)

SSU TEACHING (Since 1988)

Collaborative Autism Training & Support Program Partnership with community agencies for program to train SSU students & professionals to work with children with autism, provide respite to their families, & offer public autism seminars. *SSU's Outstanding Service Learning Project Award, 2006; RSCAP, 2007-08, for RAs for book manuscript preparation; Human Rights Award 2008.*

Disability Education Research & Action Project Designed/coordinate interdisciplinary SSU/community network for disability initiatives.

Psychology BA Program Core, elective, GE courses; Supervise all Psych. Interns; Maintain 120-agency internship database/Web page. High academic standards; Student-centered; Multiple learning styles; Service Learning; Mentor TAs & RAs; Departmental service.

Graduate American Psychological Association Writing Seminar Provide seminar and distillation of APA guidelines for the department.

Educational Mentoring Team Teach Psychology Freshman Interest Group, Freshman Seminar; Civic engagement emphasis. Do faculty/staff training; Freshman academic advising; Serve on many committees (See SSU Service), Summer Orientation.

Psychology MA Program Supervise MA students' thesis research & writing.

Personal Creativity in Business & Management Taught at SSU's 2006 Entrepreneurial Boot Camp Executive Training Program. Taught longer version in SSU's Business School and also through Extended Education. Also taught "Train the Trainers" version to international educators and consultants with CD ROM version I helped design.

Research International survey of autism training programs; Needs of local parents and professionals in autism field; Strategies for accessing creativity in the arts; Needs & coping strategies of parents of "special needs" children. Mentor students in all phases of design, data collection, & analysis, writing, presenting findings at conferences, and using the research in actual program design.

Advising/Mentoring Academic/personal/career advising; Thesis advisor/Committee chair for graduate psychology students. Intensive TA mentoring program. Work with many students in Community Service projects & with RAs on applied research in the community.

Major Grants & Gifts:

- Collaborative Autism Training & Support Program**
- Becoming Independent
- California Dept. of Developmental Disabilities Services
- Center for Spiritual Living
- Irene S. Scully Family Foundation
- Janice March Fund
- Schlumberger Foundation
- Sonoma County Community Foundation
- Sonoma County Office of Education
- SSU RSCAP

- Work Life & Learning Inc.
- Zeller Family Fund

Disability Research

- Sonoma County Community Foundation
- SSU RSCAP

Disability Awareness & Community Service course

- AmeriCorps / Learn & Serve America

Service Learning Conference & Design Team

- Campus Compact

RECENT AWARDS / RECOGNITION

- Honorary Member, Easter Seal's Diplomat Board** (2009) **Rev. James E. Coffee Human Rights Award** (2008)
- Coverage of my autism program won Parenting Publications of America's International Silver Award** (2006)
- SSU Founder's Award Nominee** (2007) **National Association for Mental Illness "Heroes in the Fight" Award** (2007)
- SSU Outstanding Service Learning Project Award** (2006) **SSU Teaching Excellence Award nominee** (2008, 2007, 2006, 2002, 2000, 1999)
- Developmental Disabilities Inc. Leadership Award** (2005) **SSU Distinguished Alumni Award** (2002)
- Outstanding Club Award (I was faculty sponsor)** (2007, 2004) **Residential Life Academic Initiatives Committee Award** (2005)
- Student Ambassador's Distinguished Faculty Award** (2002) **Mentor Recognition, Women Student Leader of the Year** (multiple years)

SONOMA STATE UNIVERSITY SERVICE

American Psychological Association style consultant	Second-Year Experience Strategic Planning Team
Disability Education Research & Action Project co-director	SSU Leadership Student Selection Committee
EMT Curriculum Redesign Committee	SSU Service Learning Action Plan group
EMT <i>Guide to Freshman Success</i> contributor	Student Disability Advisory Committee
EMT Steering Committee	Student Internship consultant for other departments
Faculty Research Colloquia Presentations	Student/Faculty team leader: Service Learning Planning
Student Club Faculty Sponsor: Circle K, Alive & Awake	Study Abroad Student Interview Committee
Faculty Training for the EMT Program	Talent Search/College Bound Mentoring Program
FIG Civic Engagement Mission Committee	University Advising Subcommittee
Freshman Interest Group Strategic Planning Team	Unofficial student advising
Psychology Department Strategic Planning Committee	Woman Student of the Year mentor
Psychology Department WASC Accreditation document review	

RECENT COMMUNITY SERVICE & ADVISORY BOARDS

Sonoma County Office of Education Autism Task Force (Since 2008) Design Teacher autism training for Sonoma County.

Autism Community Team, Napa, CA. (Since 2005) Research/design Autism education, diagnosis & treatment best practices & family support.

Contributing writer, *Kids on Wheels*, Horsham, PA. (Since 2005) Provide information for parents of children who use wheelchairs.

Parent Support Coordinator, Bureau of Jewish Education, San Francisco, CA (Since 2002) Facilitate summer parent support groups for parents of children with disabilities, provide educational material to parents & training to SSU Interns who work with their children.

Dushkin Publishers Advisory Board, Los Angeles, CA. (Since 1997) Select current Special Education articles for *Annual Editions* publication.

Enabling Aquatics, Santa Rosa, CA (Since 1998) Match volunteers with children with disabilities.

Director, Tuesday Night Special, Forestville, CA (Since 1995) Outreach & resources for special needs families. Liaison to local support agencies.

Parent Support Coordinator, Camp Me & My Family, Marin County, CA (4 years) Design parent support program, supervise counselors.

North Bay Regional Center Board of Directors, Napa, CA (6 years) Parent representative & advocate.

Forestville Education Foundation (3 years) Provide support for after school educational enrichment programs

PRIOR PROFESSIONAL EXPERIENCE

TEACHING & TRAINING

Creativity Lecturer, Stanford University. Taught *Personal Creativity in Business* with a book I wrote, *The Path of the Everyday Hero* (ranked #1 by *New York Times* News Service). Named as 1 of Stanford's 7 "sure bet" graduate business school faculty by *Business Week*. (1985-2002)

Thirty years college teaching in humanistic & transpersonal psychology, communication skills, creativity, interpersonal dynamics, human resources development, art therapy, dream work, personality. Consistently received evaluations above departmental / school average.

Antioch University West, Institute of Transpersonal Psychology, Institute of Imaginal Studies, Monterey Peninsula College, Hartnell College.

Dean of Students (ITP) and Director of Graduate Psychology (Antioch), responsible for budgeting, programming, admissions. (Since 1976)

Conducted **over 250 seminars** in creative problem solving, communication, assertiveness stress reduction & professional development.

Partial list of clients: American Mensa, California Art Education Association, Clorox Corporation, Creativity Explosion Conference, CTB/McGraw Hill, Kaiser Permanente, Monterey County Board of Education, National Association of College/University Food Services, National Association of Women in Construction, Opening the Intuitive Gates Conference, Parents Without Partners, San Francisco State University, San Francisco Unified School District, Seaside Family Service Agency, Soledad State Penitentiary, Stanford Help Center, Stanford Schools of Education, Business and Mechanical Engineering, University of North Carolina Mechanical Engineering Services, (Since 1976)

Supervised over 70 therapist interns in all aspects of individual and group therapy. Involved on-site supervision, and training in individual and family therapy, crisis management, decision-making, communication with resistant clients, and marketing of services. (1976-1989)

Provided individual, family, & art therapy, Jungian dreamwork, and psychodrama in Jungian, medical, and behavioral programs, state psychiatric hospitals; convalescent hospitals, prison, adolescent treatment centers. Intake and treatment plans; case notes; psychodiagnostic test administration, therapeutic program design, collaboration with courts, schools, hospitals. Scotland, Michigan and California. (1969-1976)

EDUCATIONAL PROJECT IMPLEMENTATION & MANAGEMENT

Insight/Out Collaborations, International Creativity "Train the Trainer" seminars for entrepreneurs and corporate executives. Worked with the team on design & facilitation of a CD-ROM enhanced version of our Insight/Out and Stanford Creativity course. (Since 1997)

Institute of Transpersonal Psychology: Dean of Students, Director of Admissions, Coordinator of M.A. program, assistant designer of new Ph.D. program, Supervisor of Ph.D. Interns, Alumni Coordinator. Responsibilities: budgeting, decision-making, innovation, supervising scores of people. (1988-1989)

On advisory boards for *Intuition Magazine*, Walter Landor Associates' Creativity Center, the IMI Intuition Network, Yellow Springs Institute's Creativity in Business program, and Camp Me & My Family. (1987-1995)

Identified need, implemented, & directed student support services & resource center for 450 Stanford students. Provided information, counseling, & creative problem solving training. Conducted project evaluation. Received *Dean's Award for Service to Stanford*. (1985-1987)

Designed, edited and produced multi-media programs for the *Imaginarium* in Stanford's School of Mechanical Engineering to decrease final exam stress for hundreds of students. (1983-1984)

Director of Antioch University West Graduate Psychology Program in Monterey. Responsibilities: hiring & supervising 30 faculty, curriculum design, budget planning/administration, internship placement, student portfolio quality control. Taught and advised students. (1979-1982)

Supervised writers at CTB/McGraw-Hill in production of national educational program & evaluation of testing materials. Supervised writing of professional psychology exam questions. Led team decision making, met strict deadlines. (1978-1981)

Created upper division B.A. Psychology program & M.A. Art Therapy program for the Academy of Arts and Humanities, Seaside, CA. (1977)

RESEARCH

DISABILITY AND PARENT SUPPORT

Documenting Collaborative Autism Training & Support Program as a demonstration project for the State of California (California State Department of Developmental Services, 2005-2007)

Reviewed autism training in the USA, Australia & Great Britain. Conducted interview & survey research among local families, agencies & autism experts, to identify the support needs of local families of children with autism. Surveyed autism professionals regarding evidence-based interventions and skills for effective work with children with autism. Designed autism training program. Sonoma State University (2005-2006)

Developed database of creative coping strategies of parents adjusting to a young child's disability. National research. Supervised 30 Research Assistants. Sonoma State University (1993-1997)

CREATIVE PROBLEM-SOLVING CHARACTERISTICS

Identified strategies for resolving creative blocks & increasing creativity. Analysis of written self-reports from almost 150 artists. Four Research Assistants. Sonoma State University (2000-2002)

Examined the effectiveness of personal mythology as a problem-solving strategy for college students. Case studies, phenomenological analysis. Sonoma State University (1989-1993)

Conducted national research on the need for creativity education in the school system, for PBS television series, *The Creative Spirit*. Designed videocassette & workbook program for national project to develop school children's creativity across the curriculum. Wrote successful proposal for IBM funding. A.H. Perlmutter, Inc. (1989)

Conducted research, development & training on use of intuition in decision making. Helped organize first annual international round-table conference on intuition in Geneva, Switzerland. International Management Institute Intuition Network, SF (1986-89)

Conducted qualitative/quantitative analysis of creative problem-solving styles in business, & designed professional education programs emphasizing synergy of intellectual, emotional, physical & spiritual capacities. Stanford University & Australian Graduate School of Management (1984-87)

Evaluated use of non-verbal imagery for client self-development. Case studies. Sonoma State University M.A. Thesis (1974-1975)

Interviewed heroin addicts to identify causes of addiction & their strategies to solve addiction problems. Johns Hopkins University (1973)

Identified correlation of verbal and visual learning modes with retention and recall. Ran subjects, analyzed data. Found highly significant superiority of visual modes. Institute for Social Research, University of Michigan (1972)

Analyzed strategies adopted by institutionalized children to adapt to their social climate. University of Michigan B.A. Thesis (1971)

ORGANIZATIONAL INFLUENCES ON EDUCATION

Evaluated the effectiveness of Stanford's *Creativity in Business* course & other creativity programs. Instrument & research design, data analysis. Stanford Graduate School of Business (1985-1986)

Identified graduate students' needs for psychological support & academic information, and evaluated programs to meet these needs. Survey design & analysis plus evaluation proposing staffing & program adjustments. Stanford School of Education (1986)

Evaluated effects of school climate, performance expectations, & curriculum changes (eliminating the arts) on secondary school educational experience for students & instructors. Protocol design & analysis. Stanford in the Schools Research Project (1984-1985)

Identified educator, student & environmental characteristics contributing to excellence in a school district's art education program. Observation plus interview design & analysis. John Paul Getty Art Education Research Project (1983)

Conducted survey research on effects of innovative university climate & expectations on undergraduate students. University of Michigan (1969)

SELECTED SPEAKING ENGAGEMENTS

- Introduction to Autism.** Seminars for several classes in Psychology and other departments, SSU-affiliated programs, Civic groups, 2005-2009.
- Diagnosing Autism/Supporting Families.** Seminar for Occidental Area Health Center medical professionals, 2008.
- Creative Problem Solving & Autism.** Shrink-rap radio, 2007.
- Working with Families of Children with Autism.** California Parenting Institute professional training, 2007.
- Legislative Blue Ribbon Commission on Autism.** Co-produced Townhall Meeting for Sacramento Advocacy, later replicated around CA, 2007.
- Autism 101:** Boy Scouts of America training and merit badge, 2007.
- M.I.N.D. Institute: Current autism research & programs.** Two seminars, for the Collaborative Autism Training & Support Program, 2005-2006.
- Collaborative autism training & support interventions.** Facilitated 40 community seminars, Becoming Independent, 2005-2009.
- Collaborative teaching & student mentoring strategies.** Trainings for Freshman Interest Group Faculty & Peer Mentors, SSU, 2005-2006.
- Support strategies for parents of children with disabilities.** Ten seminars, Bureau of Jewish Education, 2003 - 2008.
- Impact of special education needs on families.** Presentations to Education students, Sonoma State University, 2005 - 2008.
- Course planning and syllabus design.** Training sessions for Educational Mentoring Team faculty, Periodically, 1997-2008.
- Personal creativity in the work place.** Invited seminar, University of North Carolina Mechanical Engineering Services, 2004.
- Personal creativity in business.** Annual 10-week course, Stanford University, 1984-2002.
- Inside the lives of parents with special-needs children.** Three panel moderations - *Psychological Aspects of Disability* course, SSU, 1998-2000.
- Personal creativity in the corporate environment.** Four 10-week executive coaching classes, Clorox Corp., 1997-1998.
- Philanthropic career options.** University of Michigan Residential College, Ann Arbor, MI, 1997.
- How to get support for Service Learning in your classes.** SSU Service Learning conference, 1997.
- Service Learning at SSU.** Poster and breakout group at SSU Convocation, 1997
- Balancing career with personal nourishment.** Invited presentation to Sonoma County Oncology Nursing Society, Santa Rosa, 1997.
- Cultivating a successful balance between personal & professional life.** Keynote: American Society of Oncology Nurses' 21st International Congress, Philadelphia, 1996.
- The nightmare's gift - Coping strategies of parents of children with special health care needs.** International Biannual Parent to Parent Conference, Albuquerque, NM, 1996.
- Myth, ritual and story.** Two 3-month courses for psychology Ph.D. students, Institute of Imaginal Studies, Petaluma, CA, 1994- 1995.
- Creativity in organizational management.** Kaiser Permanente Executive Program, Palo Alto, CA, 1994.
- Nature & mandala process as tools for self-renewal.** SF Unified School District, Center for the Advancement & Renewal of Educators, CA, 1993.
- Designing/producing a community health system access program: Crystallizing the vision.** The Experience Corps, Palo Alto, CA, 1992.
- The path of the everyday hero.** Guest on *Thinking Allowed* interview program, syndicated to Public Television, air dates: Summer, 1992. Also issued as a video program, Thinking Allowed Productions, Berkeley, 1992.
- Experiencing and inspiring creativity.** San Francisco Unified School District, Center for the Advancement and Renewal of Educators, CA, 1990.
- Creativity in business: be in the world & not of it.** 18th Annual Association of Transpersonal Psychology Conference, Pacific Grove, CA, 1990.
- Practical creativity: Encouraging it in our children & ourselves.** San Francisco Day School, CA, 1990.
- Interpersonal dynamics seminar.** American Mensa Annual Regional Gathering, Santa Rosa, CA, 1989.
- Professional problem solving in the '90s.** Annual Conference: National Association of Women in Construction, Yosemite, CA, 1989.
- Creating your future.** Region IX Conference of the National Association of College / University Food Services, Cal Poly State University, 1989.
- On maintaining personal and professional balance.** Annual Association of Transpersonal Psychology Conference, Pacific Grove, CA, 1988.
- The hero's journey: A practical model for educational design.** Keynote :15th Annual H. B. McDaniel Conference, Stanford University, 1988
- The potential for intuition and other non-rational problem-solving strategies.** Invited presentation at *Opening the Intuitive Gate: 1st Annual Intuition in Psychotherapy Conference*, John F. Kennedy University, 1988.
- The hero's journey: A tool for self-empowerment.** Invited presentation at *Opening the Intuitive Gate: 1st Annual Intuition in Psychotherapy Conference*, John F. Kennedy University, San Francisco, 1988.
- Meaningful meetings.** Invited presentation at the Annual Mensa Wine Country Regional Gathering, Santa Rosa, CA, 1986.

Creative activities to increase self-awareness and professional effectiveness. Seminar for Stanford's Help Center staff, 1986.

Making it through: Strategies to beat end-of-term anxiety. Multimedia seminars, the Imaginarium, Stanford School of Engineering, 1985-86

Radio Guest, KRCB, Rohnert Park, WBAI, New York; KABC, Los Angeles; KTKK, Salt Lake City; KSL, Salt Lake City; WRBN, Richmond, VA; KMNY, Pomona, CA; WMET, Washington DC; KQYI, Boulder, CO; KFTY, Santa Rosa; WXDR, Newark, NJ; KCMU, Seattle; KPCC, Pasadena

SELECTED WRITING

"Wishes that DO come true." *Kids on Wheels Journal*, Fall 2007 12-16.

"Travel without travail." *Kids on Wheels Journal*, Spring 2007, 8-14, Vol. 3, #2.

"No simple answers for parents with severely disabled kids." with Bruce Robinson. *Close to Home*, Santa Rosa Press Democrat, Jan 21, 2007.

"The Ashley dilemma." *Kids on Wheels* web page essay, Spring 2007.

"Taking care of yourself." *Kids on Wheels Journal*, Fall 2005, 32-33, 38.

"Six resources that changed our life." In Jean Dobbs (Ed.) *Kids on Wheels Manual*, Vol. 2, Horsham PA: No Limits Communications, 2004.

"Notes on parenting a child with severe disabilities." In Lori Hickman, *Living In My Skin: The Insider's View of Life with a Special Needs Child*, Harcourt Health Sciences, 2000.

"Both here and now," In John Shea (Ed.) *The legend of the bells*. ACTA Publications, 1996.

"Service Learning: Some trends and ideas for its development from faculty at eighteen California higher education institutions." With Timm, R., Hordyk, M., & Cooper, M. Sonoma State University, October, 1996.

"Action plan for integrating community service with academic learning." With Timm, R., Hordyk, M., & Cooper, M. California Campus Compact Institute for integrating Service with academic study, July, 1996.

"The Special Parents Project." with Bruce Robinson, *Exceptional Parent*, June, 1995.

The path of the everyday hero: Drawing on the power of myth to meet life's most important challenges. With Michael Ray. J.P. Tracer, Los Angeles, 1991. Rated the #1 Business self-help book of the year by the New York Times News Service. Also ***Caminho do herói cotidiano.*** Brasil, 1994; ***Wees je eigen held.*** Den Haag, 1993; ***Audiotope collection***, Zygon International, 1993.

"Educational research findings: teachers' preferences for support materials to develop creativity in American school children." With Michael Ray for Alvin H. Perlmutter, Inc., New York, April, 1989.

"Creativity education program design." For Alvin H. Perlmutter, Inc., New York. February, 1989

"Inviting creative breakthrough." Invited paper for the Center for Applied Intuition, San Francisco, May, 1988.

"Identification of ten intuitive strategies used for problem solving in business." Invited paper - *International Management Institute's Roundtable Conference on Applications of Intuition*, Geneva, April, 1988.

"Applied intuition: A literature review of its relationship to business innovation." Invited paper - *International Management Institute's Roundtable Conference on Applications of Intuition*, Geneva, April, 1988.

"Effects of a creativity course for business students on problem-solving strategies: A methodological analysis." With M. Ray, & B. Wansink. Stanford University, 1987.

"The need for support services among School of Education students." School of Education, Stanford University, 1986.

"The effects of decreasing resources and increasing teacher demands in an upper middle class secondary school." With D. Flinders in *Stanford in the Schools: Final report to the curriculum panel*. Stanford University, 1986.

"Problems of integrating divergent cultural perspectives in an inner-city public school." With D. Flinders in *Stanford in the Schools: Final report to the curriculum panel*. Stanford University, 1986.

"Portrait of a ceramics class: Control and freedom in delicate balance." In E. Eisner, *The educational imagination: On the design and evaluation of school programs*. New York: MacMillan, 1985.

"Art in Palo Alto's middle schools." In *Art education in the Palo Alto public schools: A report to the J.P. Getty Trust*, Stanford University, 1983.

Provided major editorial consultation:

Corporate celebration, Terry Deal & MJ Keys, Berrett Koehler, 1997

From creativity to innovation: designing the innovative company, Jorg Zobel, 1996

Orbiting the giant hairball, Gordon MacKenzie, California: Berrett Koehler, 1993;

Merchants of vision, James Liebig. California: Berrett Koehler, 1993;

Creativity in business, Michael Ray & Rochelle Myers. New York: Doubleday, 1986;

Lucid dreaming: Awake in your dreams, Stephen LaBerge. Los Angeles: J. P. Tarcher, 1985;

Psychophysical method exercises, Volume VI, Robert Masters, Pomona, New York, 1983.

Spiritual healing: Miracle or mirage? Alan Young. Marina Del Rey, CA: DeVorss, 1979.

CURRICULUM VITAE

LINDA M. CHAPMAN
10151 East Road
Redwood Valley, CA 95470
707-485-0105
arttherapy@pacific.net

EDUCATION

Antioch University San Francisco	1982-84
M.A. Creative Arts Therapy/Psychology	
Antioch University San Francisco	1980-81
B.A. Psychology/Art	
Baker Business University, Flint, Michigan	1973-75
A.A. Business	

APPOINTMENTS

Post Graduate Researcher, Dept. of Surgery	1998-05
University of California School of Medicine	
Post Graduate Researcher, Dept. of Psychiatry	1998-05
Children's Hospital Oakland	
Asst. Clinical Professor, Dept. of Psychiatry	1992-97
University of California School of Medicine	
Clinical Instructor, Dept. of Psychiatry	1991-92
University of California School of Medicine	
Lecturer, Dept. of Psychiatry	1990-91
University of California School of Medicine	
Adjunct Faculty, University of California San Diego	
San Diego, CA	2000-present
Adjunct Faculty, Sonoma State University, Sonoma, CA	1996-2018
Adjunct Faculty, Dept. of Applied Social Sciences	
University of Bradford, Bradford, England	1997-00
Adjunct Faculty, Marylhurst Univ., Marylhurst, OR	1992-2002
Adjunct Faculty, College of Notre Dame, Belmont, CA	1995-present
Adjunct Faculty, University of California	
Berkeley Extension, Berkeley, CA	1991-2003
Adjunct Faculty, San Francisco State University	1989-1993
Editorial Review Board, <i>Art Therapy: Journal of the</i>	
<i>American Art Therapy Association, Inc.</i>	2000-present
Consultant, Center for Integrative Medicine	
Thomas Jefferson University, Philadelphia, PA	2004-2009
Consultant, National Center for Child Traumatic	
Stress Studies, Los Angeles, CA	2004-2005
Conference Host, Child Therapy Conference	2004-2005
Los Angeles, CA	
Allan Schore, Ph.D. Study Group, Berkeley, CA	2005-2017

Treasurer, Play Therapy Foundation, Inc.
Association for Play Therapy, Inc.

2005-2007

EMPLOYMENT

Founder and Director

1992-present

Art Therapy Institute of the Redwoods
Redwood Valley, California

Founded and currently direct educational institute offering workshops, lectures, consultation, supervision and educational opportunities for mental health providers, with and emphasis on art therapy for treating victims of child abuse, and traumatic injuries, including violence prevention, disaster mental health, and workshops for caregivers with vicarious trauma and secondary PTSD symptoms.

Post-graduate Researcher

2002-present

Department of Psychiatry
Children's Hospital Oakland

Participant in federally funded research to assess and treat PTSD in pediatric trauma patients.

Post-graduate Researcher

1997-present

Department of Surgery
University of California SFGH Injury Center
San Francisco, CA

Participant in federally funded research to assess and treat PTSD in pediatric trauma patients.

Founder & Director, Play Therapy Program

1988-1996

Department of Pediatrics & Psychiatry
University of California San Francisco
San Francisco General Hospital
San Francisco, CA

Responsible for the creation, implementation and facilitation of an art and play therapy program for multi-cultural children and adolescents hospitalized for illness and trauma. Duties include:

- Provide assessment and crisis-intervention-oriented art and play therapy to treat psychological sequelae of hospitalization, illness, physical and psychological trauma, and resultant PTSD symptoms.
- Provide instruction to UCSF medical and nursing students and consultation to medical staff.
- Representing SFGH and UCSF Departments of Pediatrics and Psychiatry through lectures and

teaching in universities and community agencies.

- Program management, administration, clinical responsibilities, and milieu activity therapy program.
- Fund raising and grant-writing for program implementation and continued operation. Over \$490,000)
- Creation and implementation of Graduate Art Therapy and Play Therapy Training Program for graduate and post-graduate interns.

Art Therapist, Children's Inpatient Unit 1986-89
Langley Porter Psychiatric Institute
University of California Medical Center
San Francisco, CA.

Responsible for individual and group art therapy sessions, including assessment, treatment and program planning for inpatient severely emotionally disturbed and behavior disordered children and adolescents. Supervised interns and implemented milieu therapy program.

Art Therapist 1986-88
The Sky's The Limit School
San Rafael, CA.

Responsible for assessment and treatment of children ages 6-14 with moderate to severe learning disabilities, emotional disturbances and behavior disorders.

HONORS AND AWARDS

Clinician Award, American Art Therapy Assn. 1996
Distinguished Person Awards 1990
Northern California Art Therapy Association
■ Leadership in Northern California
Art Therapy Association
■ Innovative work in Medical Art Therapy

PROFESSIONAL COMPETENCE

A Better Way, Oakland, CA 2011-12
Presenter, 40th Annual Conference, American Art
Therapy Association, Sacramento, CA 2010
Presenter, 38th Annual Conference, American Art
Therapy Assn., Albuquerque, NM 2007
Invited Lecturer, California Association of
Independent School Counselors, Pasadena, CA 2007

Invited Lecturer, Redwood Children's Services, Ukiah, CA	2007
Keynote Address, Foothill Child Abuse & Family Violence Council, Ventura, CA	2007
Invited Lecturer, San Francisco Unified School District, San Francisco, CA	2007
Presenter, 37 th Annual Conference, American Art Therapy Assn., New Orleans, LA	2006
Invited Lecturer, Univ. of North Texas, Denton, TX	2006
Invited Lecturer, Univ. of Illinois at Evansville, Evansville, IL	2006
Invited Lecturer, Ravenswood School District, Palo Alto, CA	2005-07
Invited Lecturer, with Allan Schore, Ph.D. Ventura County Mental Health, Ventura, CA	2005
Keynote Speaker, Delaware Valley Art Therapy Assn. Philadelphia, PA	2005
Presenter, 36 th Annual Conference, American Art Therapy Assn., Atlanta, GA	2005
Invited Lecturer, Head Start, Ukiah, CA	2005
Invited Lecturer, Jarupa Unified School District, Riverside, CA	2005
Invited Lecturer, Early Childhood Mental Health Richmond, CA	2005-12
Invited Lecturer, New Morning Youth & Family Services, Placerville, CA	2005
Invited Lecturer, Bay Area Community Resources Richmond, CA	2000-10
Invited Lecturer, After Counseling Center Oakland, CA	2005
Invited Lecturer, Parental Stress Services Oakland, CA	2005
Invited Lecturer, Fairfield County Chapter CAMFT, Benicia, CA	2005
Invited Lecturer, UCSF Children's Hospital Child Life Dept., San Francisco, CA	2005
Invited Lecturer, Foothill Child Abuse Council Pasadena, CA	2004
Invited Lecturer, Thomas Jefferson Univ. Hospital, Philadelphia, PA	2003
Invited Lecturer, The Permanente Medical Group, Dept. of Psychiatry, Vallejo, CA	2003
Invited Lecturer, University of North Texas Center for Play Therapy, Denton, TX	2002
Invited Lecturer, Children's Memorial Hospital Salt Lake City, UT	2002
Presenter, EMDR Conference, San Diego, CA	2002
Presenter, Center for Creative Arts Therapies Santa Rosa, CA	2002
Invited Lecturer, Care Children's Center	

Santa Rosa, CA	2002
Invited Lecturer, Social Advocates for Youth, Santa Rosa, CA	2002
Invited Lecturer, Child System of Care, Ukiah, CA	2002
Invited Lecturer, University of California Berkeley School of Social Welfare, Berkeley, CA	2002
Invited Lecturer, Inst. For Mental Health and Wellness Education, Hayward, CA	2002
Invited Lecturer, Support Network for Battered Women, Mountainview, CA	2002
Invited Lecturer, San Francisco General Hospital San Francisco, CA	2001
Invited Lecturer, Stanford University, Dept of Child Psychiatry, Sanford, CA	2001
Keynote Speaker, Tennessee Assoc. for Play Therapy Murfreesboro, TN	2001
Invited Lecturer, University of Louisville Louisville, KY	2000
Presenter, 2001 EMDR Conference, Austin, TX	2000
Presenter, 47 th Annual Meeting, American Academy of Child & Adolescent Psychiatry	2000
Invited Lecturer, St. Mary's Hospital, San Francisco	2000
Invited Lecturer, R. Cassidy Seminars, Santa Rosa, CA (50 presentations)	2000-04
Invited Lecturer, Lincoln Child Center, Oakland, CA	2000-02
Keynote Speaker, Kentucky Assoc. for Play Therapy Annual Conference	2000
Invited Lecturer, Seneca Center, San Francisco, CA	1999-00
Presenter, 47 th Annual Meeting, American Academy of Child & Adolescent Psychiatry	2000
Invited Lecturer, North Coast Association of Mental Health Professionals, Eureka, CA	2000
Invited Lecturer, Mental Health Association of San Francisco, San Francisco, CA	2000
Invited Lecturer, Colorado Behavioral Health Care Council, Snowmass, CO	2000
Presenter, 46 th Annual Meeting, American Academy of Child & Adolescent Psychiatry	1999
Keynote Speaker, Michigan Assoc. for Play Therapy Annual Conference	1999,04
Invited Lecturer, 17 th Annual Child Life Conference, Long Beach, CA	1999
Keynote Speaker, Indiana Assoc. for Play Therapy Annual Conference	1999
Keynote Speaker, Missouri Assoc. for Play Therapy Annual Conference	1999
Invited Lecturer, Kidsplay, Pocatello, ID	1999-00
Invited Lecturer, Menlo Park Police Department, Menlo Park, CA	1998-99
Invited Lecturer, California Trauma Conference	1998-00
Keynote Speaker, Colorado Assoc. for Play Therapy	1998

Invited Lecturer, Early Childhood Mental Health Program, Richmond, CA	1998
Invited Lecturer, Northern California Art Therapy Association, San Francisco, CA	1998
Invited Lecturer, Care Counseling Center, Santa Rosa, CA	1998
Invited Lecturer, Discovery House Redwood Valley, CA	1998
Invited Lecturer, New Perspectives, Larkspur, CA	1997-02
Invited Lecturer, University of California Davis	1997-98
Invited Lecturer, Children's Hospital of Michigan	1997
Invited Lecturer, University of Bradford Bradford, Yorkshire, England	1997-00
Keynote Speaker, British Association for Play Therapy, London, England	1997
Invited Lecturer, Children's Hospital Oakland Oakland, CA	1997
Invited Lecturer, San Joaquin Psychological Assn. Fresno, CA	1997
Invited Lecturer, Klamath Youth Development Center Klamath Falls, OR	1997
Presenter, American Art Therapy Assn. Conference	1996-05
Invited Lecturer, Institute for Trauma and Loss Grosse Pointe, Michigan	1996
Invited Lecturer, Alameda County Child Abuse Council	1996-05
Invited Lecturer, Oregon Health Sciences University Portland, OR	1996
Invited Lecturer, California Assn. for Play Therapy	1996
Presenter, Conference of the American Art Therapy Association, Inc.	1996-01
Invited Lecturer, Pacific University, Forest Grove, Oregon	1996-01
Invited Lecturer, National University, Sacramento	1996-97
Invited Lecturer, Counseling Specialties & Play Therapy Center, Coldwater, MI	1996
Invited Lecturer, Kid's Turn, San Francisco, CA	1996
Keynote Speaker, Association for Play Therapy International Conference	1996
Keynote Speaker, Texas Association for Play Therapy Houston, TX	1996
Invited Lecturer, Dept. of Social Services, San Francisco, CA	1996
Invited Lecturer, Northwest Play Therapy Institute	1996-00
Invited Lecturer, Lilliput Children's Center, Stockton, California	1996
Invited Lecturer, Marin Community Mental Health	1996
Invited Lecturer, Marin Day Treatment Program	1996
Invited Lecturer, Counseling Specialties & Play Therapy Center, Coldwater, Michigan	1996
Invited Lecturer, Youth & Family Assistance, Redwood City, California	1996

Invited Lecturer, California Assn. for Play Therapy Conference	1995
Invited Lecturer, University of California Berkeley School of Social Welfare, Berkeley, CA	1995
Invited Lecturer, San Francisco General Hospital Trauma Symposium	1995
Invited Lecturer, Firth School District, Pocatello, ID	1995
Invited Lecturer, Lincoln Child Center, Oakland, CA	1995
Invited Lecturer, 11th International Play Therapy Conference	1994
Invited Lecturer, Edgewood Center for Children And Families, San Francisco, CA	1994-11
Session Chairman, 13th International Congress, International Association for Child & Adolescent Psychiatry & Allied Professions	1994
Presenter, 11 th Annual Conference, Association for Play Therapy, San Antonio, TX	1994
Keynote Speaker, California Art Therapy Conference	1994
Invited Lecturer, Institute for the Arts of Living San Francisco, CA	1993
Invited Lecturer, Northern California Art Therapy Association, San Francisco, CA	1993
Invited Lecturer, California School of Professional Psychology, Alameda, CA	1992
Invited Lecturer, Alameda Cty. Child Abuse Council Oakland, CA	1992-2005
Invited Lecturer, Calif. School of Prof. Psychology	1992
Keynote Speaker, SCAR/Jasper Mountain Sexual Abuse Conference, Eugene, Oregon	1992
Invited Lecturer, Comprehensive Child Crisis, Children's Hospital, San Francisco	1989-93
Invited Lecturer, Southeast Child & Family Therapy Center, Dept. of Public Health, San Francisco, CA	1987-90
Invited Lecturer, No. Calif. Art Therapy Assn.	1989
Invited Lecturer, Professional School of Psychology, San Francisco, CA	1987

MEMBERSHIPS

American Art Therapy Association	1984-present
Northern California Art Therapy Association	1984-present
Association for Play Therapy	1989-present
California Association for Play Therapy	1992-present
EMDR International Association	2002-present

CERTIFICATION

Art Therapy Board Certification	1996-present
American Art Therapy Association, Mundelein, IL	
Art Therapy Registration No. 7483	1989-present
American Art Therapy Association, Mundelein, IL	
Registered Play Therapist-Supervisor, No. 0075	1993-2005
Association for Play Therapy, Fresno, California	
EMDR Training, Level I & Level II	2002

TEACHING

Academic Appointments:

California School of Professional Psychology, Alameda, CA:
Lecturer, Introduction to Art Therapy, April, 1992

College of Notre Dame, Belmont, California:
Instructor, Topics in Child Art Therapy, 1992-1994
Lecturer, Child Abuse & Consultation, 1995-96
Lecturer, Level 1, Child Abuse & Consultation, 1997-2001

Marylhurst University, Marylhurst, Oregon:
Instructor, Clinical Child Art Therapy, 1992-1995
Instructor, Art Therapy with Traumatized Children, 1997
Instructor, Level 2, Clinical Child Art Therapy, 2000-2002

National University, Sacramento, California:
Instructor, Art & Play Therapy with Children, 1996-1997

New College of California, San Francisco, California:
Instructor, Introduction to Art Therapy, 1995-1996

Notre Dame de Namur University, Belmont, California:
Lecturer, Level 2, Child Abuse & Consultation, 2002-2003
Lecturer, Level 6, Child Abuse & Consultation, 2004-2013

Sonoma State University, Rohnert Park, California:
Lecturer, Art Psychopathology, September, 1998
Lecturer, Child Trauma, 2003-2008
Lecturer, Child Trauma, November, 2006
Assistant Professor, Child Psychopathology, 2006-2007
Assistant Professor, Child Trauma & Abuse, 2007

University of Bradford, Bradford, West Yorkshire, United Kingdom:
Instructor, Paediatric Art & Play Therapy with Children
In Crisis, 1997-1999
Instructor, Art & Play Therapy with At Risk Children, 2000

University of California at Berkeley, Berkeley, California:

Lecturer, Grant Writing for Creative Arts Therapies,
July, 1995

Lecturer, Art Therapy & Trauma, 1996-1997

University of California San Diego, San Diego, California:

Lecturer, Play Therapy w/Ill & Injured Children, 2000-2010

University of California San Francisco School of Medicine,
San Francisco, California, Department of Psychiatry:

Lecturer, Psychiatric Issues of Hospitalization, 1990-1991

Clinical Instructor, Psychiatric Issues of
Hospitalization, 1992-93

Asst. Clinical Professor, Psychiatric Issues of
Hospitalization, 1994-96

University of Louisville, Louisville, Kentucky:

Lecturer, Art & Play Therapy with Pediatric
Trauma Patients, February, 2001

University of North Texas, Denton, Texas:

Play Therapy for Children in Crisis, October, 2002 & 2006

Academic Lectures:

Albertson College of Idaho, Caldwell, Idaho

Grand Rounds, Dept. of Psychiatry, 1995

Kaiser- Permanente Medical Group, Vallejo, California:

Art Therapy as a Diagnostic Tool, 2003

Napa State Hospital, Napa, CA, Grand Rounds, 1994

Oregon Health Sciences University, Portland, Oregon:

Lecturer, Art Therapy in Medical Settings, 1996

Thomas Jefferson University, Philadelphia, Pennsylvania:

Lecturer, Chapman Art Therapy Treatment Intervention, 2004

San Francisco State University, San Francisco, California:

Lecturer, Child & Adolescent Art Therapy, 1993

Sonoma State University, Rohnert Park, California:

Lecturer, Violence Prevention & Early Intervention,
March, 1997

Lecturer, Violence & Vulnerability, October, 1997

Lecturer, Art Therapy with Children, March, 1998

Lecturer, Medical Art Therapy, March, 1998

Lecturer, Child Art Therapy, September, 1998

Lecturer, Child Trauma, November 1998
Lecturer, Grant Writing for the Creative Arts Therapies,
January, 2007

Stanford University, Dept. of Psychiatry, Palo Alto, CA
Lecturer, Research Update: Art Therapy & PTSD, 2001

University of California at Berkeley:
Lecturer, Violence & the Vulnerable Child, February, 1995
Lecturer, Graphic Development, 1996-1998
Lecturer, Grant Writing for Creative Arts Therapies, 2000
Lecturer, Art Therapy with Traumatized Children, 2001

University of California at Davis, Davis, California:
Lecturer, Art & Play Therapy w/Children in Crisis, 1997-1998
Lecturer, Chapman Art Therapy Treatment Intervention, 2007

University of California San Francisco School of Medicine, San Francisco, CA
Lecturer, Child Art Therapy, May, 1991
Lecturer, Pediatric Art & Play Therapy, 1992-1998
Lecturer, Psychology of the Ill and Injured Child, 1994
Lecturer, Not Just Another Trauma Patient, 1995 & 1998
Lecturer, Research Update: UCSF/Children's Hospital Project, 2000
Lecturer, Psychology of the Ill Child, 2001
Lecturer, Grand Rounds, UCSF/SFGH Pediatrics, 1991-1996
Lecturer, Grand Rounds, Langley Porter Psychiatric Inst. 1991-93
Lecturer, Department of Nursing Education, 1989-92

University of Illinois at Evansville, Evansville, IL
Neuro-Developmental Art Therapy, 2006

COMMUNITY SERVICE

President, No. Calif. Art Therapy Association	1987-1989
Board Member, No. Calif. Art Therapy Association	1982-1992
Board Member, Calif. Association for Play Therapy	1993-1997
Chair, Committee on Professional Practice, American Art Therapy Association.	1995-1997
Member, University of California Berkeley Extension Art Therapy Certificate Program Advisory Committee	1996-2002
Nominating Committee, American Art Therapy Assn.	2002-2005
Research Committee, American Art Therapy Assn.	2005-2008
Research Committee, Association for Play Therapy	2005-2008
Board Member, Mendocino Community College Foundation	2011-present

SPECIAL PROJECTS

Ronald McDonald Playroom
UCSF/San Francisco General Hospital, San Francisco, CA
Secured \$50,000 grant from Ronald McDonald Children's Charities

for renovation of San Francisco General Hospital Pediatric Playroom. Co-wrote grant, designed space, selected fixtures and furnishings for therapeutic hospital playroom.

PUBLICATIONS

- Chapman, L. (2014). Neurodevelopmental Art Therapy. *The Neuropsychotherapist*. <http://www.neuropsychotherapist.com>
- Chapman, L. (2014). Neurobiologically informed trauma therapy with children and adolescents: Understanding mechanisms of change. NY: Norton.
- Goodman, R., Chapman, L. & Gantt, L. (2008). Creative arts therapies for children. In Foa, E., Keane, T., Friedman, M. & Cohen, J., Eds. *Effective Treatments for PTSD*, Second Edition. NY: Guilford.
- Schreier, H., Ladakakos, C., Morabito, D., Chapman, L., and Knudson, M. (2005). Post-traumatic stress symptoms in children after mild to moderate pediatric trauma: A longitudinal examination of symptom prevalence, correlates, and parent-child symptom reporting. *Journal of Trauma, Injury, Infection and Critical Care*. Feb;58(2):353-363.
- Chapman, L., Morabito, D., Ladakakos, C., Schreier, H., & Knudson, M. (2001). The effectiveness of art therapy interventions in reducing post traumatic stress disorder (PTSD) symptoms in pediatric trauma patients. *Art Therapy: Journal of the American Art Therapy Association, Inc.* Vol. 19, No.2, 100-104.
- Chapman, L. (2001). How do you start your first play therapy session? *California Association for Play Therapy Newsletter*. Apr., Vol.1, No.
- Chapman, L. & Appleton, V. (1999). Art in group play therapy. Chapter in Sweeney, D. & Homeyer, L. (Ed's). *The handbook of group play therapy*, San Francisco: Josey Bass.
- Chapman, L. (1993). Establishing a pediatric art and play therapy program in a community hospital. Chapter in Virshup, E. (Ed.) *California art therapy trends*. Chicago: Magnolia Street.
- Chapman, L. (1993). Clinical Art Therapy In-Service Education. Chapter in Virshup, E. (Ed.) *California art therapy trends*. Chicago: Magnolia Street.

PRESS

- March 10, 2015, ***The Ukiah Daily Journal***, Making Connections, by Karen Rifkin.
- January 20, 2006, ***The Ukiah Daily Journal***, Making a Difference, by C. Hester.
- January 6, 2006, ***Newsweek Magazine***, Katrina Kids: The Power of Pencils, by J. Hontz
- March 20, 2006, ***The Los Angeles Times***, The Healing Canvas, by J. Hontz
- October 20, 2000, ***The Gazette Montreal***, Proof That Arts Soothes a Troubled Soul, by K. Swoger.

July, 16, 1994, **KCBS News Radio**, Children in Crisis, Interview with News Reporter M. Sugarman
 July, 1994, **The General Beat: Newsletter of San Francisco General Hospital**, by G. Rodriguez, M. Balin and A. Trinkl.
 May 24, 1994, **San Francisco Examiner**, End of A Program for Damaged Kids, by S. Winokur.
 April 14, 1992, **San Francisco Independent Newspaper**, Play Time at San Francisco General, by R. Gordon.
 February, 1989, **University of California San Francisco Newsbreak**, Children Who Play for Their Lives, by A. Trinkl.

RESEARCH

1996-2001

The Effectiveness of Early Psychological Interventions in Reducing Post Traumatic Stress Disorder (PTSD) Symptoms in Pediatric Trauma Patients. The study is sponsored by the San Francisco Injury Center for Research and Prevention, University of California San Francisco, and funded by an Injury and Control Prevention Grant, Centers for Disease Control and Prevention, Atlanta, Georgia. The study measured the incidence of PTSD symptoms in the population, and determined the outcome of a specific art therapy treatment intervention to treat the post traumatic stress symptoms associated with acutely injured pediatric trauma patients. The Chapman Art Therapy Treatment Intervention, developed by Linda Chapman, is currently being prepared in a manual format.

ART EXHIBITS/PUBLICATIONS

11/04	Untitled Painting Word Pictures Springfield, IL: Charles C. Thomas Publishers
12/03-2/04	Cultural Arts Council of Sonoma County Gallery The Alchemy of Art Therapy Exhibit The Center for Creative Arts Therapies Santa Rosa, CA
12/02-3/03	The Fine Art of Artist Healers The Center for Being & Becoming Washington, D.C.
4/95-6/95	ARTwork Gallery San Francisco, CA
6/94-8/94	Realized Studio Three Exhibit Tey Viet, San Francisco, CA
4/94-6/94	Jeanne Brewer Gallery

San Francisco, CA

5/91-6/91 Center for Psychological Studies
Albany, CA

Collections:

U. Michael Baumgartner, Bern, Switzerland
The Herb'n Inn, San Francisco, CA
Derenthal & Dannhauser, Attorneys at Law, San Francisco, CA

OTHER EMPLOYMENT

Asst. Director of Development
West Coast Division
Brown University
Providence, Rhode Island

Fundraiser	1983-84
The Jane Goodall Institute	
San Francisco, CA	

1175 Miller Ave.
 Berkeley, CA. 94708
 betscohen@aol.com

Curriculum Vitae 2014
 Betsy Cohen, L.C.S.W., Ph.D.

Education

New Trier High School, Winnetka, Illinois, 1963.
 Art and music. Syracuse University, Florence, Italy.
 B.A. Psychology, U.C. Berkeley. Minor: Literature,
 Political Science. 1967.
 Master of Social Welfare, U.C. Berkeley, Clinical
 Social Work. 1970.
 Internship, Herrick Hospital, Berkeley. Intensive
 training with psychiatric residents in family,
 group, and individual psychotherapy. 1971.
 Graduate Certificate in Community Mental Health,
 U.C. Berkeley. 1972.
 Certified Psychoanalyst, San Francisco Jung
 Institute. 2002.
 Ph.D, Contemporary Psychoanalysis, Sanville Institute

Professional Experience:

Fort Help Clinic, San Francisco. Supervisor
 paraprofessionals in psychotherapy. Led alcohol and
 substance abuse groups. Led staff groups. 1971-1979.

U.C. Berkeley faculty. Supervised therapists for Doctor of
 Mental Health program in conjunction with U.C. Medical
 Center. 1980.

Supervision in Psychoanalytic, Jungian and Psychoanalytic
 psychotherapy. 1970-present.

Betsy Cohen, M.S.W., L.C.S.W. Curriculum Vitae

Private practice in individual and couples psychotherapy.
Supervision and consultation.
Full time.1971-present.

Research in Envy, Fear of Being Envied, The Evil Eye.1983-1987.

Publications:

Published *The Snow White Syndrome: All About Envy.*
(MacMillan Publishing Co., New York)

German, British Edition-Australia News Ltd., and Spanish,
French, Japanese. Paperback Edition: Berkely Books, June,
1989.

“The Intimate Self-Disclosure.” *S.F. Jung Institute Library Journal*, Vol. 24, No. 2, May 2005.

“Emmanuel Levinas and depth psychotherapy.”
Jung Journal. Vol. 2, No. 2, 2008.

“Welcoming Eros in Analysis.” Dissertation. June, 2010

“Jung’s Answer to Jews” *Jung Journal: Culture & Psyche*,
Volume 6, Number 1, pp. 56–71

“Tangled Up in Blue: Revision of Complex Theory” in
How and Why we Still Read Jung (Routledge, NY, 2013)

Reviews

San.Francisco Chronicle, review of "Witness to the Fire" by
Linda Leonard. Sunday, November 12, 1989.

Psychotherapy Institute Newsletter, review of "It's
Always Something" by Gilda Radner,
"Facing The Crab." by Christina Middlebrook, Ph. D.

Viewpoint. "Inner World of Trauma" by Donald Kalshed
Viewpoint. "Seduction, Surrender, Transformation,"
 by Karen Maroda

Presentations and Teaching

Published and presented paper: "Envy in the
 Countertransference." University of California, 1978.

Class on Trauma, The Psychotherapy Institute,
 2000 – 2002.

Teaching candidates at Jung Institute,
 2004- current. Teaching Complexes, and Love and Analysis.

Class on Complex Theory, The C.G. Jung Institute, S.F.
 C.G.Jung Institute, Boston

Boundary Violations for Family Law Lawyers, Southern New
 England School of Law with Peter Clark, J.D., 2003.

Class on Professional Self-Disclosure, San
 Francisco, 2004. Class on Humanizing the Work, 2005,
 Class on Complexes, 2006-8, 2010, Class on Eros, 2009-
 2010, Class on Spirituality and Analysis, PINC, Feb. 2011.
 Class on Analytic Intimacy: Truth, Courage, Love, March 2012

Lectures

Kaiser Hospital, Oakland,
 Mental Health Associations,
 Bookstores, Nationwide.
 Celebrity Lecture Series, San Francisco
 Women's Literary Series, Marin County.
 C.G. Jung Institute, New York, 2005, 2006

Media Events:

115 Television and Radio Shows, nationwide

including Oprah!

Professional Organizations:

National Association Social Work, Society of Clinical Social
Work, Board Certification, ABCSWE

Personal Life:

1979-present: mother, two sons, widow

1984-2005: classroom assistant

Interests: Writing, flute, saxophone, swimming, tennis, movies,
Academic scholarship

Peter deVries
1082 Erica Road
Mill Valley, CA 94941
415.383.8634
constellationworks@gmail.com
www.constellationworks.com

Education: University of Nijmegen, the Netherlands
1983-1989

- * Participation in a comprehensive, transpersonally based program offering an integral, interdisciplinary education in Counseling Psychology

Hellinger Institute
5/1999 to 5/2001

- A two-year training in family systems work as developed by German psychotherapist Bert Hellinger. A unique synthesis of Gestalt, Family Systems and Phenomenology Theory woven together to create a powerful and effective method for understanding our place within the family system

Foundation for Human Enrichment
10/2004 to 9/07

- A three year training in Somatic Experiencing, a short naturalistic approach to the resolution, renegotiation and healing of trauma developed by Dr. Peter Levine

IFS training with Jay Early PhD
7/2010 to 1/2017

WIYS facilitator training with Joseph Culp
8/2013 to 3/2014

Trauma-Constellation training with Vivian Broughton MA
3/2014 to 11/14

Basic Hakomi Training with Rob Fisher and Manuela Mischke Reed
9/2015 to 2/2016

Experience: Constellationworks
6/2000 to present

- Founder and director providing trainings and workshops for individual and group processes focusing on a greater depth and understanding of family of origin issues through the lens of the Systemic Constellation process.

Living Essence Foundation
8/1994 to 12/1999

- Co-facilitator of the Living Essence Training: a credentialed, 150 hour, experiential hypnotherapy training

Inner Journey Seminars

9/1998 to 6/2000

- Providing facilitation of men's groups with an emphasis on open and honest communication with others with a goal of self-acceptance and a greater sense of self and inner peace.

Consultation

Training: Foundation for Human Enrichment

- Ongoing group supervision with a focus on trauma renegotiation and resolution in a case presentation format.

References: Michael Scheisser M.A. (German)
415.990.5629

Gabrielle Borkan MSW (German)
415.388.2898

Michael Bala, MA

483 Marietta Drive
San Francisco, CA 94127
415-203-4440
michael@michaelbala.net
www.michaelbala.net

Marriage and Family Therapist (MFC36374)

Private Practice, 1995-Present
4326 18th Street
San Francisco, CA 94114
415-626-3035

Psychotherapy with children, adolescents, adults; individuals, couples, and families employing Play Therapy, Sand Tray, Expressive Arts, Dream-Work.

Assistant Editor

Jung Journal: Culture and Psyche
Published by University of California Press
For the C. G. Jung Institute of San Francisco
2009-Present

Teaching

College of San Mateo

Adjunct Professor
Abnormal Psychology - Psychology Department
Individual Counseling Process - Alcohol and Other Drug Certification Program
2003-2009

Institute of Transpersonal Psychology

Adjunct Professor
Psychological Assessment – Residential Masters Program
2008

New College of San Francisco

Adjunct Professor
Substance Abuse – Spiritual/Transformative and Feminist tracks of MFT program
HIV and Psychotherapy – Clinical tracks of MFT program
2007-2008

Employment

Asian American Recovery Services, Inc. (AARS)

April 1998-July 2005

Clinical Supervisor

Clinical supervision, training and quality assurance responsibilities for AARS San Mateo County adolescent and adult substance abuse out-patient, residential treatment and prevention programs.

November 2001- July 2005

Program Director/Clinical Coordinator

San Francisco Drug Court Treatment Center

Clinical coordination and program supervision of substance abuse treatment for adult criminal justice clients.

October 1999-June 2001

Interim Clinical Director

Interim clinical supervision of treatment and prevention programs within AARS multi-county settings.

November 1998-October 1999

Interim Executive Director

Day-to-day management responsibility for agency providing substance abuse services for Asian/Pacific Islander populations in the San Francisco Bay Area.

April-November 1998

San Francisco Child Abuse Council/Talkline Program

Counselor providing play therapy of children and adolescents (ages 4-16) and family treatment/consultation services.

June 1997- June 1998

Most Holy Redeemer Support Services

Consultant facilitating support group services for persons with HIV/AIDS.

September 1996-June 1998

Learning Services of Northern California

Counselor providing school-based child therapy services at Cesar Chavez Elementary School, San Francisco.

September 1996-June 1997

Health Initiatives for Youth

Interim Executive Director

Administrator for adolescent health promotion, provider training, youth-advocacy program.

October 1996-February 1997

Michael Bala. MA

Visiting Nurses and Hospice –California Pacific Medical Center

Individual and group grief counseling and bereavement services.

August 1994-May 1997

Assistant Bereavement Coordinator (April 1996-May 1997)

Group Facilitator (May 1995-April 1996)

Bereavement Counselor (August 1994-May 1995)

Center for Behavior Therapy

Individual therapy employing cognitive behavioral approaches with adjunctive hypnotherapy and guided imagery for anxiety, pain management, stress management, and sexual dysfunction.

April-August 1996

Center for Family Therapy – East Bay Agency for Children

Interim Clinical Director/Executive Director of agency providing child abuse treatment.

February-October 1995

Center for AIDS Services

Interim Executive Director/Clinical Supervisor providing therapeutic, recreational, nutritional, and transportation services for children and adults with HIV/AIDS.

August-November 1994

New Leaf (formerly Operation Concern – California Pacific Medical Center)

Counselor providing individual, couples and group therapy services for adult gay or bisexual males.

September 1993-June 1994

California Prostitutes Prevention Project (CAL-PEP)

Consultant providing program design and evaluation services serving Bay Area sex worker health issues.

November 1991-March 1994

Stop AIDS Project

Interim Executive Director for AIDS prevention program.

April-June 1993

National Task Force on AIDS Prevention

Consultant for program development and strategic planning for AIDS prevention program targeting gay or bisexual African American males.

July-October 1991

City and County Of San Francisco

Department of Public Health - AIDS Office

Associate Director for AIDS Services

Senior administrator developing and managing City-wide AIDS treatment and prevention programs.

1985-1991

Michael Bala. MA

Switchboard of Miami

Miami, Florida

Director of Operations and Financial Manager for crisis intervention program.
1983-1985

Eastern Airlines

Miami, Florida

Senior Accountant
1973-1983

Flagship Bank of Miami Beach

Miami Beach Florida

Supervising Teller
1971-1973

Chase Manhattan Bank

New York, New York

Administrative Clerk
1968-1971

Education

C. G. Jung Institute of San Francisco

Advance Candidate, Analytic Training Program
2006-Present

Pacifica Graduate Institute

Carpinteria, CA

Masters Degree in Counseling Psychology with a specialization in Depth Psychology
1995

New School University

New York, New York

(formerly the New School for Social Research)

Bachelor of Arts in Humanities
1970

Publications and Presentations

Dreams: How to Better understand them.

Kudos (an Italian-language magazine)

July-August 2011

Milan. Italy

The Clown: An Archetypal Self-Journey

Jung Journal: Culture and Psyche

Winter 2010, Volume 4, Number 1

Co-editor, Special Topic Issue: Psyche and Same-Sex Marriage

Jung Journal: Culture and Psyche

Summer 2010, Volume 4, Number 3

Co-author (with Jon Lucca), Will You Marry Me? A Conversation about Deciding to Marry and the Experiences of Marrying

Coming to Painting: An Interview with Susan Bostrom-Wong

Jung Journal: Culture and Psyche

Fall 2010, Volume 4, Number 4

Recent Presentations

The Clown: An Archetypal Self-Journey, presented at

North – South Conference of California Jungian Analysts and Candidates,
Newport Beach, CA
March 2008

Friends of the Institute, C. G. Jung Institute of San Francisco
Co-presented with Leonard Pitt
September 2008

C. G. Jung Institute – Public Programs
January 2009

Active Imagination and Clowning
for Clinic Interns, C. G. Jung Institute –James Goodrich Whitney Clinic
June 2011

Considering Analytic Training?
for Clinic Interns, C. G. Jung Institute –James Goodrich Whitney Clinic
August 2011

JOHN BEEBE, M.D.
CURRICULUM VITAE

Office Address: 337 Spruce Street, San Francisco, CA 94118 USA

Telephone: 415-221-2266

FAX: 415-387-5915

Email: johnbeebe@msn.com

Medical License: Physician and Surgeon, Certificate A-23072

The Medical Board of California

1426 Howe Avenue, Suite 543

Sacramento, CA 95825-3236

John Beebe, M.D. is a psychiatrist and Jungian analyst in San Francisco, where, in addition to editing and writing articles and books in the field of analytical psychology, he practices and teaches analytical psychotherapy. Born in Washington, D.C. on June 24, 1939, he is a graduate of Harvard College (Magna Cum Laude in English, 1961), and of the University of Chicago Medical School, (MD, 1965). He moved to the West Coast in 1965. After an internship at the Public Health Hospital in San Francisco (1965-1966) and two additional years in the United States Public Health Service, he did his psychiatric residency, from 1968 to 1971, at Stanford University Medical School; from 1970 to 1971, he was Chief Resident of the Adult Psychiatry Clinic at Stanford University Medical Center, where he supervised the psychiatric emergency service. Since completing his residency in 1971, he has maintained his private practice in San Francisco.

Between 1971 and 1978 he attended the C. G. Jung Institute of San Francisco, graduating in 1978 as a Member of the Institute. On the Institute's Faculty, he is a past Chairperson of its Certifying, Development, Ethics, Library, and Training Coordinating Committees and the current Chairperson of its Publications Committee. Between September 1, 2000 and August 31, 2002, he served as President of the C. G. Jung Institute of San Francisco.

Dr. Beebe has taught analytical psychotherapy in the Department of Psychiatry at the California Pacific Medical Center and at the University of California Medical School, San Francisco, where he holds the title of Assistant Clinical Professor of Psychiatry. He has also been a guest lecturer at the California Institute for Integral Studies, California School for Professional Psychology (Alameda), C. G. Jung Institut-Zurich (Switzerland), Pacifica Graduate School, Psychoanalytic Institute of Northern California (PINC), the Psychotherapy Institute (Berkeley), San Francisco State University, and Stanford University. He has served on dissertation committees for students in Masters and Doctoral degree programs at the California School of Professional Psychology, Pacifica Graduate Institute, and Saybrook Institute. He is a member of a number of other professional organizations, including the American Psychiatric Association (which made him a Distinguished Fellow in 2003), the Northern California Psychiatric Society, the International Federation for Psychoanalytic Education (from which he received an award in 1999 for Outstanding Contributions to Psychoanalytic Education and for which he currently serves as Chairperson of the Committee on Spirituality and Psyche), the International Association for Analytical Psychology, and the National Association for the Advancement of Psychoanalysis.

A popular lecturer in the Jungian world, Dr. Beebe has spoken on topics related to the theory and practical applications of analytical psychology to professional and lay audiences throughout the United States as well as in Canada, China, Denmark, England, France, Italy, Germany, Israel, Mexico, and Switzerland. Dr. Beebe is the Founding Editor of The San Francisco Jung Institute Library Journal, a quarterly of reviews with an international readership, and he has recently completed a seven-year stint as the first American co-editor of the London-based Journal of Analytical Psychology. In addition to contributing articles to these journals, he has published in The Chiron Clinical Series, Dream Time, Fort Da, Harvest, The Inner Edge, Journal of Jungian Theory and Practice, Psychoanalytic Psychology, Psychological Perspectives, The Psychoanalytic Review, Quadrant, Spring, The Journal of Popular Film and Television, Theory

and Psychology, Tikkun, Voices, and Writing on the Edge. Book chapters written by him have appeared in *The Anne Rice Reader*, *The Cambridge Companion to Jung*, *Jungian Analysis*, *New Approaches to Dream Interpretation*, *Post-Jungians Today*, *Soul Moments*, *The Psychology of Mature Spirituality*, *The Soul of Popular Culture*, and *The Vision Thing*.

Dr. Beebe's reviews and articles about movies have reached a wide audience. He can be seen discussing film in the award-winning documentary "The Wisdom of the Dream." He has also made theoretical contributions to the interpretation of painting, poetry, and fiction; extended C.G. Jung's theory of psychological types; offered fresh Jungian formulations of sexuality and gender; developed the analytical psychology of moral process; and taught courses in the I Ching and Chinese philosophy. Among his better-known papers are "The Anima in Film," "Attitudes Toward the Unconscious," "The Father's Anima as a Clinical and as a Symbolic Problem," "On Male Partnership," "Primary Ambivalence Toward the Self: Its Nature and Treatment," "Psychological Types in Transference, Counter-transference and the Therapeutic Interaction," "Toward a Jungian Analysis of Character," and "The Trickster in the Arts." With Donald Sandner, he is the author of "Psychopathology and Analysis," an article on Jungian complex theory used in many training programs, and with Thomas Kirsch and Joe Cambray he is the author of "What Freudians Can Learn from Jung." He is, with C. Peter Rosenbaum, the co-author and co-editor of *Psychiatric Treatment: Crisis, Clinic and Consultation* (published by McGraw-Hill, 1975); the editor of *Money, Food, Drink, Fashion, and Analytic Training* (the proceedings of the Eighth International Congress of Analytical Psychology, published by Bonz, 1983); and the editor of *Aspects of the Masculine*, a collection of Jung's essays (published by Princeton University Press, 1989) with a critical introduction by Dr. Beebe. His book, *Integrity in Depth* (published by Texas A & M University Press, 1992), is a study of the archetypal basis of accepting moral responsibility; its circumambulation of the ethical attitude draws heavily upon insights drawn from Chinese philosophy, including Taoism, Confucianism, and the I Ching, as

well as from Western literature and thought. His most recent book, as editor, is *Terror, Violence and the Impulse to Destroy* (Daimon Verlag, 2003), a collection of papers from the North American Conference of Jungian Analysts and Candidates, held in San Francisco in September, 2002.

Partial Listing of Publications

An Archetypal Model of the Self in Dialogue. *Theory & Psychology*, Vol. 12, No. 2, 267-280 (2002)

Can there be a science of the symbolic? *Journal of Analytical Psychology*, 49:2, 2004, pp. 133-184.

Comment on Soren Ekstrom's paper "Jung's Typology and DSM-III Personality Disorder." *Journal of Analytical Psychology*, 33:4, 1988, pp. 345-350.

Evolving the Eight Function Model. *APT Bulletin*, Winter, 2005, pp. 34-39 (slightly revised version of article originally published in *TypeFace*, 16/2, Summer, 2005).

Identifying the American shadow: typological reflections on the Los Angeles riots. *Psychological Perspectives*, 27, 1992, pp. 135-139.

Integrity in Depth. College Station, Texas, Texas A & M University Press, 1992.

"A New Model of Psychological Types," (recorded workshop, Evanston, IL, April 9-10, 1988; can be ordered online at <http://www.cgjungcenter.org/bookstore.php>)

Psychological Types. Chapter in *The Handbook of Jungian Psychology: Theory, Practice and Applications*, Renos Papadopoulos (ed.), London and New York, Routledge, 2006, pp. 130-152.

Psychological types in transference, countertransference, and the therapeutic interaction. Chiron, 1984, pp. 147-161 in *Transference/Countertransference*, edited by Nathan Schwartz-Salant and Murray Stein, Wilmette, IL: Chiron Publications.

Psychopathology and Analysis. In *Jungian Analysis*, Murray Stein (ed.), La Salle, IN: Open Court, 1995, pp. 322-330

Response to Charles Sides's "Psychological types and teaching writing." *Writing on the Edge*, 1:2, *Spring 1990*, pp. 41-43.

The Wizard of Oz: A vision of development in the American political psyche. Chapter in Thomas Singer (ed.), *The Vision Thing: Myth, Politics and Psyche in the World*, New York: Routledge, 2000, pp. 62-83.

Type and Archetype. Part One: The Spine and its Shadow. *Australian Psychological Type Review*, 9/2, October, 2007, pp. 11-20 (slightly revised version of article that originally appeared in *TypeFace*, 18/2, Summer, 2007).

Type and Archetype. Part Two: The Arms and their Shadow. *TypeFace*, 18/3, Autumn 2007, pp. 22-27.

Understanding consciousness through the theory of psychological types. Chapter in *Analytical Psychology: Contemporary Perspectives in Jungian Analysis*, Joseph Cambray and Linda Carter (Eds), London and New York: Brunner-Routledge, 2004, pp. 83 -115.

Greg Bogart, Ph.D.

5800 Yale Avenue, Richmond, CA 94805, (510) 412-0486, gbogart@jps.net

- California Marriage and Family Therapist license #MFC 28276. Licensed since 1991.
- Member, California Association of Marriage and Family Therapists
- Member, Association for Transpersonal Psychology
- Member, Dream Institute of Northern California
- **Malpractice Insurance, Healthcare Providers Service Organization, \$1,000,000 policy.**

EDUCATION

- Ph.D., Psychology, Saybrook Institute (San Francisco), 1992.
- M.A., Integral Counseling Psychology, California Institute of Integral Studies (San Francisco), 1988.
- B.A., Religious Studies, Wesleyan University (Middletown, Connecticut), 1979.

TEACHING EXPERIENCE

Faculty Member, Integral Counseling Psychology program, California Institute of Integral Studies. Fall 2005–present. Total course units taught: 39 semester units.

Courses Taught:

Human Development and the Family

Therapeutic Communication

Integrative Seminar

Core Faculty member, Counseling Psychology M. A. Program, John F. Kennedy University, School of Holistic Studies, Campbell campus, December 1999–September 2006. Duties included teaching, admissions interviews, and student advising. Participated in academic committees, program administration, and recruitment. Total course units taught: 138 quarter units.

Courses taught:

Individual Development and the Family Life Cycle (A & B)

Fundamentals of Transpersonal Counseling

Jungian Psychology

Principles of Holistic Studies

Final Integrative Project

Hatha Yoga Intensive.

Adjunct Faculty, Depth Psychology Program, Sonoma State University (Rohnert Park, CA), August 2003–May 2004. Taught “Theories of Depth Psychology” (A & B). Taught 6 semester units.

Adjunct Faculty, Dominican University (San Rafael, California), 1996–1998. Taught 18 semester units

Courses taught:

Phases of Human Development

Child and Adolescent Development.

Adjunct Faculty, Institute of Transpersonal Psychology (Palo Alto, California), 1995–1997. Taught “Critical Thinking and Research Skills.”

Adjunct Faculty, Rosebridge Graduate School of Integrative Psychology (Concord, CA), 1994–98. Taught “Existential and Transpersonal Psychotherapies.” Served on doctoral dissertation committees.

ACADEMIC ADMINISTRATIVE EXPERIENCE

Co-Director of Integral Counseling Psychology Weekend Program, *California Institute of Integral Studies*. August 2006–June 2008. Designed curriculum; recruitment; conducted admissions interviews; organized and led 7-day residential retreat held at Institute of Noetic Sciences; student advising.

Research Faculty member, Institute of Transpersonal Psychology (Palo Alto), 2005–present. Serve on doctoral dissertation committees.

Program Director, Counseling Psychology M. A. Program, *John F. Kennedy University, School of Holistic Studies, Campbell campus*, December 1999–April 2003. Duties included hiring, mentoring, and supervising faculty, scheduling classes, and curriculum development.

ADDITIONAL RELEVANT EXPERIENCE

Psychotherapist in private practice (Berkeley, CA), 1991–present. Individual and couples therapy. Holistic treatment of depression. Vocational counseling. Work with clients referred by managed care panels and employee assistance programs. Maintain case records.

REFERENCES

- Donald Rothberg, Ph.D., Faculty, Saybrook Institute: 510-525-4901.
- Brant Cortright, Ph.D., Director, Integral Counseling Psychology program, California Institute of Integral Studies: 415-479-2230.
- Maria Mattioli, Ph.D., Program Chair, School of Education and Liberal Arts, John F. Kennedy University, Campbell campus. (408)-874-7741.
- Laura Shekerjian, MFT, Psychotherapist: (510) 524-9004.
- Gayle Peterson, Ph.D, Psychotherapist: (510) 526-5951.
- Marian de Coudreux, MFT, Psychotherapist: (510) 540-4859

PUBLICATIONS

Books

In press: *Therapeutic Dreamwork: Unfolding the Healing Symbols of the Unconscious*. Karnac Books, London.

The Nine Stages of Spiritual Apprenticeship: Understanding the Student-Teacher Relationship (Berkeley, CA: Dawn Mountain Press, 1997).

Finding Your Life's Calling: Spiritual Dimensions of Vocational Choice (Berkeley, CA: Dawn Mountain Press, 1995).

Articles:

Taming Wild Horses: A Study of Animal Symbolism and Male Sexuality. *Dream Network Journal*, Winter 2008.

Therapeutic Dreamwork: A Case Study with Mythic Dimensions. *Dream Network Journal*, Spring 2004.

Dreamwork in Depth Psychotherapy. In S. Krippner & M. Waldman (Eds.), *Dreamscaping: New and Creative Ways to Work with Your Dreams* (Los Angeles: Lowell House, 2000).

Finding A Life's Calling. *Journal of Humanistic Psychology*, 1994.

Seven Dreams in a Case of Childhood Sexual Abuse. *Dreaming: Journal of the Society for the Study of Dreams*, 1993.

Counseling Returnees From Cults, Religious Movements, and Spiritual Communities. *The California Therapist*, 1993.

Separating From a Spiritual Teacher. *Journal of Transpersonal Psychology*, 1992.

How to Learn from an Injury. *Yoga Journal*, May/June 1992.

The Use of Meditation in Psychotherapy: A Review of the Literature. *American Journal of Psychotherapy*, 1991.

LORNA CATFORD Ph.D., MFCC

5954 Van Keppel Rd, Forestville, CA 95436 (707) 887-1011 lorna.catford@sonoma.edu

EDUCATION & CERTIFICATION

- Ph.D. Education** (Creativity emphasis), **Stanford University** (1987) *Dean's Award for Service to Stanford (1987)*
Dissertation *Creative Problem Solving in Business: Synergy of Thinking, Intuiting, Sensing & Feeling Strategies*
- M.A. Education** (Curriculum Design & Teacher Education emphasis), **Stanford University** (1984)
- M.A. Psychology** (Clinical Humanistic emphasis), **Sonoma State University** (1975) *SSU Distinguished Alumni Award (2002)*
Thesis: Images of Chaos & Harmony: Use of Art for Self-Direction in the Therapeutic Growth Process
- B.A. Psychology** (Clinical emphasis), **University of Michigan** (1971) *William F. Branstrom Honors Prize (1969)*
Thesis *Development of In-Group Behavior in a Residential Treatment Program*
- Licenses:** California Marriage, Family Therapist (1979), Community College Psychology Instructor (1976), Community College Counselor (1976)

SSU TEACHING (Since 1988)

Collaborative Autism Training & Support Program Partnership with community agencies for program to train SSU students & professionals to work with children with autism, provide respite to their families, & offer public autism seminars. *SSU's Outstanding Service Learning Project Award, 2006; RSCAP, 2007-08, for RAs for book manuscript preparation; Human Rights Award 2008.*

Disability Education Research & Action Project Designed/coordinate interdisciplinary SSU/community network for disability initiatives.

Psychology BA Program Core, elective, GE courses; Supervise all Psych. Interns; Maintain 120-agency internship database/Web page. High academic standards; Student-centered; Multiple learning styles; Service Learning; Mentor TAs & RAs; Departmental service.

Graduate American Psychological Association Writing Seminar Provide seminar and distillation of APA guidelines for the department.

Educational Mentoring Team Teach Psychology Freshman Interest Group, Freshman Seminar; Civic engagement emphasis. Do faculty/staff training; Freshman academic advising; Serve on many committees (See SSU Service), Summer Orientation.

Psychology MA Program Supervise MA students' thesis research & writing.

Personal Creativity in Business & Management Taught at SSU's 2006 Entrepreneurial Boot Camp Executive Training Program. Taught longer version in SSU's Business School and also through Extended Education. Also taught "Train the Trainers" version to international educators and consultants with CD ROM version I helped design.

Research International survey of autism training programs; Needs of local parents and professionals in autism field; Strategies for accessing creativity in the arts; Needs & coping strategies of parents of "special needs" children. Mentor students in all phases of design, data collection, & analysis, writing, presenting findings at conferences, and using the research in actual program design.

Advising/Mentoring Academic/personal/career advising; Thesis advisor/Committee chair for graduate psychology students. Intensive TA mentoring program. Work with many students in Community Service projects & with RAs on applied research in the community.

Major Grants & Gifts:

- Collaborative Autism Training & Support Program**
- Becoming Independent
- California Dept. of Developmental Disabilities Services
- Center for Spiritual Living
- Irene S. Scully Family Foundation
- Janice March Fund
- Schlumberger Foundation
- Sonoma County Community Foundation
- Sonoma County Office of Education
- SSU RSCAP

- Work Life & Learning Inc.
- Zeller Family Fund

Disability Research

- Sonoma County Community Foundation
- SSU RSCAP

Disability Awareness & Community Service course

- AmeriCorps / Learn & Serve America

Service Learning Conference & Design Team

- Campus Compact

RECENT AWARDS / RECOGNITION

- Honorary Member, Easter Seal's Diplomat Board** (2009) **Rev. James E. Coffee Human Rights Award** (2008)
- Coverage of my autism program won Parenting Publications of America's International Silver Award** (2006)
- SSU Founder's Award Nominee** (2007) **National Association for Mental Illness "Heroes in the Fight" Award** (2007)
- SSU Outstanding Service Learning Project Award** (2006) **SSU Teaching Excellence Award nominee** (2008, 2007, 2006, 2002, 2000, 1999)
- Developmental Disabilities Inc. Leadership Award** (2005) **SSU Distinguished Alumni Award** (2002)
- Outstanding Club Award (I was faculty sponsor)** (2007, 2004) **Residential Life Academic Initiatives Committee Award** (2005)
- Student Ambassador's Distinguished Faculty Award** (2002) **Mentor Recognition, Women Student Leader of the Year** (multiple years)

SONOMA STATE UNIVERSITY SERVICE

American Psychological Association style consultant	Second-Year Experience Strategic Planning Team
Disability Education Research & Action Project co-director	SSU Leadership Student Selection Committee
EMT Curriculum Redesign Committee	SSU Service Learning Action Plan group
EMT <i>Guide to Freshman Success</i> contributor	Student Disability Advisory Committee
EMT Steering Committee	Student Internship consultant for other departments
Faculty Research Colloquia Presentations	Student/Faculty team leader: Service Learning Planning
Student Club Faculty Sponsor: Circle K, Alive & Awake	Study Abroad Student Interview Committee
Faculty Training for the EMT Program	Talent Search/College Bound Mentoring Program
FIG Civic Engagement Mission Committee	University Advising Subcommittee
Freshman Interest Group Strategic Planning Team	Unofficial student advising
Psychology Department Strategic Planning Committee	Woman Student of the Year mentor
Psychology Department WASC Accreditation document review	

RECENT COMMUNITY SERVICE & ADVISORY BOARDS

Sonoma County Office of Education Autism Task Force (Since 2008) Design Teacher autism training for Sonoma County.

Autism Community Team, Napa, CA. (Since 2005) Research/design Autism education, diagnosis & treatment best practices & family support.

Contributing writer, *Kids on Wheels*, Horsham, PA. (Since 2005) Provide information for parents of children who use wheelchairs.

Parent Support Coordinator, Bureau of Jewish Education, San Francisco, CA (Since 2002) Facilitate summer parent support groups for parents of children with disabilities, provide educational material to parents & training to SSU Interns who work with their children.

Dushkin Publishers Advisory Board, Los Angeles, CA. (Since 1997) Select current Special Education articles for *Annual Editions* publication.

Enabling Aquatics, Santa Rosa, CA (Since 1998) Match volunteers with children with disabilities.

Director, Tuesday Night Special, Forestville, CA (Since 1995) Outreach & resources for special needs families. Liaison to local support agencies.

Parent Support Coordinator, Camp Me & My Family, Marin County, CA (4 years) Design parent support program, supervise counselors.

North Bay Regional Center Board of Directors, Napa, CA (6 years) Parent representative & advocate.

Forestville Education Foundation (3 years) Provide support for after school educational enrichment programs

PRIOR PROFESSIONAL EXPERIENCE

TEACHING & TRAINING

Creativity Lecturer, Stanford University. Taught *Personal Creativity in Business* with a book I wrote, *The Path of the Everyday Hero* (ranked #1 by *New York Times* News Service). Named as 1 of Stanford's 7 "sure bet" graduate business school faculty by *Business Week*. (1985-2002)

Thirty years college teaching in humanistic & transpersonal psychology, communication skills, creativity, interpersonal dynamics, human resources development, art therapy, dream work, personality. Consistently received evaluations above departmental / school average.

Antioch University West, Institute of Transpersonal Psychology, Institute of Imaginal Studies, Monterey Peninsula College, Hartnell College.

Dean of Students (ITP) and Director of Graduate Psychology (Antioch), responsible for budgeting, programming, admissions. (Since 1976)

Conducted **over 250 seminars** in creative problem solving, communication, assertiveness stress reduction & professional development.

Partial list of clients: American Mensa, California Art Education Association, Clorox Corporation, Creativity Explosion Conference, CTB/McGraw Hill, Kaiser Permanente, Monterey County Board of Education, National Association of College/University Food Services, National Association of Women in Construction, Opening the Intuitive Gates Conference, Parents Without Partners, San Francisco State University, San Francisco Unified School District, Seaside Family Service Agency, Soledad State Penitentiary, Stanford Help Center, Stanford Schools of Education, Business and Mechanical Engineering, University of North Carolina Mechanical Engineering Services, (Since 1976)

Supervised over 70 therapist interns in all aspects of individual and group therapy. Involved on-site supervision, and training in individual and family therapy, crisis management, decision-making, communication with resistant clients, and marketing of services. (1976-1989)

Provided individual, family, & art therapy, Jungian dreamwork, and psychodrama in Jungian, medical, and behavioral programs, state psychiatric hospitals; convalescent hospitals, prison, adolescent treatment centers. Intake and treatment plans; case notes; psychodiagnostic test administration, therapeutic program design, collaboration with courts, schools, hospitals. Scotland, Michigan and California. (1969-1976)

EDUCATIONAL PROJECT IMPLEMENTATION & MANAGEMENT

Insight/Out Collaborations, International Creativity "Train the Trainer" seminars for entrepreneurs and corporate executives. Worked with the team on design & facilitation of a CD-ROM enhanced version of our Insight/Out and Stanford Creativity course. (Since 1997)

Institute of Transpersonal Psychology: Dean of Students, Director of Admissions, Coordinator of M.A. program, assistant designer of new Ph.D. program, Supervisor of Ph.D. Interns, Alumni Coordinator. Responsibilities: budgeting, decision-making, innovation, supervising scores of people. (1988-1989)

On advisory boards for *Intuition Magazine*, Walter Landor Associates' Creativity Center, the IMI Intuition Network, Yellow Springs Institute's Creativity in Business program, and Camp Me & My Family. (1987-1995)

Identified need, implemented, & directed student support services & resource center for 450 Stanford students. Provided information, counseling, & creative problem solving training. Conducted project evaluation. Received *Dean's Award for Service to Stanford*. (1985-1987)

Designed, edited and produced multi-media programs for the *Imaginarium* in Stanford's School of Mechanical Engineering to decrease final exam stress for hundreds of students. (1983-1984)

Director of Antioch University West Graduate Psychology Program in Monterey. Responsibilities: hiring & supervising 30 faculty, curriculum design, budget planning/administration, internship placement, student portfolio quality control. Taught and advised students. (1979-1982)

Supervised writers at CTB/McGraw-Hill in production of national educational program & evaluation of testing materials. Supervised writing of professional psychology exam questions. Led team decision making, met strict deadlines. (1978-1981)

Created upper division B.A. Psychology program & M.A. Art Therapy program for the Academy of Arts and Humanities, Seaside, CA. (1977)

RESEARCH

DISABILITY AND PARENT SUPPORT

Documenting Collaborative Autism Training & Support Program as a demonstration project for the State of California (California State Department of Developmental Services, 2005-2007)

Reviewed autism training in the USA, Australia & Great Britain. Conducted interview & survey research among local families, agencies & autism experts, to identify the support needs of local families of children with autism. Surveyed autism professionals regarding evidence-based interventions and skills for effective work with children with autism. Designed autism training program. Sonoma State University (2005-2006)

Developed database of creative coping strategies of parents adjusting to a young child's disability. National research. Supervised 30 Research Assistants. Sonoma State University (1993-1997)

CREATIVE PROBLEM-SOLVING CHARACTERISTICS

Identified strategies for resolving creative blocks & increasing creativity. Analysis of written self-reports from almost 150 artists. Four Research Assistants. Sonoma State University (2000-2002)

Examined the effectiveness of personal mythology as a problem-solving strategy for college students. Case studies, phenomenological analysis. Sonoma State University (1989-1993)

Conducted national research on the need for creativity education in the school system, for PBS television series, *The Creative Spirit*. Designed videocassette & workbook program for national project to develop school children's creativity across the curriculum. Wrote successful proposal for IBM funding. A.H. Perlmutter, Inc. (1989)

Conducted research, development & training on use of intuition in decision making. Helped organize first annual international round-table conference on intuition in Geneva, Switzerland. International Management Institute Intuition Network, SF (1986-89)

Conducted qualitative/quantitative analysis of creative problem-solving styles in business, & designed professional education programs emphasizing synergy of intellectual, emotional, physical & spiritual capacities. Stanford University & Australian Graduate School of Management (1984-87)

Evaluated use of non-verbal imagery for client self-development. Case studies. Sonoma State University M.A. Thesis (1974-1975)

Interviewed heroin addicts to identify causes of addiction & their strategies to solve addiction problems. Johns Hopkins University (1973)

Identified correlation of verbal and visual learning modes with retention and recall. Ran subjects, analyzed data. Found highly significant superiority of visual modes. Institute for Social Research, University of Michigan (1972)

Analyzed strategies adopted by institutionalized children to adapt to their social climate. University of Michigan B.A. Thesis (1971)

ORGANIZATIONAL INFLUENCES ON EDUCATION

Evaluated the effectiveness of Stanford's *Creativity in Business* course & other creativity programs. Instrument & research design, data analysis. Stanford Graduate School of Business (1985-1986)

Identified graduate students' needs for psychological support & academic information, and evaluated programs to meet these needs. Survey design & analysis plus evaluation proposing staffing & program adjustments. Stanford School of Education (1986)

Evaluated effects of school climate, performance expectations, & curriculum changes (eliminating the arts) on secondary school educational experience for students & instructors. Protocol design & analysis. Stanford in the Schools Research Project (1984-1985)

Identified educator, student & environmental characteristics contributing to excellence in a school district's art education program. Observation plus interview design & analysis. John Paul Getty Art Education Research Project (1983)

Conducted survey research on effects of innovative university climate & expectations on undergraduate students. University of Michigan (1969)

SELECTED SPEAKING ENGAGEMENTS

- Introduction to Autism.** Seminars for several classes in Psychology and other departments, SSU-affiliated programs, Civic groups, 2005-2009.
- Diagnosing Autism/Supporting Families.** Seminar for Occidental Area Health Center medical professionals, 2008.
- Creative Problem Solving & Autism.** Shrink-rap radio, 2007.
- Working with Families of Children with Autism.** California Parenting Institute professional training, 2007.
- Legislative Blue Ribbon Commission on Autism.** Co-produced Townhall Meeting for Sacramento Advocacy, later replicated around CA, 2007.
- Autism 101:** Boy Scouts of America training and merit badge, 2007.
- M.I.N.D. Institute: Current autism research & programs.** Two seminars, for the Collaborative Autism Training & Support Program, 2005-2006.
- Collaborative autism training & support interventions.** Facilitated 40 community seminars, Becoming Independent, 2005-2009.
- Collaborative teaching & student mentoring strategies.** Trainings for Freshman Interest Group Faculty & Peer Mentors, SSU, 2005-2006.
- Support strategies for parents of children with disabilities.** Ten seminars, Bureau of Jewish Education, 2003 - 2008.
- Impact of special education needs on families.** Presentations to Education students, Sonoma State University, 2005 - 2008.
- Course planning and syllabus design.** Training sessions for Educational Mentoring Team faculty, Periodically, 1997-2008.
- Personal creativity in the work place.** Invited seminar, University of North Carolina Mechanical Engineering Services, 2004.
- Personal creativity in business.** Annual 10-week course, Stanford University, 1984-2002.
- Inside the lives of parents with special-needs children.** Three panel moderations - *Psychological Aspects of Disability* course, SSU, 1998-2000.
- Personal creativity in the corporate environment.** Four 10-week executive coaching classes, Clorox Corp., 1997-1998.
- Philanthropic career options.** University of Michigan Residential College, Ann Arbor, MI, 1997.
- How to get support for Service Learning in your classes.** SSU Service Learning conference, 1997.
- Service Learning at SSU.** Poster and breakout group at SSU Convocation, 1997
- Balancing career with personal nourishment.** Invited presentation to Sonoma County Oncology Nursing Society, Santa Rosa, 1997.
- Cultivating a successful balance between personal & professional life.** Keynote: American Society of Oncology Nurses' 21st International Congress, Philadelphia, 1996.
- The nightmare's gift - Coping strategies of parents of children with special health care needs.** International Biannual Parent to Parent Conference, Albuquerque, NM, 1996.
- Myth, ritual and story.** Two 3-month courses for psychology Ph.D. students, Institute of Imaginal Studies, Petaluma, CA, 1994- 1995.
- Creativity in organizational management.** Kaiser Permanente Executive Program, Palo Alto, CA, 1994.
- Nature & mandala process as tools for self-renewal.** SF Unified School District, Center for the Advancement & Renewal of Educators, CA, 1993.
- Designing/producing a community health system access program: Crystallizing the vision.** The Experience Corps, Palo Alto, CA, 1992.
- The path of the everyday hero.** Guest on *Thinking Allowed* interview program, syndicated to Public Television, air dates: Summer, 1992. Also issued as a video program, Thinking Allowed Productions, Berkeley, 1992.
- Experiencing and inspiring creativity.** San Francisco Unified School District, Center for the Advancement and Renewal of Educators, CA, 1990.
- Creativity in business: be in the world & not of it.** 18th Annual Association of Transpersonal Psychology Conference, Pacific Grove, CA, 1990.
- Practical creativity: Encouraging it in our children & ourselves.** San Francisco Day School, CA, 1990.
- Interpersonal dynamics seminar.** American Mensa Annual Regional Gathering, Santa Rosa, CA, 1989.
- Professional problem solving in the '90s.** Annual Conference: National Association of Women in Construction, Yosemite, CA, 1989.
- Creating your future.** Region IX Conference of the National Association of College / University Food Services, Cal Poly State University, 1989.
- On maintaining personal and professional balance.** Annual Association of Transpersonal Psychology Conference, Pacific Grove, CA, 1988.
- The hero's journey: A practical model for educational design.** Keynote :15th Annual H. B. McDaniel Conference, Stanford University, 1988
- The potential for intuition and other non-rational problem-solving strategies.** Invited presentation at *Opening the Intuitive Gate: 1st Annual Intuition in Psychotherapy Conference*, John F. Kennedy University, 1988.
- The hero's journey: A tool for self-empowerment.** Invited presentation at *Opening the Intuitive Gate: 1st Annual Intuition in Psychotherapy Conference*, John F. Kennedy University, San Francisco, 1988.
- Meaningful meetings.** Invited presentation at the Annual Mensa Wine Country Regional Gathering, Santa Rosa, CA, 1986.

Creative activities to increase self-awareness and professional effectiveness. Seminar for Stanford's Help Center staff, 1986.

Making it through: Strategies to beat end-of-term anxiety. Multimedia seminars, the Imaginarium, Stanford School of Engineering, 1985-86

Radio Guest, KRCB, Rohnert Park, WBAI, New York; KABC, Los Angeles; KTKK, Salt Lake City; KSL, Salt Lake City; WRBN, Richmond, VA; KMNY, Pomona, CA; WMET, Washington DC; KQYI, Boulder, CO; KFTY, Santa Rosa; WXDR, Newark, NJ; KCMU, Seattle; KPCC, Pasadena

SELECTED WRITING

"Wishes that DO come true." *Kids on Wheels Journal*, Fall 2007 12-16.

"Travel without travail." *Kids on Wheels Journal*, Spring 2007, 8-14, Vol. 3, #2.

"No simple answers for parents with severely disabled kids." with Bruce Robinson. *Close to Home*, Santa Rosa Press Democrat, Jan 21, 2007.

"The Ashley dilemma." *Kids on Wheels* web page essay, Spring 2007.

"Taking care of yourself." *Kids on Wheels Journal*, Fall 2005, 32-33, 38.

"Six resources that changed our life." In Jean Dobbs (Ed.) *Kids on Wheels Manual*, Vol. 2, Horsham PA: No Limits Communications, 2004.

"Notes on parenting a child with severe disabilities." In Lori Hickman, *Living In My Skin: The Insider's View of Life with a Special Needs Child*, Harcourt Health Sciences, 2000.

"Both here and now," In John Shea (Ed.) *The legend of the bells*. ACTA Publications, 1996.

"Service Learning: Some trends and ideas for its development from faculty at eighteen California higher education institutions." With Timm, R., Hordyk, M., & Cooper, M. Sonoma State University, October, 1996.

"Action plan for integrating community service with academic learning." With Timm, R., Hordyk, M., & Cooper, M. California Campus Compact Institute for integrating Service with academic study, July, 1996.

"The Special Parents Project." with Bruce Robinson, *Exceptional Parent*, June, 1995.

The path of the everyday hero: Drawing on the power of myth to meet life's most important challenges. With Michael Ray. J.P. Tracer, Los Angeles, 1991. Rated the #1 Business self-help book of the year by the New York Times News Service. Also ***Caminho do herói cotidiano.*** Brasil, 1994; ***Wees je eigen held.*** Den Haag, 1993; ***Audiotape collection***, Zygon International, 1993.

"Educational research findings: teachers' preferences for support materials to develop creativity in American school children." With Michael Ray for Alvin H. Perlmutter, Inc., New York, April, 1989.

"Creativity education program design." For Alvin H. Perlmutter, Inc., New York. February, 1989

"Inviting creative breakthrough." Invited paper for the Center for Applied Intuition, San Francisco, May, 1988.

"Identification of ten intuitive strategies used for problem solving in business." Invited paper - *International Management Institute's Roundtable Conference on Applications of Intuition*, Geneva, April, 1988.

"Applied intuition: A literature review of its relationship to business innovation." Invited paper - *International Management Institute's Roundtable Conference on Applications of Intuition*, Geneva, April, 1988.

"Effects of a creativity course for business students on problem-solving strategies: A methodological analysis." With M. Ray, & B. Wansink. Stanford University, 1987.

"The need for support services among School of Education students." School of Education, Stanford University, 1986.

"The effects of decreasing resources and increasing teacher demands in an upper middle class secondary school." With D. Flinders in *Stanford in the Schools: Final report to the curriculum panel*. Stanford University, 1986.

"Problems of integrating divergent cultural perspectives in an inner-city public school." With D. Flinders in *Stanford in the Schools: Final report to the curriculum panel*. Stanford University, 1986.

"Portrait of a ceramics class: Control and freedom in delicate balance." In E. Eisner, *The educational imagination: On the design and evaluation of school programs*. New York: MacMillan, 1985.

"Art in Palo Alto's middle schools." In *Art education in the Palo Alto public schools: A report to the J.P. Getty Trust*, Stanford University, 1983.

Provided major editorial consultation:

Corporate celebration, Terry Deal & MJ Keys, Berrett Koehler, 1997

From creativity to innovation: designing the innovative company, Jorg Zobel, 1996

Orbiting the giant hairball, Gordon MacKenzie, California: Berrett Koehler, 1993;

Merchants of vision, James Liebig. California: Berrett Koehler, 1993;

Creativity in business, Michael Ray & Rochelle Myers. New York: Doubleday, 1986;

Lucid dreaming: Awake in your dreams, Stephen LaBerge. Los Angeles: J. P. Tarcher, 1985;

Psychophysical method exercises, Volume VI, Robert Masters, Pomona, New York, 1983.

Spiritual healing: Miracle or mirage? Alan Young. Marina Del Rey, CA: DeVorss, 1979.

CURRICULUM VITAE

LINDA M. CHAPMAN
10151 East Road
Redwood Valley, CA 95470
707-485-0105
arttherapy@pacific.net

EDUCATION

Antioch University San Francisco	1982-84
M.A. Creative Arts Therapy/Psychology	
Antioch University San Francisco	1980-81
B.A. Psychology/Art	
Baker Business University, Flint, Michigan	1973-75
A.A. Business	

APPOINTMENTS

Post Graduate Researcher, Dept. of Surgery	1998-05
University of California School of Medicine	
Post Graduate Researcher, Dept. of Psychiatry	1998-05
Children's Hospital Oakland	
Asst. Clinical Professor, Dept. of Psychiatry	1992-97
University of California School of Medicine	
Clinical Instructor, Dept. of Psychiatry	1991-92
University of California School of Medicine	
Lecturer, Dept. of Psychiatry	1990-91
University of California School of Medicine	
Adjunct Faculty, University of California San Diego	
San Diego, CA	2000-present
Adjunct Faculty, Sonoma State University, Sonoma, CA	1996-2018
Adjunct Faculty, Dept. of Applied Social Sciences	
University of Bradford, Bradford, England	1997-00
Adjunct Faculty, Marylhurst Univ., Marylhurst, OR	1992-2002
Adjunct Faculty, College of Notre Dame, Belmont, CA	1995-present
Adjunct Faculty, University of California	
Berkeley Extension, Berkeley, CA	1991-2003
Adjunct Faculty, San Francisco State University	1989-1993
Editorial Review Board, <i>Art Therapy: Journal of the</i>	
<i>American Art Therapy Association, Inc.</i>	2000-present
Consultant, Center for Integrative Medicine	
Thomas Jefferson University, Philadelphia, PA	2004-2009
Consultant, National Center for Child Traumatic	
Stress Studies, Los Angeles, CA	2004-2005
Conference Host, Child Therapy Conference	2004-2005
Los Angeles, CA	
Allan Schore, Ph.D. Study Group, Berkeley, CA	2005-2017

Treasurer, Play Therapy Foundation, Inc.
Association for Play Therapy, Inc.

2005-2007

EMPLOYMENT

Founder and Director

1992-present

Art Therapy Institute of the Redwoods
Redwood Valley, California

Founded and currently direct educational institute offering workshops, lectures, consultation, supervision and educational opportunities for mental health providers, with and emphasis on art therapy for treating victims of child abuse, and traumatic injuries, including violence prevention, disaster mental health, and workshops for caregivers with vicarious trauma and secondary PTSD symptoms.

Post-graduate Researcher

2002-present

Department of Psychiatry
Children's Hospital Oakland

Participant in federally funded research to assess and treat PTSD in pediatric trauma patients.

Post-graduate Researcher

1997-present

Department of Surgery
University of California SFGH Injury Center
San Francisco, CA

Participant in federally funded research to assess and treat PTSD in pediatric trauma patients.

Founder & Director, Play Therapy Program

1988-1996

Department of Pediatrics & Psychiatry
University of California San Francisco
San Francisco General Hospital
San Francisco, CA

Responsible for the creation, implementation and facilitation of an art and play therapy program for multi-cultural children and adolescents hospitalized for illness and trauma. Duties

include:

- Provide assessment and crisis-intervention-oriented art and play therapy to treat psychological sequelae of hospitalization, illness, physical and psychological trauma, and resultant PTSD symptoms.
- Provide instruction to UCSF medical and nursing students and consultation to medical staff.
- Representing SFGH and UCSF Departments of Pediatrics and Psychiatry through lectures and

teaching in universities and community agencies.

- Program management, administration, clinical responsibilities, and milieu activity therapy program.
- Fund raising and grant-writing for program implementation and continued operation. Over \$490,000)
- Creation and implementation of Graduate Art Therapy and Play Therapy Training Program for graduate and post-graduate interns.

Art Therapist, Children's Inpatient Unit 1986-89
Langley Porter Psychiatric Institute
University of California Medical Center
San Francisco, CA.

Responsible for individual and group art therapy sessions, including assessment, treatment and program planning for inpatient severely emotionally disturbed and behavior disordered children and adolescents. Supervised interns and implemented milieu therapy program.

Art Therapist 1986-88
The Sky's The Limit School
San Rafael, CA.

Responsible for assessment and treatment of children ages 6-14 with moderate to severe learning disabilities, emotional disturbances and behavior disorders.

HONORS AND AWARDS

Clinician Award, American Art Therapy Assn. 1996
Distinguished Person Awards 1990
Northern California Art Therapy Association
■Leadership in Northern California
Art Therapy Association
■Innovative work in Medical Art Therapy

PROFESSIONAL COMPETENCE

A Better Way, Oakland, CA 2011-12
Presenter, 40th Annual Conference, American Art
Therapy Association, Sacramento, CA 2010
Presenter, 38th Annual Conference, American Art
Therapy Assn., Albuquerque, NM 2007
Invited Lecturer, California Association of
Independent School Counselors, Pasadena, CA 2007

Invited Lecturer, Redwood Children's Services, Ukiah, CA	2007
Keynote Address, Foothill Child Abuse & Family Violence Council, Ventura, CA	2007
Invited Lecturer, San Francisco Unified School District, San Francisco, CA	2007
Presenter, 37 th Annual Conference, American Art Therapy Assn., New Orleans, LA	2006
Invited Lecturer, Univ. of North Texas, Denton, TX	2006
Invited Lecturer, Univ. of Illinois at Evansville, Evansville, IL	2006
Invited Lecturer, Ravenswood School District, Palo Alto, CA	2005-07
Invited Lecturer, with Allan Schore, Ph.D. Ventura County Mental Health, Ventura, CA	2005
Keynote Speaker, Delaware Valley Art Therapy Assn. Philadelphia, PA	2005
Presenter, 36 th Annual Conference, American Art Therapy Assn., Atlanta, GA	2005
Invited Lecturer, Head Start, Ukiah, CA	2005
Invited Lecturer, Jarupa Unified School District, Riverside, CA	2005
Invited Lecturer, Early Childhood Mental Health Richmond, CA	2005-12
Invited Lecturer, New Morning Youth & Family Services, Placerville, CA	2005
Invited Lecturer, Bay Area Community Resources Richmond, CA	2000-10
Invited Lecturer, After Counseling Center Oakland, CA	2005
Invited Lecturer, Parental Stress Services Oakland, CA	2005
Invited Lecturer, Fairfield County Chapter CAMFT, Benicia, CA	2005
Invited Lecturer, UCSF Children's Hospital Child Life Dept., San Francisco, CA	2005
Invited Lecturer, Foothill Child Abuse Council Pasadena, CA	2004
Invited Lecturer, Thomas Jefferson Univ. Hospital, Philadelphia, PA	2003
Invited Lecturer, The Permanente Medical Group, Dept. of Psychiatry, Vallejo, CA	2003
Invited Lecturer, University of North Texas Center for Play Therapy, Denton, TX	2002
Invited Lecturer, Children's Memorial Hospital Salt Lake City, UT	2002
Presenter, EMDR Conference, San Diego, CA	2002
Presenter, Center for Creative Arts Therapies Santa Rosa, CA	2002
Invited Lecturer, Care Children's Center	

Santa Rosa, CA	2002
Invited Lecturer, Social Advocates for Youth, Santa Rosa, CA	2002
Invited Lecturer, Child System of Care, Ukiah, CA	2002
Invited Lecturer, University of California Berkeley School of Social Welfare, Berkeley, CA	2002
Invited Lecturer, Inst. For Mental Health and Wellness Education, Hayward, CA	2002
Invited Lecturer, Support Network for Battered Women, Mountainview, CA	2002
Invited Lecturer, San Francisco General Hospital San Francisco, CA	2001
Invited Lecturer, Stanford University, Dept of Child Psychiatry, Sanford, CA	2001
Keynote Speaker, Tennessee Assoc. for Play Therapy Murfreesboro, TN	2001
Invited Lecturer, University of Louisville Louisville, KY	2000
Presenter, 2001 EMDR Conference, Austin, TX	2000
Presenter, 47 th Annual Meeting, American Academy of Child & Adolescent Psychiatry	2000
Invited Lecturer, St. Mary's Hospital, San Francisco	2000
Invited Lecturer, R. Cassidy Seminars, Santa Rosa, CA (50 presentations)	2000-04
Invited Lecturer, Lincoln Child Center, Oakland, CA	2000-02
Keynote Speaker, Kentucky Assoc. for Play Therapy Annual Conference	2000
Invited Lecturer, Seneca Center, San Francisco, CA	1999-00
Presenter, 47 th Annual Meeting, American Academy of Child & Adolescent Psychiatry	2000
Invited Lecturer, North Coast Association of Mental Health Professionals, Eureka, CA	2000
Invited Lecturer, Mental Health Association of San Francisco, San Francisco, CA	2000
Invited Lecturer, Colorado Behavioral Health Care Council, Snowmass, CO	2000
Presenter, 46 th Annual Meeting, American Academy of Child & Adolescent Psychiatry	1999
Keynote Speaker, Michigan Assoc. for Play Therapy Annual Conference	1999,04
Invited Lecturer, 17 th Annual Child Life Conference, Long Beach, CA	1999
Keynote Speaker, Indiana Assoc. for Play Therapy Annual Conference	1999
Keynote Speaker, Missouri Assoc. for Play Therapy Annual Conference	1999
Invited Lecturer, Kidsplay, Pocatello, ID	1999-00
Invited Lecturer, Menlo Park Police Department, Menlo Park, CA	1998-99
Invited Lecturer, California Trauma Conference	1998-00
Keynote Speaker, Colorado Assoc. for Play Therapy	1998

Invited Lecturer, Early Childhood Mental Health Program, Richmond, CA	1998
Invited Lecturer, Northern California Art Therapy Association, San Francisco, CA	1998
Invited Lecturer, Care Counseling Center, Santa Rosa, CA	1998
Invited Lecturer, Discovery House Redwood Valley, CA	1998
Invited Lecturer, New Perspectives, Larkspur, CA	1997-02
Invited Lecturer, University of California Davis	1997-98
Invited Lecturer, Children's Hospital of Michigan	1997
Invited Lecturer, University of Bradford Bradford, Yorkshire, England	1997-00
Keynote Speaker, British Association for Play Therapy, London, England	1997
Invited Lecturer, Children's Hospital Oakland Oakland, CA	1997
Invited Lecturer, San Joaquin Psychological Assn. Fresno, CA	1997
Invited Lecturer, Klamath Youth Development Center Klamath Falls, OR	1997
Presenter, American Art Therapy Assn. Conference	1996-05
Invited Lecturer, Institute for Trauma and Loss Grosse Pointe, Michigan	1996
Invited Lecturer, Alameda County Child Abuse Council	1996-05
Invited Lecturer, Oregon Health Sciences University Portland, OR	1996
Invited Lecturer, California Assn. for Play Therapy	1996
Presenter, Conference of the American Art Therapy Association, Inc.	1996-01
Invited Lecturer, Pacific University, Forest Grove, Oregon	1996-01
Invited Lecturer, National University, Sacramento	1996-97
Invited Lecturer, Counseling Specialties & Play Therapy Center, Coldwater, MI	1996
Invited Lecturer, Kid's Turn, San Francisco, CA	1996
Keynote Speaker, Association for Play Therapy International Conference	1996
Keynote Speaker, Texas Association for Play Therapy Houston, TX	1996
Invited Lecturer, Dept. of Social Services, San Francisco, CA	1996
Invited Lecturer, Northwest Play Therapy Institute	1996-00
Invited Lecturer, Lilliput Children's Center, Stockton, California	1996
Invited Lecturer, Marin Community Mental Health	1996
Invited Lecturer, Marin Day Treatment Program	1996
Invited Lecturer, Counseling Specialties & Play Therapy Center, Coldwater, Michigan	1996
Invited Lecturer, Youth & Family Assistance, Redwood City, California	1996

Invited Lecturer, California Assn. for Play Therapy Conference	1995
Invited Lecturer, University of California Berkeley School of Social Welfare, Berkeley, CA	1995
Invited Lecturer, San Francisco General Hospital Trauma Symposium	1995
Invited Lecturer, Firth School District, Pocatello, ID	1995
Invited Lecturer, Lincoln Child Center, Oakland, CA	1995
Invited Lecturer, 11th International Play Therapy Conference	1994
Invited Lecturer, Edgewood Center for Children And Families, San Francisco, CA	1994-11
Session Chairman, 13th International Congress, International Association for Child & Adolescent Psychiatry & Allied Professions	1994
Presenter, 11 th Annual Conference, Association for Play Therapy, San Antonio, TX	1994
Keynote Speaker, California Art Therapy Conference	1994
Invited Lecturer, Institute for the Arts of Living San Francisco, CA	1993
Invited Lecturer, Northern California Art Therapy Association, San Francisco, CA	1993
Invited Lecturer, California School of Professional Psychology, Alameda, CA	1992
Invited Lecturer, Alameda Cty. Child Abuse Council Oakland, CA	1992-2005
Invited Lecturer, Calif. School of Prof. Psychology	1992
Keynote Speaker, SCAR/Jasper Mountain Sexual Abuse Conference, Eugene, Oregon	1992
Invited Lecturer, Comprehensive Child Crisis, Children's Hospital, San Francisco	1989-93
Invited Lecturer, Southeast Child & Family Therapy Center, Dept. of Public Health, San Francisco, CA	1987-90
Invited Lecturer, No. Calif. Art Therapy Assn.	1989
Invited Lecturer, Professional School of Psychology, San Francisco, CA	1987

MEMBERSHIPS

American Art Therapy Association	1984-present
Northern California Art Therapy Association	1984-present
Association for Play Therapy	1989-present
California Association for Play Therapy	1992-present
EMDR International Association	2002-present

CERTIFICATION

Art Therapy Board Certification	1996-present
American Art Therapy Association, Mundelein, IL	
Art Therapy Registration No. 7483	1989-present
American Art Therapy Association, Mundelein, IL	
Registered Play Therapist-Supervisor, No. 0075	1993-2005
Association for Play Therapy, Fresno, California	
EMDR Training, Level I & Level II	2002

TEACHING

Academic Appointments:

California School of Professional Psychology, Alameda, CA:
Lecturer, Introduction to Art Therapy, April, 1992

College of Notre Dame, Belmont, California:
Instructor, Topics in Child Art Therapy, 1992-1994
Lecturer, Child Abuse & Consultation, 1995-96
Lecturer, Level 1, Child Abuse & Consultation, 1997-2001

Marylhurst University, Marylhurst, Oregon:
Instructor, Clinical Child Art Therapy, 1992-1995
Instructor, Art Therapy with Traumatized Children, 1997
Instructor, Level 2, Clinical Child Art Therapy, 2000-2002

National University, Sacramento, California:
Instructor, Art & Play Therapy with Children, 1996-1997

New College of California, San Francisco, California:
Instructor, Introduction to Art Therapy, 1995-1996

Notre Dame de Namur University, Belmont, California:
Lecturer, Level 2, Child Abuse & Consultation, 2002-2003
Lecturer, Level 6, Child Abuse & Consultation, 2004-2013

Sonoma State University, Rohnert Park, California:
Lecturer, Art Psychopathology, September, 1998
Lecturer, Child Trauma, 2003-2008
Lecturer, Child Trauma, November, 2006
Assistant Professor, Child Psychopathology, 2006-2007
Assistant Professor, Child Trauma & Abuse, 2007

University of Bradford, Bradford, West Yorkshire, United Kingdom:
Instructor, Paediatric Art & Play Therapy with Children
In Crisis, 1997-1999
Instructor, Art & Play Therapy with At Risk Children, 2000

University of California at Berkeley, Berkeley, California:

Lecturer, Grant Writing for Creative Arts Therapies,
July, 1995

Lecturer, Art Therapy & Trauma, 1996-1997

University of California San Diego, San Diego, California:

Lecturer, Play Therapy w/Ill & Injured Children, 2000-2010

University of California San Francisco School of Medicine,
San Francisco, California, Department of Psychiatry:

Lecturer, Psychiatric Issues of Hospitalization, 1990-1991

Clinical Instructor, Psychiatric Issues of
Hospitalization, 1992-93

Asst. Clinical Professor, Psychiatric Issues of
Hospitalization, 1994-96

University of Louisville, Louisville, Kentucky:

Lecturer, Art & Play Therapy with Pediatric
Trauma Patients, February, 2001

University of North Texas, Denton, Texas:

Play Therapy for Children in Crisis, October, 2002 & 2006

Academic Lectures:

Albertson College of Idaho, Caldwell, Idaho

Grand Rounds, Dept. of Psychiatry, 1995

Kaiser- Permanente Medical Group, Vallejo, California:

Art Therapy as a Diagnostic Tool, 2003

Napa State Hospital, Napa, CA, Grand Rounds, 1994

Oregon Health Sciences University, Portland, Oregon:

Lecturer, Art Therapy in Medical Settings, 1996

Thomas Jefferson University, Philadelphia, Pennsylvania:

Lecturer, Chapman Art Therapy Treatment Intervention, 2004

San Francisco State University, San Francisco, California:

Lecturer, Child & Adolescent Art Therapy, 1993

Sonoma State University, Rohnert Park, California:

Lecturer, Violence Prevention & Early Intervention,
March, 1997

Lecturer, Violence & Vulnerability, October, 1997

Lecturer, Art Therapy with Children, March, 1998

Lecturer, Medical Art Therapy, March, 1998

Lecturer, Child Art Therapy, September, 1998

Lecturer, Child Trauma, November 1998
Lecturer, Grant Writing for the Creative Arts Therapies,
January, 2007

Stanford University, Dept. of Psychiatry, Palo Alto, CA
Lecturer, Research Update: Art Therapy & PTSD, 2001

University of California at Berkeley:
Lecturer, Violence & the Vulnerable Child, February, 1995
Lecturer, Graphic Development, 1996-1998
Lecturer, Grant Writing for Creative Arts Therapies, 2000
Lecturer, Art Therapy with Traumatized Children, 2001

University of California at Davis, Davis, California:
Lecturer, Art & Play Therapy w/Children in Crisis, 1997-1998
Lecturer, Chapman Art Therapy Treatment Intervention, 2007

University of California San Francisco School of Medicine, San Francisco, CA
Lecturer, Child Art Therapy, May, 1991
Lecturer, Pediatric Art & Play Therapy, 1992-1998
Lecturer, Psychology of the Ill and Injured Child, 1994
Lecturer, Not Just Another Trauma Patient, 1995 & 1998
Lecturer, Research Update: UCSF/Children's Hospital Project, 2000
Lecturer, Psychology of the Ill Child, 2001
Lecturer, Grand Rounds, UCSF/SFGH Pediatrics, 1991-1996
Lecturer, Grand Rounds, Langley Porter Psychiatric Inst. 1991-93
Lecturer, Department of Nursing Education, 1989-92

University of Illinois at Evansville, Evansville, IL
Neuro-Developmental Art Therapy, 2006

COMMUNITY SERVICE

President, No. Calif. Art Therapy Association	1987-1989
Board Member, No. Calif. Art Therapy Association	1982-1992
Board Member, Calif. Association for Play Therapy	1993-1997
Chair, Committee on Professional Practice, American Art Therapy Association.	1995-1997
Member, University of California Berkeley Extension Art Therapy Certificate Program Advisory Committee	1996-2002
Nominating Committee, American Art Therapy Assn.	2002-2005
Research Committee, American Art Therapy Assn.	2005-2008
Research Committee, Association for Play Therapy	2005-2008
Board Member, Mendocino Community College Foundation	2011-present

SPECIAL PROJECTS

Ronald McDonald Playroom
UCSF/San Francisco General Hospital, San Francisco, CA
Secured \$50,000 grant from Ronald McDonald Children's Charities

for renovation of San Francisco General Hospital Pediatric Playroom. Co-wrote grant, designed space, selected fixtures and furnishings for therapeutic hospital playroom.

PUBLICATIONS

- Chapman, L. (2014). Neurodevelopmental Art Therapy. *The Neuropsychotherapist*. <http://www.neuropsychotherapist.com>
- Chapman, L. (2014). Neurobiologically informed trauma therapy with children and adolescents: Understanding mechanisms of change. NY: Norton.
- Goodman, R., Chapman, L. & Gantt, L. (2008). Creative arts therapies for children. In Foa, E., Keane, T., Friedman, M. & Cohen, J., Eds. *Effective Treatments for PTSD*, Second Edition. NY: Guilford.
- Schreier, H., Ladakakos, C., Morabito, D., Chapman, L., and Knudson, M. (2005). Post-traumatic stress symptoms in children after mild to moderate pediatric trauma: A longitudinal examination of symptom prevalence, correlates, and parent-child symptom reporting. *Journal of Trauma, Injury, Infection and Critical Care*. Feb;58(2):353-363.
- Chapman, L., Morabito, D., Ladakakos, C., Schreier, H., & Knudson, M. (2001). The effectiveness of art therapy interventions in reducing post traumatic stress disorder (PTSD) symptoms in pediatric trauma patients. *Art Therapy: Journal of the American Art Therapy Association, Inc.* Vol. 19, No.2, 100-104.
- Chapman, L. (2001). How do you start your first play therapy session? *California Association for Play Therapy Newsletter*. Apr., Vol.1, No.
- Chapman, L. & Appleton, V. (1999). Art in group play therapy. Chapter in Sweeney, D. & Homeyer, L. (Ed's). *The handbook of group play therapy*, San Francisco: Josey Bass.
- Chapman, L. (1993). Establishing a pediatric art and play therapy program in a community hospital. Chapter in Virshup, E. (Ed.) *California art therapy trends*. Chicago: Magnolia Street.
- Chapman, L. (1993). Clinical Art Therapy In-Service Education. Chapter in Virshup, E. (Ed.) *California art therapy trends*. Chicago: Magnolia Street.

PRESS

- March 10, 2015, ***The Ukiah Daily Journal***, Making Connections, by Karen Rifkin.
- January 20, 2006, ***The Ukiah Daily Journal***, Making a Difference, by C. Hester.
- January 6, 2006, ***Newsweek Magazine***, Katrina Kids: The Power of Pencils, by J. Hontz
- March 20, 2006, ***The Los Angeles Times***, The Healing Canvas, by J. Hontz
- October 20, 2000, ***The Gazette Montreal***, Proof That Arts Soothes a Troubled Soul, by K. Swoger.

July, 16, 1994, **KCBS News Radio**, Children in Crisis, Interview with News Reporter M. Sugarman
 July, 1994, **The General Beat: Newsletter of San Francisco General Hospital**, by G. Rodriguez, M. Balin and A. Trinkl.
 May 24, 1994, **San Francisco Examiner**, End of A Program for Damaged Kids, by S. Winokur.
 April 14, 1992, **San Francisco Independent Newspaper**, Play Time at San Francisco General, by R. Gordon.
 February, 1989, **University of California San Francisco Newsbreak**, Children Who Play for Their Lives, by A. Trinkl.

RESEARCH

1996-2001

The Effectiveness of Early Psychological Interventions in Reducing Post Traumatic Stress Disorder (PTSD) Symptoms in Pediatric Trauma Patients. The study is sponsored by the San Francisco Injury Center for Research and Prevention, University of California San Francisco, and funded by an Injury and Control Prevention Grant, Centers for Disease Control and Prevention, Atlanta, Georgia. The study measured the incidence of PTSD symptoms in the population, and determined the outcome of a specific art therapy treatment intervention to treat the post traumatic stress symptoms associated with acutely injured pediatric trauma patients. The Chapman Art Therapy Treatment Intervention, developed by Linda Chapman, is currently being prepared in a manual format.

ART EXHIBITS/PUBLICATIONS

11/04	Untitled Painting Word Pictures Springfield, IL: Charles C. Thomas Publishers
12/03-2/04	Cultural Arts Council of Sonoma County Gallery The Alchemy of Art Therapy Exhibit The Center for Creative Arts Therapies Santa Rosa, CA
12/02-3/03	The Fine Art of Artist Healers The Center for Being & Becoming Washington, D.C.
4/95-6/95	ARTwork Gallery San Francisco, CA
6/94-8/94	Realized Studio Three Exhibit Tey Viet, San Francisco, CA
4/94-6/94	Jeanne Brewer Gallery

San Francisco, CA

5/91-6/91 Center for Psychological Studies
Albany, CA

Collections:

U. Michael Baumgartner, Bern, Switzerland
The Herb'n Inn, San Francisco, CA
Derenthal & Dannhauser, Attorneys at Law, San Francisco, CA

OTHER EMPLOYMENT

Asst. Director of Development
West Coast Division
Brown University
Providence, Rhode Island

Fundraiser	1983-84
The Jane Goodall Institute	
San Francisco, CA	

1175 Miller Ave.
 Berkeley, CA. 94708
 betscohen@aol.com

Curriculum Vitae 2014
 Betsy Cohen, L.C.S.W., Ph.D.

Education

New Trier High School, Winnetka, Illinois, 1963.
 Art and music. Syracuse University, Florence, Italy.
 B.A. Psychology, U.C. Berkeley. Minor: Literature,
 Political Science. 1967.
 Master of Social Welfare, U.C. Berkeley, Clinical
 Social Work. 1970.
 Internship, Herrick Hospital, Berkeley. Intensive
 training with psychiatric residents in family,
 group, and individual psychotherapy. 1971.
 Graduate Certificate in Community Mental Health,
 U.C. Berkeley. 1972.
 Certified Psychoanalyst, San Francisco Jung
 Institute. 2002.
 Ph.D, Contemporary Psychoanalysis, Sanville Institute

Professional Experience:

Fort Help Clinic, San Francisco. Supervisor
 paraprofessionals in psychotherapy. Led alcohol and
 substance abuse groups. Led staff groups. 1971-1979.

U.C. Berkeley faculty. Supervised therapists for Doctor of
 Mental Health program in conjunction with U.C. Medical
 Center. 1980.

Supervision in Psychoanalytic, Jungian and Psychoanalytic
 psychotherapy. 1970-present.

Betsy Cohen, M.S.W., L.C.S.W. Curriculum Vitae

Private practice in individual and couples psychotherapy.
Supervision and consultation.
Full time.1971-present.

Research in Envy, Fear of Being Envied, The Evil Eye.1983-1987.

Publications:

Published *The Snow White Syndrome: All About Envy.*
(MacMillan Publishing Co., New York)

German, British Edition-Australia News Ltd., and Spanish,
French, Japanese. Paperback Edition: Berkely Books, June,
1989.

“The Intimate Self-Disclosure.” *S.F. Jung Institute Library Journal*, Vol. 24, No. 2, May 2005.

“Emmanuel Levinas and depth psychotherapy.”
Jung Journal. Vol. 2, No. 2, 2008.

“Welcoming Eros in Analysis.” Dissertation. June, 2010

“Jung’s Answer to Jews” *Jung Journal: Culture & Psyche*,
Volume 6, Number 1, pp. 56–71

“Tangled Up in Blue: Revision of Complex Theory” in
How and Why we Still Read Jung (Routledge, NY, 2013)

Reviews

San.Francisco Chronicle, review of "Witness to the Fire" by
Linda Leonard. Sunday, November 12, 1989.

Psychotherapy Institute Newsletter, review of "It's
Always Something" by Gilda Radner,
"Facing The Crab." by Christina Middlebrook, Ph. D.

Viewpoint. "Inner World of Trauma" by Donald Kalshed
Viewpoint. "Seduction, Surrender, Transformation,"
 by Karen Maroda

Presentations and Teaching

Published and presented paper: "Envy in the
 Countertransference." University of California, 1978.

Class on Trauma, The Psychotherapy Institute,
 2000 – 2002.

Teaching candidates at Jung Institute,
 2004- current. Teaching Complexes, and Love and Analysis.

Class on Complex Theory, The C.G. Jung Institute, S.F.
 C.G.Jung Institute, Boston

Boundary Violations for Family Law Lawyers, Southern New
 England School of Law with Peter Clark, J.D., 2003.

Class on Professional Self-Disclosure, San
 Francisco, 2004. Class on Humanizing the Work, 2005,
 Class on Complexes, 2006-8, 2010, Class on Eros, 2009-
 2010, Class on Spirituality and Analysis, PINC, Feb. 2011.
 Class on Analytic Intimacy: Truth, Courage, Love, March 2012

Lectures

Kaiser Hospital, Oakland,
 Mental Health Associations,
 Bookstores, Nationwide.
 Celebrity Lecture Series, San Francisco
 Women's Literary Series, Marin County.
 C.G. Jung Institute, New York, 2005, 2006

Media Events:

115 Television and Radio Shows, nationwide

including Oprah!

Professional Organizations:

National Association Social Work, Society of Clinical Social
Work, Board Certification, ABCSWE

Personal Life:

1979-present: mother, two sons, widow

1984-2005: classroom assistant

Interests: Writing, flute, saxophone, swimming, tennis, movies,
Academic scholarship

.

Peter deVries
1082 Erica Road
Mill Valley, CA 94941
415.383.8634
constellationworks@gmail.com
www.constellationworks.com

Education: University of Nijmegen, the Netherlands
1983-1989

- * Participation in a comprehensive, transpersonally based program offering an integral, interdisciplinary education in Counseling Psychology

Hellinger Institute
5/1999 to 5/2001

- A two-year training in family systems work as developed by German psychotherapist Bert Hellinger. A unique synthesis of Gestalt, Family Systems and Phenomenology Theory woven together to create a powerful and effective method for understanding our place within the family system

Foundation for Human Enrichment
10/2004 to 9/07

- A three year training in Somatic Experiencing, a short naturalistic approach to the resolution, renegotiation and healing of trauma developed by Dr. Peter Levine

IFS training with Jay Early PhD
7/2010 to 1/2017

WIYS facilitator training with Joseph Culp
8/2013 to 3/2014

Trauma-Constellation training with Vivian Broughton MA
3/2014 to 11/14

Basic Hakomi Training with Rob Fisher and Manuela Mischke Reed
9/2015 to 2/2016

Experience: Constellationworks
6/2000 to present

- Founder and director providing trainings and workshops for individual and group processes focusing on a greater depth and understanding of family of origin issues through the lens of the Systemic Constellation process.

Living Essence Foundation
8/1994 to 12/1999

- Co-facilitator of the Living Essence Training: a credentialed, 150 hour, experiential hypnotherapy training

Inner Journey Seminars

9/1998 to 6/2000

- Providing facilitation of men's groups with an emphasis on open and honest communication with others with a goal of self-acceptance and a greater sense of self and inner peace.

Consultation

Training: Foundation for Human Enrichment

- Ongoing group supervision with a focus on trauma renegotiation and resolution in a case presentation format.

References: Michael Scheisser M.A. (German)
415.990.5629

Gabrielle Borkan MSW (German)
415.388.2898

**C. SHOSHANA FERSHTMAN, JD, PHD
CURRICULUM VITAE**

Dec. 2019

- present Jungian Analyst
Certification San Francisco Jung Institute, San Francisco, CA
Faculty, Candidate Training
Faculty, Jungian Oriented Psychotherapy (for outside clinicians)
Faculty, Jung in Everyday Life (for non-clinicians)
Consultant

April 2021 Author, *The Mystical Exodus in Jungian Perspective: Transforming Trauma and the Wellsprings of Renewal* (Routledge, 2021)

**June 2009-
present Licensed Clinical Psychologist, Private Practice**
Santa Rosa, CA

**Jan 2013-
2021 Faculty (Core Faculty since 2016)**
MA Program in Depth Psychology, Sonoma State University
Rohnert Park, CA
Courses Taught: Theories of Depth Psychology
Individuation, Group and Culture

**2008-
2011 Core Faculty Member, Meridian University, Petaluma, CA**
Psychology Graduate Courses Taught:
Imaginal Inquiry (Developing qualitative research designs)
Research Practicum (Beginning & Developing Doctoral Projects)
Culture and Law (Law & Ethics for Psychotherapists)
Research Methods (Understanding Research Paradigms)
Integrative Seminar (Group Process)
Psychologists as Community Makers (Cultural Leadership Development)

**Feb 2009-
Dec 2010 Director of Doctoral Research and Student Development**
Meridian University, Petaluma, CA

**Aug. 2006-
Apr 2009 Program Director, Registered Psychological Assistant**
Family Trauma and Research Treatment Program
Ananda Institute, Santa Rosa, California

2000-2003 Registered Psychological Assistant

Petaluma, California

1998-2000 **Psychologist Intern**
Lomi Community Clinic, Santa Rosa, California

EDUCATION

2007 **Meridian University, Petaluma, CA**
(formerly Institute of Imaginal Studies)
Doctor of Philosophy in Psychology awarded November 2007
Dissertation: *“Carrying Joseph’s Bones: Reclaiming Jewish Identity and Healing Intergenerational Trauma Through Ritual Connection to Collective Memory”*

1998 **Master of Arts, Psychology, Meridian University**
(formerly Institute of Imaginal Studies)

1985 **Juris Doctor, UCLA School of Law (GPA 4.0)**

1982 **Bachelor of Arts, History, UC Berkeley, Phi Beta Kappa**

LICENSES CERTIFICATIONS AND HONORS

2019 Certified Jungian Analyst

2009 Licensed Clinical Psychologist

2000 Certified Mediator

1999 Certification in Lomi Applied Somatics 100 hour training in mindfulness-based psychotherapy practices.

1985 Admitted to California State Bar

1982 Phi Beta Kappa, UC Berkeley

MEMBERSHIP, PROFESSIONAL ORGANIZATIONS

California Psychological Association

Redwood Psychological Association

CG Jung Institute of San Francisco

California State Bar, currently inactive

ADDITIONAL PSYCHOLOGICAL AND RELATED TRAINING

Fall 2012-
Present **Analyst**
SF Jung Institute Analyst Training Program San Francisco, CA

2010-
present **Private Study with Rabbi Steven Fisdell**, Albany, CA
Rabbinic scholar in classical kabbalah.

2002-2003 **Healing in the Jewish Tradition**, Berkeley, CA

1998-1999 **Lomi Applied Somatics Training**, Santa Rosa, CA

1996-2000 **Certified Massage Therapist**

RECENT PRESENTATIONS AND WORKSHOPS

July 2021 **Mystical Exodus in Jungian Perspective**
Analytical Psychology Club, San Francisco

May 2021 **Mystical Exodus in Jungian Perspective**
CG Jung Institute of San Francisco Public Programs

Spring 2020 **Coming Into Being: Seven Week Course on the Kabbalistic Tree of Life**
Congregation Ner Shalom, Cotati, CA

Oct 2019 **The Angel of Memory: Healing from Collective Trauma**
Public Programs, Masters in Depth Psychology
Sonoma State University

- Sept 2019 **Goddesses in Pre- and Post-Patriarchal Culture**
Analytical Psychology Club
San Francisco, CA
- October 2018 **Goddesses in Pre- and Post-Patriarchal Culture**
Public Programs, Masters in Depth Psychology
Sonoma State University
- 2017-18 **The Sacred Feminine in Judaism**
present **Kabbalah and the Tree of Life**
Various presentations Jewish Community, Santa Rosa, CA
- Spring 2016 **“Joseph as a Model of Descent and Individuation”**
Santa Rosa, CA
- Spring 2015 **“The Divine Marriage of Masculine and Feminine in Jewish
Mysticism”**
Cotati, California

LEGAL AND CONSULTING EXPERIENCE

- 1987-2011 **Attorney in Private Practice**
Human rights attorney: Highlights, served as consultant to following
organizations and projects:
UN Treaty Study: Violation of Treaties with Indigenous Peoples
Human rights mission of Native American elders to Mexico
Mendocino Environmental Center: legal representation of
environmental advocates
Intertribal Sinkyone Wilderness Council initiative to restore
Mendocino/Humboldt Coastline to management of northern
California tribes
Navajo elders’ in Arizona fighting against displacement
Nevada Shoshone Indians working to stop nuclear testing and
deposit of radioactive wastes on native lands.
AIDS organization (ACT UP LA) seeking to raise awareness and
public health funding for those suffering with HIV.
- 1992-1994 **Housing Specialist Attorney, Redwood Legal Assistance, Ukiah, CA**
- 1989-1990 **Executive Director, Los Angeles Chapter**
National Lawyers Guild, Los Angeles, CA

- 1989 **Remaking Los Angeles: Conference Coordinator February 1989**
Keynote speaker: current Los Angeles mayor Antonio Villaraigosa.
Sponsored by Los Angeles Weekly.
- 1988 **Coalition '88 Progressive Precinct Network**
Los Angeles, CA
- 1986-1987 **Staff Attorney, California Appellate Project, Los Angeles, CA**
- 1984 **Legal Intern, California Supreme Court, San Francisco, CA**

MARY E. GOMES

Sonoma State University
1801 East Cotati Avenue
Rohnert Park, California 94928
mary.gomes@sonoma.edu

1364 Acton Street
Berkeley, California 94706
(510) 527-2747

CURRENT POSITION

Professor of Psychology, Sonoma State University

PREVIOUS POSITIONS

Visiting Assistant Professor of Psychology, Mills College, 1990 - 1994
Postdoctoral fellow, Department of Psychology, University of California, Berkeley, 1990 - 1994
Assistant Professor of Psychology, Holy Names College, 1989-1990

EDUCATION

Ph.D., Psychology, 1989, Stanford University
B.A., *summa cum laude*, Psychology (minor in Folklore and Mythology), 1984, Harvard University

BOOKS

Roszak, T., Gomes, M. E., & Kanner, A. D. (Eds.). (1995). Ecopsychology: Restoring the earth, healing the mind. San Francisco: Sierra Club Books.

JOURNAL ARTICLES

Gomes, M. E., Kime, L., Bush, J. M., & Myers, A. B. (2021). The electronic media fast and student well-being: An exercise in transformational teaching. *Teaching of Psychology*, 48(4), 351-357.

Gomes, M. E. (2012). Breaking the electronic media spell: An ecopsychological intervention. *Ecopsychology Journal*, 4 (2), 117-121.

Gomes, M. E. (2010). It's not just child's play: The powerful impact of nature on children's well-being. *California Psychologist*, July/August, 14-17.

Gomes, M. E. (2003). Introduction: Women and entheogens. *ReVision: A Journal of Consciousness and Transformation*, 25 (3), 2-3.

Gomes, M. E. (2000). The ones from the land who dream: An interview with Jeanette Armstrong. *ReVision: A Journal of Consciousness and Transformation*, 23 (2), 3-8.

Macy, J., Gomes, M. E., & Kremer, J. (2000). The wisdom of uncertainty: Living with the Shambhala prophecy. *ReVision: A Journal of Consciousness and Transformation*, 23 (2), 19-23.

Gomes, M. E. (2000). Aligning ourselves with the spirit of time: An interview with Sobonfu Some. *ReVision: A Journal of Consciousness and Transformation*, 22 (3), 43-47.

Gomes, M. E. (1998). Personal transformation and social change: Conversations with ecopsychologists in action. *The Humanistic Psychologist*, 26, 217-241.

Soule, R. G., & Gomes, M. E. (1998). As within, so without: Mirroring of inner and outer worlds in wilderness settings. *Association for Humanistic Psychology Perspective*, April/May, 22-25.

Gomes, M. E., Leupold, S., & Albracht, M. (1998). Advertising, community, and self: A qualitative analysis. *ReVision: A Journal of Consciousness and Transformation*, 20 (4), 26-36.

Weinberger, D. A., & Gomes, M. E. (1995). Changes in daily mood and self-restraint among undercontrolled preadolescents: A time-series analysis of "acting out." *Journal of the American Academy of Child and Adolescent Psychiatry*, 34, 1473-1482.

Gomes, M. E. (1992). The rewards and stresses of social change: A qualitative study of peace activists. *Journal of Humanistic Psychology*, 32, 138-146.

Buss, D. M., Gomes, M. E., Higgins, D. S., & Lauterbach, K. (1987). Tactics of manipulation. *Journal of Personality and Social Psychology*, 52, 1219-1229.

JOURNALS EDITED

Gomes, M. E. (Ed.). (2003). Women and entheogens [Special Issue]. *ReVision: A Journal of Consciousness and Transformation*, 25 (3).

Gomes, M. E., & Kremer, J. (Ed.). (2000). Prophecy and historical responsibility [Special Issue]. *ReVision: A Journal of Consciousness and Transformation*, 23 (2).

Gomes, M. E. (Ed.). (1999). Nonmechanistic science [Special Issue]. *ReVision: A Journal of Consciousness and Transformation*, 21 (4).

Gomes, M. E. (Ed.). (1998). Ecopsychology and social transformation [Special Issue]. *ReVision: A Journal of Consciousness and Transformation*, 20 (4).

CHAPTERS

Gomes, M. E. (2009). Altars of extinction. In Buzzell, L., and Chalquist, C. (Eds.) Ecotherapy: Healing with earth in mind. San Francisco: Sierra Club Books.

Maslach, C., and Gomes, M. E. (2006). Overcoming burnout. In MacNair, R. & Psychologists for Social Responsibility (Eds.), Working for peace: A Handbook of practical psychology and other tools (pp. 43-49). Atascadero, CA: Impact Publishers.

Gomes, M. E., & Kanner, A. D. (1995). The rape of the well-maidens: Feminist psychology and the environmental crisis. In Roszak, T., Gomes, M. E., & Kanner, A. D. (Eds.). Ecopsychology: Restoring the earth, healing the mind (pp. 111-121). San Francisco: Sierra Club Books.

Kanner, A. D., & Gomes, M. E. (1995). The all-consuming self. In Roszak, T., Gomes, M. E., & Kanner, A. D. (Eds.). Ecopsychology: Restoring the earth, healing the mind (pp. 77-91). San Francisco: Sierra Club Books.

BOOK FORWARD

Gomes, M. E. (2007). Forward. In Chalquist, C., Terrapsychology: Reengaging the soul of place. New Orleans: Spring Journal.

POPULAR ARTICLES

Gomes, M. (2018). Five reasons to take a break from screens. *Greater Good Magazine*, retrieved from https://greatergood.berkeley.edu/article/item/five_reasons_to_take_a_break_from_screens

Gomes, M. E. (2013). It's not just child's play: Nature's powerful effect on children's well-being. *Tikkun Magazine*, 28 (4), 7-12.

Gomes, M. E. (2005). Sacred science: A visit to altars of extinction. *Earthlight*, 14 (3), 14-17, 20.

Kanner, A. D. & Gomes, M. E. (2003). Altars of extinction: Honoring the vanished species of California. *North Bay Progressive*.

Gomes, M. E. (1996). With earth in mind: Exploring ecopsychology. *Earth Matters: The Newsletter of the Northwest Earth Institute*, 3 (3), 1-2.

Gomes, M. E. (1995). Ecopsychology and consumerism. *A Bridge to the Future: Proceedings of the Shasta Bioregional Gathering, IV*. Glen Ellen, CA: Regeneration Resources, 45-46.

Gomes, M. E. (1994). Non-consumer reports: The role of research in ecopsychology. *Ecopsychology Newsletter*, Issue 3, 1, 7.

Gomes, M. E. (1993). The nature of commitment: Preventing burnout among environmental activists. *Perspective*, May / June, 16-17.

CONFERENCE PRESENTATIONS

Gomes, M. E., & Brekelmans, V. (2021, June). *Spiky purple medicine: Dreaming of a plant spirit*. Paper presented at the meeting of the International Association for the Study of Dreams, online.

Myers, A., Bush, J., & Gomes, M. E. (2017). *The electronic media fast and student well-being: Lessons from positive psychology*. Paper presented at the meeting of the Western Psychological Association, Sacramento, California, and at the President's Investiture Conference, Sonoma State University, Rohnert Park, California.

Gomes, M. E. (2012, April). *Fasting from electronic media in an undergraduate psychology class*. Paper presented at the Technology, Health and Society Conference, San Francisco State University, San Francisco, CA.

Gomes, M. E. (2010, October). *Ecopsychology emerging*. Panel chair, Bioneers Conference, San Rafael, California.

Gomes, M. E., (2010, September). *Evolutionary psychology and the potential universality of shamanic practices*. Paper presented at the Conference on Shamanism and Alternative Models of Healing, San Rafael, California.

Gomes, M. E. (2009, September). *The case for an evolutionary analysis of shamanism*. Paper presented at the Conference on Shamanism and Alternative Models of Healing, San Rafael, California.

Gomes, M. E. (2008, October). *Children and nature*. Panel chair, Bioneers Conference, San Rafael, California.

Gomes, M. E. (2002, October). *Reading the mind of nature: Ecopsychology and healing*. Symposium conducted at the Bioneers Conference, San Rafael, California.

Gomes, M. E. (2002, May). *Altars of extinction*. Presentation at Invitational Ecopsychology Conference, Occidental, California.

Gomes, M. E. (2000, July). *Community education in ecopsychology*. Paper presented at Invitational Ecopsychology Conference, Naropa University, Boulder, Colorado.

Gomes, M. E. (1996, October). *Emotional responses to the environmental crisis*, in M. Nelson (chair). *Ecopsychology*. Symposium conducted at the Bioneers Conference, San Francisco, California.

Gomes, M. E. (1996, March). *Engulfing the earth: "Engendered Lives" and ecofeminism*. Paper presented at the meeting of the Association of Women in Psychology, Portland, Oregon.

Gomes, M. E. (1995, April). *Consumerism and ecopsychology*. Paper presented at The Environmental Spirit: Past, Present, and Prospects, University of California, Berkeley, California.

Gomes, M. E. (1994, May). *Ecopsychology and deep ecology*. Paper presented at the meeting of the International Transpersonal Association, Killarney, Ireland.

Gomes, M. E. (1993, July). *Ecofeminism, ecopsychology, and feminist psychology: Healing the dominator society*. Paper presented at the meeting of the International Society of Political Psychology, Cambridge, Massachusetts.

Gomes, M. E. (1993, July). *Personal empowerment among women activists: A qualitative analysis*. Paper presented at the meeting of the International Society of Political Psychology, Cambridge, Massachusetts.

Gomes, M. E., & Kanner, A. D. (1993, May). *Narcissism and the earth: An ecopsychological perspective*. Paper presented at the meeting of the American Orthopsychiatric Association, San Francisco, California.

Gomes, M. E. (1992, July). *Activism through time*. Paper presented at the meeting of the International Society of Political Psychology, San Francisco, California.

Gomes, M. E., & Maslach, C. (1991, August). *Patterns of burnout among political activists*. Paper presented at the meeting of the American Psychological Association, San Francisco, California.

Gomes, M. E., & Maslach, C. (1991, July). *Commitment and burnout among political activists: An in-depth study*. Paper presented at the meeting of the International Society of Political Psychology, Helsinki, Finland.

Kanner, A. D., & Gomes, M. E. (1991, July). *Narcissism, environmental destruction, and war*. Paper presented at the meeting of the International Society of Political Psychology, Helsinki, Finland.

Gomes, M. E., & Maslach, C. (1991, April). *Political activism: Processes of burnout and rekindling*. Paper presented at the meeting of the Western Psychological Association, Burlingame, California.

Olivier, N., & Gomes, M. E. (1991, April). *Maintaining morale during a protest: A case study of the Mills College strike*. Paper presented at the meeting of the Western Psychological Association, Burlingame, California.

Gomes, M. E. (1989, April). *Factors underlying a continuing commitment to activism*. Paper presented at the meeting of the Western Psychological Association, Reno, Nevada.

Gomes, M. E., & Weinberger, D. A. (1986, August). *Attributional biases: Distinctions among depressive, defensive, and efficacious styles*. Paper presented at the meeting of the American Psychological Association, Washington, D.C.

CONFERENCE WORKSHOPS

Gomes, M. E. (1997, September). *Ecopsychology*. Workshop at the Shasta Bioregional Gathering, Trinidad, California.

Gomes, M. E. (1997, February). *Ecopsychology*. Workshop at the Headwaters Ancient Forest Activist Conference, Ashland, Oregon.

Gomes, M. E. & Kanner, A. D. (1995, November). *With earth in mind: The vision of ecopsychology*. Workshop at Inner Ecology, Outer Ecology: The Annual Common Boundary Conference, Crystal City, Virginia.

SYMPOSIA, ROUNDTABLES, AND CONFERENCES ORGANIZED

Gomes, M. E. (organizer, 2001, April). *Visionary earth activism in Sonoma County*. Symposium conducted at Sonoma State University, Rohnert Park, California.

Gomes, M. E. (chair, 1996, May). *Ecopsychology and the endangered imagination*. Symposium conducted at Sacred Earth, Sacred Self, Prescott College, Prescott, Arizona.

Gomes, M. E. (chair, 1996, March). *Ecofeminism and feminist psychology: Bridges to a sustainable society*. Symposium conducted at the meeting of the Association of Women in Psychology, Portland, Oregon.

Roszak, T., Gomes, M. E., & Kanner, A. D. (co-chairs, 1994, June-July). *Ecopsychology: Theory and practice, II*. Invited conference held at Esalen Institute, Big Sur, California.

Roszak, T., Gomes, M. E., & Kanner, A. D. (co-chairs, 1993, June). *Ecopsychology: Theory and practice*. Invited conference held at Esalen Institute, Big Sur, California.

Gomes, M. E. (chair, 1992, July). *The Greening of psychology: Toward a psychology of ecological awareness*. Symposium conducted at the meeting of the International Society of Political Psychology, San Francisco, California.

Gomes, M. E., & Kanner, A. D. (co-chairs, 1992, July). *500 years of entitlement: From Christopher Columbus to George Bush*. Symposium conducted at the meeting of the International Society of Political Psychology, San Francisco, California.

SELECTED UNIVERSITY SERVICE

University RTP Committee (15 – present, chair 16 - present).

President's Sustainability Advisory Council (21 – present).

Academic Freedom Subcommittee (13 – 16).

School of Social Sciences RTP Committee (06-08, chair 08-09).

Psychology Department Tenure-Track Search Committee (05-06, chair 07-08, chair 08-09, chair 19-20).

Psychology Department Visiting Assistant Professor Search Committees (17 chair).

Psychology Department Course Scheduler (1999-present).

Psychology Department Curriculum Committee (11 – 13).

Psychology Department RTP Committee (chair 05-06, 09-13).

PROFESSIONAL DEVELOPMENT

Canvas Design Summer Institute, Sonoma State Center for Teaching and Educational Technology, June 2020.

Compassion Cultivation Teacher Training, Stanford University, 2012-13.

STUDENT MENTORSHIP

McNair Scholars mentor: 2018-19. Lutvija Hrnjic, project on mindfulness in the college curriculum.

SSURI (Social Science Undergraduate Research Initiative) grant recipient, 2016-17; 2017-18: mentored three undergraduate researchers who participated in study of electronic media fast, resulting in two presentations and one peer-reviewed journal article.

SELECTED CAMPUS GRANTS AND PRESENTATIONS

“Open Access to Ecopsychology.” CTET Affordable Learning Faculty Grant, providing funds for web design, 2022.

“Connection, Care, and Creativity During Turbulent Times,” Facilitated discussion for School of Social Sciences, February 2022.

“Depth Dreamwork for the Skeptic: Bridging Science and Introspection.” Dean of Social Sciences summer grant 2018, Brown Bag presentation April 2019.

“The Electronic Media Fast and Student Well-Being: Lessons from Positive Psychology.” Dean of Social Sciences summer grant, 2017, Brown Bag presentation April 2018.

EDITORIAL BOARDS

Ecopsychology Journal. (2009-2013).

ReVision: A Journal of Consciousness and Transformation. (1996 - 2003).

Ecopsychology Newsletter. (1993 - 1996).

OTHER PROFESSIONAL SERVICE

Reviewer, *Teaching of Psychology*, 2021-present.

Outside reviewer, Naropa University Ecopsychology Program, 2015.

EXHIBITS

“Altars of extinction: Honoring the vanished species of California,” Sonoma State University Library Art Gallery, Rohnert Park, California, October 27 – November 20, 2003.

“Altars of extinction,” Bioneers Conference, San Rafael, California, October 17 – 20, 2002.

In addition, single altars were displayed at:

Black Box Gallery, Dios de los muertos exhibit, Oakland, CA, October 28 – November 3, 2002.
Spiral Dance, Fort Mason, San Francisco, CA, October 26, 2002.
Invitational Ecopsychology Conference, Occidental, CA, May 11, 2002.
Ocean Song Earth Day Festival, Occidental, CA, April 27, 2002.

FILM APPEARANCES

“Call of life: Facing the mass extinction,” (2009) produced by Species Alliance.

PUBLIC EVENTS

Ocean Song Earth Day Festival (2000-2004). Event coordinator and MC, Ocean Song Farm and Wilderness Center, Occidental, California.

MARIA GONZALEZ-BLUE, MA, REAT, REACE

Instructor - Expressive Arts Therapist, Consultant/Educator
7455 Willow Street - Sebastopol, CA 95472
707-823-2889, hummingbird@monitor.net

PROFESSIONAL STATEMENT

The greatest priority of my work is to create a respectful, caring environment where each individual is supported in accessing and developing innate qualities and deeper wisdom for personal, professional, and spiritual growth. In order for healthy individual or collective work to be done, an environment of respect and acceptance of diversity is vital.

I have worked extensively with students, individuals and groups from diverse cultures and populations: adults, children, women's groups, including LGBT and the elderly. I have traveled extensively to teach in Latin America: Mexico, Argentina and Guatemala. **(I am bilingual, Spanish speaker.)** I have great respect for the individual and for human nature and its natural unfolding. I find great joy in both teaching and learning from my interactions with clients, students and colleagues.

TEACHING/WORK EXPERIENCE

In order of relevance

- | | |
|---------------------|---|
| Jan. 2004 -Present | Associate Professor, Adjunct Faculty, California Institute for Integral Studies (CIIS), San Francisco –
Masters in Counseling, * ¹ Expressive Arts Therapy Program
Person-Centered Expressive Arts Therapy |
| Jan. 1991 – 2005 | Core faculty member, Person-Centered Expressive Therapy Institute, founded by Natalie Rogers – An international 400-hour training in counseling and group process integrating multi-modal expressive arts and person-centered approach. (We closed our doors in 2005) |
| 1992 - Present | Co-founder and core faculty member, Person-Centered Expressive Therapy Institute, Argentina in Buenos Aires (PCETI Argentina) (Currently mentoring rather than traveling there) |
| 1991 – Present | Private practice, Registered Expressive Arts Therapist and Consultant/Educator |
| Jan. 2014 – Present | Santa Rosa Junior College Community Education, Adjunct Faculty
Current Courses: Mixed Media Intuitive Arts and Women's Health-Finding Balance Discussion Group |
| 2000 - Present | Adult Education Group Facilitator, Sensory Stimulation |

¹* The term Expressive Arts is currently used through the International Expressive Arts Therapy Association to describe an interweaving of the various arts: visual art, movement, writing, sound, guided visualization. This integrative, or multi-modal, approach assists in deepening understanding and broadening perceptions of one's story or issue, thus making healing a wholistic process.

-Parkview Gardens Rehab
-Santa Rosa Convalescent Hospital

2009 – 2011 Expressive Arts Therapist – Apple Valley Post Acute Rehab Clinic

ADDITIONAL TEACHING EXPERIENCE

In order of relevance

1991 - 1992 Sonoma State University - Teaching Assistantship/Co-facilitation
Myths, Dreams and Symbols with David Van Nuys

1996 –1997 Sonoma State University, Volunteer faculty
Creativity and Healing (an Art Warmoth-inspired project)

1990's – 2010? Sonoma State University Extended Education
Various private contract courses based on Joseph Campbell's
Hero's journey motif – Life, Your Own Heroic Journey

1997- 1998 Instructor, Catholic diocese Deacon Program,
Psychology of Human Development
First Latino bi-lingual program

1992 – 2005 Various programs in Person-Centered Expressive Arts Therapy in
addition to Spiritual Exploration workshops in Guadalajara,
Mexico, Argentina and Guatemala

1990 – 2005 Several off-site workshops through SSU Extended Education
Department – *Life, Your Own Heroic Journey*, based on
Joseph Campbell's Hero's Journey motif

1988 – 1999 Instructor, Harmony and Salmon Creek primary and middle
schools
Instructor, Harmony After School Learning Enrichment Program
(H.A.L.E.) Creative Arts and Collaborative games

1997 & 1996 Volunteer Instructor, Arts and Community Building
Salmon Creek Home School Program

EDUCATION/TRAINING

January, 1993 M.A. Psychology, Sonoma State University, Cotati, CA, External
Degree Program, emphasis on Expressive Arts Psychology and
Person-Centered theory

June, 1980 Bachelor's Degree, Interdisciplinary Studies, SSU, bridging
Psychology and Philosophy

1988 - 1991 Person-Centered Expressive Therapy Institute - 400 hour-training
in Person-Centered theory and multi-modal expressive arts
counseling and group process

CREDENTIALS/CERTIFICATIONS

2007 Registration - Expressive Arts Consultant/Educator, REACE,
International Expressive Arts Therapy Association (IEATA)

1997	Registration - Expressive Arts Therapist, REAT, (IEATA)
1994	Registered Counselor, Association for the Integration of the Whole Person, State of California Charter
1991	Certification of completion, Person-Centered Expressive Therapy Institute (400 hours)
June, 1988	Community Colleges Teaching Credential, Adult Education Instructor, State of CA

ADDITIONAL PROFESSIONAL EXPERIENCE

1990 – Present	Altar Maker during Days of the Dead – Mujeres Unidas various arts centers and venues
August, 2009	Conference Presenter, IEATA Conference, Boston, MA <i>Nourishing the Roots of the World Tree/Sanando Las Raices del Arbol Mundial</i>
March, 2005	Pre-Conference Institute Presenter, IEATA Conference, San Francisco, CA, <i>Dancing on the Edge of Civilization: Personal Empowerment Through Person-Centered Expressive Arts</i>
March, 2005	Presenter, IEATA Conference, San Francisco, CA <i>Person-Centered Expressive Arts: A Cross Cultural Language</i>
July, 2002	Presenter, Carl Rogers 100 th Year Symposium <i>Person-Centered Expressive Arts for Transformation</i>
May, 2002	Presenter, IEATA Conference, Banff, Canada <i>Taking Spirit into the World</i>
May, 2000	Pre-Conference Institute Presenter with Natalie Rogers <i>Person-Centered Expressive Arts for Conflict Resolution</i>
1999	Presenter, IEATA Conference, Toronto
1996	Presenter, IEATA Conference, San Francisco

AFFILIATIONS

Mujeres Unidas of Sonoma County

Association for the Integration of the Whole Person

International Expressive Arts Therapy Association, Founding member, 1994.

Ten years on the Board of Directors of IEATA, two terms as Executive Co-Chair.

As Co-chair of the Consultant/Educator Committee I co-authored the first international registration for Expressive Arts Consultant/Educators and was one of the first seven individuals to be registered.

IEATA Consultant Educator Committee

REFERENCES

David VanNuys, PhD
Shrink Rap Radio Psychology Podcast and former professor, SSU
707-585-7363

Natalie Rogers, PhD, Author, Founder Person-Centered Expressive Therapy Institute
707-824-8820

Shellee Davis, M.A., Co-faculty – Person-Centered Expressive Arts Therapy at
California Institute of Integral Studies
707-795-6713

Linda Graham, M.A., M.F.T.

Education

Licensed Marriage and Family Therapist (MFT #32372)
BBS Continuing Education Provider (PCE #3528)
State CAMFT Certified Supervisor
M.A., Clinical Psychology, John F. Kennedy University

Publications

Resilience: Powerful Practices for Bouncing Back from Disappointment, Difficulty, and Even Disaster
(New World Library, 2018)

Bouncing Back: Rewiring Your Brain for Maximum Resilience (New World Library, 2013)

About Linda Graham

I have been an ardent practitioner and facilitator of personal growth and self transformation, in my personal and professional life, for more than 20 years. I draw on my own experiences of healing and awakening as well as more than two decades of integrative study, practice and teaching of transformational psychotherapies, vipassana meditation, life coaching, and facilitating groups and workshops to become a skillful guide interweaving many paths of compassionate, conscious connection.

I'm passionate about integrating the paradigms and practices of modern neuroscience, Western relational psychology and Eastern contemplative practice to help people shift out of old patterns of response to life events – neural “swamp” or neural “cement” – to more flexible, adaptive patterns that lead to more authentic resilience and well-being.

My book, *Bouncing Back: Rewiring Your Brain for Maximum Resilience and Well-Being*, offers a ground-breaking integration of tools and techniques to help you rewire old patterns of response encoded in your neural circuitry and move into the five C's of Coping: calm, clarity, connections to resources, competence, and courage. Through using dozens of experiential exercises to rewire your brain, and understanding the neuroscience that explains why these tools and techniques work, you'll be able to navigate the storms and struggles of life more quickly, more adaptively, more effectively.

As a consultant-trainer-facilitator, I offer clinical trainings and personal growth workshops nationwide based on the book. (See [Trainings](#) and [Calendar](#)) Participants learn practical tools to help reconfigure and rewire “stuck” brain-behavior patterns, reduce stress and burnout, restore a sense of perspective, and recover a sense of balance, wholeness, connections with others, and open-ended creativity. The renewed neural flexibility in the brain help them – and their clients – more from surviving to thriving, even flourishing.

As a seasoned clinician, I integrate mindfulness practice, experiential psychotherapies and findings from neuroscience and attachment research into a strong foundation of psychodynamic intersubjectivity. My model of therapeutic transformation is accelerated and effective.

As a skillful life coach, I respectfully guide clients through processes that evoke help them recover their capacities for resilience and bouncing back from the disappointments and disasters of their lives. Coaching includes:

- re-visioning one's goals and dreams
- claiming one's strengths and wisdom
- dramatically shifting perspectives, creating options, clarifying intentions
- creating action plans and measures of accountability
- moving steadily toward a life of more authentic purpose and fulfillment.

As a dedicated practitioner and teacher of vipassana (insight) meditation, I anchor my work and my being in the wisdom and compassion practices that steady the mind, open the heart, and meet life's challenges with resilience, grace and equanimity.

As the creator of my professional website and author of the monthly *Healing and Awakening into Aliveness and Wholeness* e-newsletters, weekly e-quotes and weekly e-Resources for Recovering Resilience archived here, I provide practical tools and links to other resources to help you live more authentically in resonant relationships, engage in meaningful work, and act as an agent of compassionate change in the world.

Consultation Sessions

Individual consultation sessions can be scheduled as needed. Clinicians learn:

- Learn innovations in theories and techniques of experiential modalities – AEDP, EFT for couples, Sensorimotor, IFS, DBT, EMDR – that dramatically increase clinical effectiveness.
- Apply relevant research in neuroscience, attachment, trauma, mindfulness, and resilience to deepen and accelerate clinical work.
- Become skillful in attunement and analysis, getting to the heart of deep pain and suffering quickly and to paths of resolution steadily.
- Develop clinical expertise beyond the foundations of psychodynamic and inter-subjective therapy.
- Integrate mindfulness practice and experiential therapies into therapeutic processes;
- Share in stimulating and supportive professional dialogues; build referral community.

Vipassana

Linda has been a dedicated practitioner of vipassana (insight) meditation for 15 years, and now teaches mindfulness and compassion practices through [Spirit Rock Meditation Center](#) in Woodacre, CA and local meditation sitting groups in the San Francisco Bay Area. Transcripts of recent Dharma Talks are available under [Dharma Talks](#).

Life Coaching

Life coaching is a collaborative process of calling forth the client's naturally creative, resourceful whole self to:

- zero in on a life purpose resonant with one's truest core values and deepest passions

- create an action plan to get traction and move forward into a more balanced, satisfying life, especially when feeling stuck, overwhelmed, or de-railed
- overcome self-defeating behaviors and negative self talk, the inner critic, old tapes, gremlins, saboteurs
- >use imagination, intuition and inquiry to create the perspectives, options, and plans that will be most effective in creating the life one wants
- manifest the fullest creative expression of one's true potential, one's true self.

Trainings

Linda offers workshops focused on personal growth and self-transformation. Topics based on her book *Bouncing Back: Rewiring Your Brain for Maximum Resilience and Well-Being* include:

- The Neuroscience of Resilience and Renewal
- Brain Care Is Self-Care
- Shit Happens...Shift Happens
- Positive Emotions Build Resilience
- Mindfulness and Compassion: Two Powerful Agents of Brain Change

Studied with

James Baraz, M.A., co-founder of Spirit Rock Meditation Center and international dharma teacher, author of *Awakening Joy: 10 Steps That Will Put You on the Road to Real Happiness*. www.awakeningjoy.info.

Bonnie Badenoch, PhD, senior trainer in interpersonal neurobiology, author of *Being A Brain-Wise Therapist*, www.mindgains.org.

Sylvia Boorstein, PhD, founding teacher, Spirit Rock Meditation Center and international dharma teacher, author of *Happiness is an Inside Job*. www.spiritrock.org.

Tara Brach, PhD, founder of Insight Meditation Center, Washington, D.C., author of *Radical Acceptance: Embracing Your Life with the Heart of a Buddha*, www.imcw.org.

Diana Fosha, PhD, founder of Accelerated Experiential Dynamic Psychotherapy, author of *The Transforming Power of Affect: A Model for Accelerated Change* and editor of *The Healing Power of Emotion*. www.aedpinstitute.com.

Rick Hanson, PhD, founder, Wellspring Institute, author of *Buddha's Brain: The Practical Neuroscience of Happiness, Love and Wisdom*, www.rickhanson.net

Susan Johnson, founder of Emotionally Focused Couples Therapy, author of *The Practice of Emotionally Focused Couple Therapy: Creating Connection*. www.iceeft.com

Jon Kabat-Zinn, PhD, founder of Mindfulness Based Stress Reduction, author of *Full Catastrophe Living, Wherever You Go, There You Are*, and *Coming to our Senses: Healing Ourselves and the World Through Mindfulness*, www.umassmed.edu/cfm.

Dacher Keltner, PhD, founder, Greater Good Science Center, U.C. Berkeley, author of *Born to Be Good: The Science of a Meaningful Life*. www.greatergood.berkeley.edu

Marsha Linehan, PhD, founder of Dialectical Behavioral Therapy, author of *Cognitive-Behavioral Treatment of Borderline Personality Disorder*, www.behaviortech.com.

Kristin Neff, PhD, co-founder, Mindful Self-Compassion training, author of *Self Compassion: Stop Beating Yourself Up and Leave Insecurity Behind*. www.self-compassion.com.

Pat Ogden, PhD, founder, Sensorimotor Psychotherapy for trauma, author of *Trauma and The Body*, and Janina Fisher, PhD, senior trainer of Sensorimotor Psychotherapy, www.sensorimotorpsychotherapy.org.

Richard Schwartz, PhD, founder of Internal Family Systems, author of *Internal Family Systems Therapy*, www.selfleadership.org.

Francine Shapiro, PhD, founder of EMDR, author of *EMDR: The Breakthrough "Eye Movement" Therapy for Overcoming Anxiety, Stress, and Trauma*, and Laurel Parnell, PhD, senior trainer of EMDR, author of *Transforming Trauma: EMDR: The Revolutionary New Therapy for Freeing the Mind, Clearing the Body, and Opening the Heart*. www.EMDRIA.org.

Daniel Siegel, M.D., formulator of interpersonal neurobiology, author of *The Developing Mind; The Mindful Brain, Mindsight, The Mindful Therapist*, editor of the W.W.Norton series on Interpersonal Neurobiology, www.drdansiegel.com.

David Wallin, PhD, senior trainer in attachment, mindfulness and psychotherapy, author of *Attachment and Psychotherapy*, www.davidjwallin.com.

Curriculum Vitae

Claudia K. Holt
3111 N. Laughlin Road
Windsor, CA 95492

Phone: 415-948-5178 (cell)
Email: chitoes2@gmail.com
Website: www.latitude38north.com

Education

2004 *M.A., Psychology*, Sonoma State University, Rohnert Park, California
1983 *M.S., Education*, Nazareth College, Rochester, New York
1979 *B.A., German Language & Literature*, University of California, Santa Barbara

Teaching, Curriculum Design, and Administrative Experience

August, 2014 – Present (Supervisor: Dr. Leslie Shelton, Director, Academic Support Programs)
Sonoma State University, Rohnert Park, CA

Position: Writing Specialist, Student Support Services

Responsibilities: Work with students who are low income, first generation, and/or have a learning challenge to clearly communicate ideas in writing. Teach writing for research papers (using citations) and essays. Give workshops on writing strategies and study skills. Supervise one graduate student a year to be a Master Tutor for select students in first-year English Composition Courses.

January, 2013 – Dec., 2014 (Supervisor: Ellen Shakespeare, Director of Advertising)
Academy of Art University, San Francisco, CA

Position: Curriculum Developer and Instructor, The Creative Process

Responsibilities: Designed and wrote online and onsite 15-week course that engages art and design majors in the psychology of the creative process. Student outcomes include experiential application of critical thinking skills to the personal creative process according to scientific and psychological research. Two MLA style essays are required. Teach on site and online.

January, 2006 –Dec., 2014 (Supervisors: Eileen Everett, Director and Jennifer Michael, Cyber Campus)
Academy of Art University, San Francisco, California

Position: Online Curriculum Developer, Instructor and Mentor, English Composition

Responsibilities: Created curriculum and lecture materials for online college composition courses. Taught beginning through advanced English composition, critical thinking, rhetoric, essay organization, and reading strategies to online students. Mentor new online instructors.

September, 2012 – May, 2014 (Supervisor: Eileen Everett, Director of Liberal Arts)
Academy of Art University, San Francisco, CA

Position: Instructor, Power of Myth & Symbol

Responsibilities: Taught cross-cultural course in mythologies and symbols through the ages (on site and online). Applied psychological, anthropological, and religious analysis to oral and literary traditions; bring myths to life through interactive projects, art, and essay writing. Two MLA style essays were required.

Curriculum Vitae

July, 2009 – August, 2010 (Supervisor: Dr. Cathy Coleman, Director)

Institute of Noetic Sciences (IONS), Petaluma, California

Position: Educational Programs Manager

Responsibilities: Coordinated and managed Transformative Learning Workshops for EarthRise Center at IONS. Oversaw and coordinated marketing, development, curriculum, production and evaluation of three-day educational workshops.

November, 2008 – May, 2012 (Supervisor: Dr. Cathy Coleman, Director)

EarthRise Center at IONS, Petaluma, California

Position: Resident Caretaker (with husband)

Responsibilities: Lived on 200 acres of land. Gave orientation talks and walks, introducing flora and fauna, along with the natural history of the land. Designed curriculum for interaction with the land, including a 5-element self-guided meditation walk along a 3-mile trail. Took photographs of the land for marketing and bookstore.

August, 2007 – January, 2009 (Supervisor: Bruce Peterson, Student Academic Services)

Sonoma State University, Rohnert Park, California

Position: Adjunct Faculty, Freshman Seminar, EOP Program

Responsibilities: Worked with a team to create curriculum for university freshmen transition program. Advised students and taught classes in all areas of first year experience including cultural diversity, shifting world views, personal values, social responsibility, and team building.

September, 2004 – December, 2004 (Supervisor: Dr. Laurel McCabe, Chair, Psychology Department)

Sonoma State University, Rohnert Park, California

Position: Instructor, Psychology

Responsibilities: Designed and taught undergraduate psychology course elective (*Sacred Space and Movement*) that incorporated critical thinking, essay writing, art projects, and chi gung, discussions of selected readings on cross-cultural literature, archetypal psychology, and anthropology.

January, 2000 – December, 2002 (Supervisor: Kate Griffeath, Executive Vice President)

Academy of Art University (AAU), San Francisco, California

Position: Director, Academy Resource Center

Responsibilities: Headed department of 20 instructors and administrators responsible for student retention. Outreach programs included new student/parent orientation, mid-term and finals workshops, academic support, multi-cultural campus events, and hosting motivational guest speakers. Coordinated tutor center and created study skills curriculum for first year students. Provided services for the student body (8,000), including referrals to counseling and medical professionals and support personnel for students with disabilities. Oversaw teacher training workshops.

August, 1996 – January, 2000 (Supervisor: Kate Griffeath, Executive Vice President)

Academy of Art University, San Francisco, California

Positions: Instructor, English Composition, ESL

Responsibilities: Taught and created curriculum for composition and creative writing to native and non-native speakers of English.

Curriculum Vitae

Professional Projects

2/13 – present *The Creative Process, Academy of Art University*. Researched, designed and wrote online curriculum for onsite and online course; created a 15-module course that brings the science and psychology of the creative process into the experience of artists and designers.

2/13 – present *Latitude 38° North* website launched (www.latitude38north.com)

7/08 – present *Photography Exhibit: Latitude 38° North: Western California*, EarthRise Retreat Center at Institute of Noetic Sciences, Petaluma California. *Artist in Residence*

6/10 – present *Peace in Process* experiential workshop designer and facilitator: Present 3-day experiential land-based retreats that include music, meditative walks, art, chi gung, dream work, and history of the land.

1/08 – 1/09 *English Composition for the Artist, Academy of Art University*. Researched, developed, and wrote online curriculum for required course for all first-year students.

Professional Development and Certification

Dec., 2004 *Sonoma State University*, Rohnert Park, CA. Formal completion and publication of Master's Thesis entitled *Vessels of Transformation* (www.sonoma.edu/psychology/).

Dec., 2004 *Rubbo Internal Arts*, San Anselmo, CA. Completion of 5-year teacher training program for martial arts, including *tai chi*, *chi gung*, and *shau lin* (www.cultivatechi.com)

1/87 – 6/94 *Saddleback College*, Mission Viejo, CA. Completed courses in journalism (edited college magazine), creative writing, English literature, black and white photography, and film making/editing.

5/83 – 6/85 *Multiple Subject Teaching Credential, K-6, State of California*. Taught grades 3-5 in a multiple subject, bilingual Spanish/English classroom.

Professional Affiliations

Edutopia
Academia.edu
School Garden Network of Sonoma County
The Pachamama Alliance
Bioneers
Daily Acts

Foreign Languages: Spanish, German

Musical Instruments: Fiddle, Piano

Activities: SF Scottish Fiddlers, Photography, Gardening, Bicycling, Trekking, World Travel

RAE JOHNSON

214B West Micheltorena Street
Santa Barbara, CA 93101
raejohnsonsonomatic@gmail.com
(303) 875-9200

EDUCATION

PhD, Education

Holistic and Aesthetic Education Focus

University of Toronto

2007

The *Holistic and Aesthetic Education Focus* understands aesthetic and embodied knowing and the process of building knowledge through inquiry as integral to all forms of learning. Courses in this program focus on arts education, research and inquiry in the arts, and the body's way of knowing. My dissertation research focused on the embodied experience of oppression.

MA, Education

Holistic and Aesthetic Education Focus

University of Toronto

2003

Holistic and aesthetic education is grounded in an approach to learning that recognizes the interconnectedness of body, mind, emotions, and spirit in an experiential, organic process. My thesis research focused on teacher's embodied knowledge, making connections from personal experiences, understandings, and values to professional identity and practice.

MA, Independent Studies

Lesley University

2000

Drawing on transpersonal, somatic, and expressive arts approaches, my thesis research resulted in the development of a model of expressive arts therapy based on the five alchemical elements. I was supervised in this program of study by Julia Byers, Director of the Expressive Therapies Program at Lesley University, and Seymour Kleinman, Director of the Somatic Studies Program at Ohio State University.

Creative Arts Therapy Internship

St. Elizabeth's Hospital, Washington, DC

1997

As an intern in the dance therapy focus of the creative arts therapy program, I provided individual and group dance therapy services to a range of client populations on the maximum security forensic, geriatric, and acute care units. I received training and supervision in several creative arts therapies in addition to dance movement therapy.

BIS, Bachelor of Independent Studies

University of Waterloo

1996

Students in the BIS program pursue a specific line of academic inquiry through a combination of interdisciplinary coursework and independent research. My mixed-methods thesis research studied the effects of feminist movement therapy as an adjunctive treatment for complex post-traumatic stress.

PROFESSIONAL QUALIFICATIONS

Registered Social Worker (Registration #75-352) (inactive status)

Ontario College of Social Workers and Social Service Workers

Approved Social Work Field Instructor, MSW Program

Faculty of Social Work, University of Toronto

Registered Somatic Movement Therapist® (Registration #214)

International Somatic Movement Education and Therapy Association

Certified Advanced Level Practitioner
Psychodramatic Bodywork®

Certified Gestalt Therapist
International Gestalt Association

TEACHING EXPERIENCE

Chair

Depth Psychology Program, Somatic Studies Concentration
Pacifica Graduate Institute

September 2015 to present

Associate Chair

Depth Psychology Program, Somatic Studies Concentration
Pacifica Graduate Institute

August 2014 to September 2015

Adjunct Faculty

Depth Psychology Program, Somatic Studies Concentration
Pacifica Graduate Institute

January 2014 to July 2014

Core Faculty

School of Graduate Psychology
Naropa University

July 2013 to July 2014

This state-license eligible Master's level program is designed for individuals who want an overall orientation to the field of counseling from a transpersonal and humanistic point of view. The focal point of study is grounded in the counseling relationship, meditation practice, and Gestalt Therapy principles. As full-time core faculty in the Counseling Psychology concentration, I taught courses in research methods, clinical practicum, developmental psychology, and psychological assessment. I also served as co-chair of the Shared Governance Committee, taking a leadership role in the development of a strategic plan and self-assessment mechanism for establishing more collaborative and transparent institutional governance.

Program Developer and Adjunct Faculty

Meridian University

January 2011 to December 2012

Formerly the Institute for Imaginal Studies, Meridian University offers masters and doctoral programs in psychology with a focus on depth approaches that integrate the expressive arts. In 2011 I was contracted to develop their specialization track in somatic psychology and to teach courses in somatic psychology and arts-based research methods. Upon completion of my contract, I continued to contribute to the academic work of the institution through community events, including organizing a symposium on the *Poetic Body*, and presenting at their annual tele-summit on the *Mystery of Embodiment*.

Research and Adjunct Faculty

The Chicago School of Professional Psychology

August 2010 to present

Continuing my relationship with this institution since leaving my full-time position, I serve on several dissertation committees and teach courses in somatic and clinical psychology.

Associate Professor and Chair

Santa Barbara Graduate Institute
at the Chicago School of Professional Psychology

July 2007 to August 2010

As chair of the somatic psychology program, I provided academic and administrative leadership for MA and PhD degrees in two delivery formats. My responsibilities included program evaluation, policy development, curriculum review, academic advising, admissions, faculty and staff supervision, and teaching. Under my stewardship, the program doubled its enrolment in three years. I served as the primary academic advisor for 112 graduate students, reviewed fourteen master's projects, and

supervised fifteen doctoral students. In 2009, I was nominated by students for the Chicago School of Professional Psychology's system-wide *Teacher of the Year* award.

Adjunct and Research Faculty

Naropa University

November 2005 to April 2010

As adjunct and research faculty in the Somatic Counseling Psychology Department, I taught a regular mixed undergraduate/graduate level course on *Diversity, Oppression, and the Body*, guest lectured on the topic for graduate classes and faculty development seminars, and worked with graduate students in the department as a thesis committee chair or external reader. In 2007, I was awarded a Certificate of Appreciation in recognition of my contributions to the department.

Core Faculty and Director, Body Psychotherapy

Somatic Counselling Psychology Department

Naropa University

July 2004 – July 2005

As director of one of two program tracks housed within the graduate department of Somatic Counselling Psychology, I provided academic advising for 35 students and served on a number of thesis committees as chair or outside expert. Courses taught included *Research Methods and Statistics, Body Observation and Assessment, Group Process and Dynamics*, and a new course on *Diversity, Oppression, and the Body*. During my time at Naropa University, I was an active member of a faculty committee that was instrumental in the development of their *Center for Teaching Advancement* and served as faculty liaison to a student group addressing diversity and equity issues on campus.

C L I N I C A L E X P E R I E N C E

Coordinator, Student Crisis Response Programs

University of Toronto

March 2000 to July 2007, March 2012 to July 2013

The Student Crisis Response Programs are a series of initiatives designed to enhance access to support and resources for university students in crisis. Working closely with faculty, staff, and students, I was responsible for the development and implementation of a network of programs for a university community of nearly 100,000 people across three campuses. A key aspect of my work involved training and education, and I taught extensively on issues of mental health and wellness, diversity and equity, and crisis intervention. My casework focused on complex mental health issues and high risk situations on campus.

Somatic Psychotherapist

Toronto, Ontario

July 1988 to July 2002

After completing a four year professional training program in Gestalt therapy, I established a private practice where I specialized in working with members of the LGBTQ community on the effects of complex trauma and addiction. My agency work included contracts as a creative arts play therapist at a school for autistic children and as an expressive arts therapist in a residential substance abuse treatment center for young women.

P U B L I C A T I O N S

Johnson, R. (2017, October 18th). Embodied activism. [Web log post]. Retrieved from <http://www.pacificapost.com/embodied-activism>.

Caldwell, C. and Johnson, R. (in press). Embodying difference: Addressing issues of diversity and social justice in dance/movement therapy research. In C. Berrol and R. Cruz (Eds.) *Dance movement therapists in action: A working guide to research options*, 3rd Ed. Springfield, IL: Charles C. Thomas Publishers.

Johnson, R. (in press). Queering/querying the body. In C. Caldwell and L. Leighton (Eds.) *Oppression and the body: Roots, resistance, and resolutions*. Berkeley, CA: North Atlantic Books.

Johnson, R. (in press). Body as home: A critical somatic approach to working with homeless youth. In P. Dunn (Ed.) *Holistic healing: Research, theories, and practices*. Toronto, ON: Canadian Scholars Press.

- Johnson, R., Leighton, L., and Caldwell, C. (in press). The embodied experience of microaggressions: Implications for clinical practice. *Journal of Multicultural Counseling and Development*.
- Johnson, R. (in press). *Embodied social justice*. London, UK: Routledge.
- Johnson, R. (in press). Oppression and embodiment in somatic psychotherapy. In H. Payne (Ed.) *Embodied Perspectives in Psychotherapy*. London, UK: Routledge.
- Johnson, R. (2017). *Contacting gender in body psychotherapy*. In P. Stambolis (Ed.) Conference Proceedings from the 15th European Association of Body Psychotherapy Congress (pp. 122-124). Athens, Greece.
- Johnson, R. (2015, February 9th). Becoming an embodied ally [Web log post]. Retrieved from <http://www.pacificapost.com/somatic-psychology/becoming-an-embodied-ally>.
- Caldwell, C and Johnson, R. (2015). Research 101 for body psychotherapists. *International Body Psychotherapy Journal*. 14 (2), 47-54.
- Johnson, R. (2015). Grasping and transforming the embodied experience of oppression. *International Body Psychotherapy Journal*. 14 (1), 80-95.
- Johnson, R. (2014). Contacting gender. *Gestalt Review*. 18 (3), 207-225.
- Johnson, R. (2014). Somatic psychotherapy and research: Walking the common ground. *Body, Movement and Dance in Psychotherapy: An International Journal for Theory, Research and Practice*. 9(2), 82-92.
- Caldwell, C. and Johnson, R. (2012). Research 101 for body psychotherapists: Cultivating a somatically-informed research mind. In C. Young (Ed.) *About the science of body psychotherapy*. Galashiels, UK: Body Psychotherapy Publications, pp.27-35.
- Caldwell, C. and Johnson, R. (2012). Embodying difference: Addressing issues of diversity and social justice in dance/movement therapy research. In C. Berrol and R. Cruz (Eds.) *Dance movement therapists in action: A working guide to research options*, 2nd Ed. Springfield, IL: Charles C. Thomas Publishers, pp. 121-140.
- Johnson, R. (2011). *Knowing in our bones: The embodied knowledge of somatic educators*. Saarbrücken, Germany: Lambert Publishers.
- Johnson, R. and Caldwell, C. (2010). *Oppression embodied*. Conference Proceedings from the 6th Annual United States Association of Body Psychotherapy Conference, October 2010.
- Caldwell, C. and Johnson, R. (2010). *Research 101 for somatic psychotherapists*. Conference Proceedings from the 6th Annual United States Association of Body Psychotherapy Conference, October 2010.
- Johnson, R. (2009). The artful body: A narrative of embodied relationship with the arts. In M. Beattie (Ed.), *The quest for meaning: Teaching, learning and the arts*. Boston: Sense Publishers.
- Johnson, R. (2009). Oppression embodied: Exploring the intersections of somatic psychology, trauma, and oppression. *United States Association of Body Psychotherapy Journal*. 8(1), 19-31.
- Johnson, R. (2004). Book review: Sport, dance, and embodied identities. *International Review for the Sociology of Sport*, 39(4), 472-475.
- Johnson, R. (2001). Beyond talk therapy. *Association of Humanistic Psychology Perspective*, April/May 2001, 20.

- Johnson, R. (2000). *Elemental movement*. Boca Raton, FL: Universal Press.
- Johnson, R. (2000). Sound therapy. *Association of Humanistic Psychology Perspective*, Oct/Nov 2000, 14-15.
- Johnson, R. (1999). Sorting the mixed bag: Grounding and integrating an interdisciplinary somatic practice. *Somatics Journal*, 12 (3).
- Johnson, R. (1997). *From Aquarius, to Pisces*. *Contemporary Verse II*, 15 (2), 37.
- Johnson, R. (1996). *Untitled*. *Contemporary Verse II*, 18 (3), 9-10.

P R E S E N T A T I O N S

- | | |
|--|-------------------------------|
| <p><i>Researching and Performing the Embodied Experience of Oppression</i>
 Somatic Counseling Program
 California Institute of Integral Studies
 San Francisco, CA</p> | <p><i>November, 2017</i></p> |
| <p><i>Body, Soul, and Social Justice</i>
 Depth Psychology Program
 Sonoma State University
 Rohnert Park, CA</p> | <p><i>October, 2017</i></p> |
| <p><i>Embodied Activism (with Christine Caldwell)</i>
 Graduate School of Psychology
 Naropa University
 Boulder, CO</p> | <p><i>September, 2017</i></p> |
| <p><i>Queering/Querying the Body</i>
 Response at the Edge Conference
 Pacifica Graduate Institute
 Santa Barbara, CA</p> | <p><i>June, 2017</i></p> |
| <p><i>Elemental Movement</i>
 The Retreat at Pacifica
 Pacifica Graduate Institute
 Santa Barbara, CA</p> | <p><i>May, 2017</i></p> |
| <p><i>Contacting Gender in Body Psychotherapy</i>
 Round Table: The Female Body in Society and Body Psychotherapy
 European Association of Body Psychotherapy Congress
 Athens, Greece</p> | <p><i>October, 2016</i></p> |
| <p><i>Embodied Social Justice</i>
 Introducing the Pacifica Experience
 Pacifica Graduate Institute
 Santa Barbara, CA</p> | <p><i>August, 2016</i></p> |
| <p><i>Embodied Microaggressions in Clinical Practice</i>
 Introducing the Pacifica Experience
 Pacifica Graduate Institute
 Santa Barbara, CA</p> | <p><i>April, 2016</i></p> |
| <p><i>Transforming the Embodied Experience of Oppression</i>
 California Institute of Integral Studies
 San Francisco, CA</p> | <p><i>November, 2015</i></p> |
| <p><i>Critical Perspectives on Modern Western Psychotherapy (panelist)</i></p> | <p><i>April, 2015</i></p> |

Graduate School of Psychology
Naropa University
Boulder, CO

Researching the Embodied Experience of Oppression (podcast)
www.whatsustainsme.com

March, 2015

Embodying Social Justice
Introducing the Pacifica Experience
Pacifica Graduate Institute
Santa Barbara, CA

February, 2015

Feminist, Queer, and Trans Perspectives on Embodiment (panelist)
Graduate School of Psychology
Naropa University
Boulder, CO

November, 2014

Researching and Performing the Embodied Experience of Oppression (keynote address)
American Dance Therapy Association Regional Conference
Boulder, CO

April, 2014

Body Stories: A Performed Ethnography of the Embodied Experience of Oppression
Somatic Arts Community Concert
Naropa University
Boulder, CO

January, 2014

Perspectives on Multicultural Counseling (panelist)
Martin Luther King Jr. Day Community Event
Naropa University
Boulder, CO

January, 2014

Oppression Embodied (with Christine Caldwell)
Community Conversations in Diversity and Inclusivity
Naropa University
Boulder, Colorado

October, 2013

*Embodying Difference: Understanding and Transforming
the Embodied Experience of Oppression*
California Institute of Integral Studies
San Francisco, CA

June, 2013

Engaging Strategic Curiosity: An Embodied Relational Approach to Research
Gestalt Research Symposium
Cape Cod, MA

April, 2013

Learning and Unlearning Gender as Embodied
Breaking New Ground Conference
University of Toronto
Toronto, Ontario

March, 2013

Program Interviewer
The Mystery of Embodiment Tele-summit
Meridian University
Online at www.meridianuniversity.edu

December, 2012

Cultivating an Embodied Research Mind (with Christine Caldwell)
European Association of Body Psychotherapy Scientific Symposium
Cambridge University, UK

September, 2012

<i>The Poetic Body (podcast with Laurie Rappaport)</i> United States Association of Body Psychotherapy and the European Association of Body Psychotherapy <i>Conversations Series</i> Online at www.usabp.org	January, 2012
<i>Queering the Body (webcast)</i> The Mystery of Embodiment Tele-summit Meridian University Online at www.meridianuniversity.edu	December, 2011
<i>An Embodied Relational Approach to Research</i> Embodied Relational Gestalt Symposium Esalen Institute Big Sur, CA	August, 2011
<i>The Poetic Body Symposium (host)</i> Meridian University Petaluma, CA	March, 2011
<i>Oppression Embodied:</i> <i>The Intersecting Dimensions of Trauma, Oppression, and Somatic Psychology</i> United States Association of Body Psychotherapy Conference Pleasant Hill, CA	October 2010
<i>Research 101 for Body Psychotherapists</i> United States Association of Body Psychotherapy Conference Pleasant Hill, CA	October 2010
<i>Current Research in Body Psychotherapy</i> United States Association of Body Psychotherapy Conference Pleasant Hill, CA	October 2010
<i>(Un)Learning Oppression through the Body</i> East West Somatics Conference Santa Barbara, CA	May, 2009
<i>The Research Mind (podcast with Christine Caldwell)</i> United States Association of Body Psychotherapy and the European Association of Body Psychotherapy <i>Conversations Series</i> Online at www.usabp.org	November, 2008
<i>When Past Is Present: A Day Long Conference with Four Therapists</i> Santa Barbara City College Santa Barbara, CA	May, 2008
<i>The Embodied Educator (invited presentation)</i> United States Association of Body Psychotherapy Conference Philadelphia, PA	July, 2008
<i>The Embodied Psychotherapist (invited presentation)</i> Human Dimensions of Psychotherapy Conference Toronto, ON	July, 2008
<i>Consciousness, Science, and the Nature of Being</i> Santa Barbara City College Santa Barbara, CA	September, 2008
<i>Embodied Knowledge: Implications for Diversity and Equity in Teaching and Learning</i> Society for Teaching and Learning in Higher Education (STLHE) Annual Conference	June, 2006

Toronto, ON

<i>The Politics of Embodiment</i> Faculty of Physical Education and Health Conference University of Toronto	May, 2004
<i>Making Connections in Graduate Education: Interacting and Enacting Narratives</i> American Educational Research Association Annual Conference Chicago, IL	April, 2003
<i>Somatics North – A Report from the Field in Canada</i> Eleventh Annual Somatics Conference Ohio State University	May, 2001
<i>Crisis Intervention from a Somatic Perspective</i> Tenth Annual Somatics Conference Ohio State University	May, 2000
<i>Somatic Alchemy: The Theory and Practice of Elemental Movement</i> International Symposium on Integrative Medicine and Expressive Therapies Omega Institute	May, 1999
<i>Moving Heaven and Earth: The Theory and Practice of Elemental Movement</i> International Expressive Arts Therapy Association Conference Toronto, ON	October, 1998
<i>Moving Toward Healing: Movement Therapy and the Somatic Effects of Trauma</i> Eighth Annual Somatics Conference Ohio State University	May, 1998
<i>Boundaries and the Body</i> The Seeded Circle Summer Program Okotoks, AB	August, 1996
<i>Moving Toward Healing: Using Movement with Survivors of Childhood Trauma</i> CREATE Conference for Creative and Expressive Arts Therapies Toronto, ON	March, 1992
<i>Feminist Perspectives in Dance Movement Therapy</i> Dance Movement Therapy Association of Ontario Annual Meeting Toronto, ON	February, 1992
<i>Moving Toward Healing: Using Movement with Survivors of Childhood Trauma</i> No More Secrets Conference Toronto, ON	October, 1991
<i>The Body Alive</i> Gestalt Institute of Chicago Summer Program Chicago, IL	June, 1987

PROFESSIONAL ACTIVITIES

Member, Editorial Board <i>Body Psychotherapy Publications</i>	2014-present
Faculty Mentor The Chicago School of Professional Psychology	2014
Peer Reviewer	2012 - present

International Journal of Body Psychotherapy

Special Member, Scientific Committee
European Association of Body Psychotherapy 2011

Member, Editorial Advisory Board
Canadian Journal of Integrative Psychotherapy and Counseling 2010-present

Co-Chair, Research Committee
United States Association of Body Psychotherapy 2009-2011

Member, Academic Council
United States Association of Body Psychotherapy 2008-2011

External Reviewer, Academic Program Review Self-Study
Master of Arts in Counseling Psychology Program
John F Kennedy University 2009

Member, University Affairs Board
University of Toronto 2006-2007

Peer Reviewer
Body and Society Journal 2004-present

President
Ontario Society of Psychotherapists 2001-2003

Founding Member
Ontario Coalition of Mental Health Professionals 2001-2004

Co-Chair, Task Force on Ethical Considerations in Somatic Psychotherapy
Ontario Society of Psychotherapists 2000-2002

Chair, Research Committee
International Somatic Movement Education and Therapy Association 2000

Co-Chair, Education Committee
Dance Movement Therapy Association of Ontario 1990-1993

Brad J Kammer, MA, MFT, LPCC, SEP
MFC #48686, LPCC #106
206 Mason St., Suite E
Ukiah, CA 95482
(707) 462 2133
bradkammer@body-mindtherapy.com

EDUCATION

UNION INSTITUTE & UNIVERSITY (VERMONT COLLEGE), Montpelier, Vermont
Master of Arts in Counseling Psychology [Emphasis: Somatic Psychology], April 2004

UNIVERSITY OF TEXAS, Austin, Texas
Bachelors Business Administration, May 1994

WORK/LIFE EXPERIENCE

PSYCHOTHERAPIST, EDUCATOR & CONSULTANT, Private Psychotherapy Practice, Ukiah, California
January 2006-Present

- Provide psychotherapy and counseling, consulting, and educating for individuals, couples, families, and groups
- Design and teach Body-Mind classes, provide consultation and trainings for various groups and agencies

ADJUNCT PSYCHOLOGY ASSOCIATE PROFESSOR, Mendocino College, Ukiah, California
August 2006-Present

- Designed, maintain and teach the following courses: *Introductory Psychology* (PSY 205), *Health Psychology* (PSY 175), *Psychology of Loss/Death* (PSY 181)
- Substitute instructor and guest lecturer for various psychology courses

ADJUNCT PSYCHOLOGY INSTRUCTOR, National University, Ukiah, California
July 2010-Present

- Designed, maintain and teach the following courses: *Introduction to Psychopathology* (PSY 430), *Health Psychology* (PSY 457), *Senior Project* (PSY 480)

MARRIAGE AND FAMILY THERAPIST, Redwood Children Services, Ukiah, California
February 2007-August 2012

- Provided psychotherapy and education for at-risk children, adolescents, couples, families and groups
- Co-clinician/Activity leader at Arrowhead Ranch working with “Severely Emotionally Disturbed” (SED) children, leading peer groups, therapeutic theatre groups, and other therapeutic recreational activities

ADJUNCT PSYCHOLOGY INSTRUCTOR, Community College of Vermont, Montpelier, Vermont and Online
August 2004-May 2007

- Designed, maintained and taught the following courses: *Introduction to Psychology* (PSY 101); *Human Growth and Development* (PSY 105); *Introduction to Counseling Theories and Practice* (PSY 237); *Family Violence* (SWK 202); and *Introduction to Alternative Therapies* (PSY 236)
- Substitute instructor and guest lecturer for courses at Community College of Vermont and Johnson State College.

PSYCHOTHERAPIST INTERN, Private Psychotherapy Practice, Montpelier, Vermont
June 2003-December 2005

- Provided psychotherapy and counseling, consulting, and educating for individuals, couples, families, and groups.

MENTAL HEALTH COUNSELOR INTERN, Johnson State College Counseling Center, Johnson, Vermont
September 2001-May 2003

- Individual, couples and group counseling, crisis intervention, seminars, and individual and group supervision.

CO-FOUNDER & COORDINATOR, Wildflower Land Support Group, Mae Sot, Thailand
October 1999-April 2000

- Co-founder and Coordinator of support co-operative with Burmese refugees, students and international volunteers.
- Aided Burmese refugees requiring physical, emotional and psychological support.
- Assisted various Burmese and International Aid Organizations.

TEACHING & TRAINING

- Founding teacher of Body-Mind classes through Mendocino County Free Skool (2012-Present)
- Co-Presenter on Somatic Experiencing to Health Care Professionals in Beijing, China (2012)
- Lead presenter on Somatic Experiencing to Health Care Professionals throughout the United States (2011-Present)
- Presenter on Interpersonal Neurobiology to Health Care Professionals in Northern California (2011-Present)
- Training Assistant for Dr. Peter Levine's annual workshops at Esalen Institute (2007-Present)
- Training Assistant and Coordinator for Somatic Experiencing Training Program and Workshops (2004-Present)
- Body-Mind educator for City of Ukiah Community Services Department (2006-Present)
- Training Assistant and Coordinator for Building Everyday Resilience Workshop with Ariel Giarretto (2009)
- Training Assistant for Trauma First Aide trainings in California and New Mexico (2006-2010)
- Lead Presenter on Trauma First Aide to various departments within Redwood Children Services (2007-2009)
- Training Assistant and Counselor for Trauma Outreach Program disaster relief trip in New Orleans, Louisiana (2006)
- Body-Mind educator for Central Vermont Hospital Community Education Program (2005)
- Lead Presenter on Somatic Psychotherapy at Johnson State College Counseling Center (2005)
- Co-facilitator for Embodiment Training for Activists Workshop (2005)
- Coordinator for Strengthening Attachments, Strengthening Families Workshop with Myrna Martin (2005)
- Co-author and guest lecturer of Body-Mind course for Vermont corrections G.E.D. program (2003)
- Created and facilitated experiential workshops for service learning students at Johnson State College (2001-2003)
- Conducted informational seminars and fund-raising activities for Burmese refugees (2000-2005)
- English Teacher for Burmese refugees, exiles and migrant workers in Mae Sot, Thailand (1999-2000)
- Meditation and Tai Chi private instruction (1997-1999)
- Youth basketball, baseball, football, and soccer referee/coach (1986-1990, 1993-1994, 2004-Present)

PUBLISHING & PRODUCING

- Featured guest and panelist on radio programs in California, Vermont and online
- Articles, essays, and poems published in: *The Ukiah Daily Journal*, *Mendocino Confluence*, *Isis Scrolls*, *The Times Argus*, *Mama Says*, *A Voice for Freedom*, *Johnson Horizons*, *Lucid Moon*, *On Level Ground*, *Irrawaddy*, *Wildflower Land Art Collection Journal*, and several web-based journals and blogs (1999-Present)
- Published and distributed two children's books written by my son, Koda Minz-Kammer (2008-2009)
- Self-published graduate thesis and produced video based on thesis entitled: *Trauma & Civilization: The Relationship Between Personal Trauma, Social Oppression, and the Transformative Nature of Trauma Healing* (2004)
- Produced weekly program: *A Language Older Than Words*, on community radio station WGDR (2002-2005)
- Co-produced documentary entitled *Burma: Technical Difficulties* (2001)
- Self-published and distributed poetry book entitled *Gemini Rising* (1999)

SPECIALIZED CERTIFICATION

- Neuro-Affective Relational Model (NARM) Practitioner Training (2013-Present)
- Certified HeartMath Practitioner (2012)
- Certified DARE (Dynamic Attachment Re-Patterning Experience) Level 1 Practitioner (2012)
- Trauma Focused Cognitive Behavioral Therapy (2010)
- Certified Somatic Experiencing Practitioner (2004)

BOARD MEMBERSHIP

- Northern California Somatic Experiencing Practitioner Association, Founding Board Member (2013-Present)
- Full Circle Wellness Resource Center, Board Member (2006-2007)

REFERENCES

- **Catherine Indermill, MS, MA**, Professor, Mendocino College Ukiah, California, (707) 468 3001
- **Stephen Synder, MA, MFT**, Psychotherapist and Clinical Case Manager, Redwood Children Services Ukiah, California, (707) 472 2922
- **Dave Berger, MA, MFT, LCMHC, PT, SEP**, Psychotherapist; Physical Therapist; Adjunct Faculty: Union Institute & University and Antioch Graduate College Concord, New Hampshire, (603) 228 7600

Additional References and Information available upon request.

JÜRGEN W. KREMER, Ph.D.

PO Box 1421
Sebastopol, CA 95473

Telephone: 707 827 3106

e-mail: jkremer@sonic.net; jkremer@santarosa.edu

Klinischer Fachpsychologe (clinical psychologist) #00972-1286, Germany

EDUCATION

Ph.D., Clinical Psychology, University of Hamburg, Federal Republic of Germany, 1980
Diplom (Masters), Psychology, University of Hamburg, 1973
Scholarship for study in psychology, Trinity College, Dublin, Republic of Ireland, 1971 - 1972
Graduate courses, Education, San Francisco State University, 1978 - 1980
Professional training, Casriel Institute and AREBA, New York, 1978
Professional training, Center for Studies of the Person, La Jolla, California, summer of 1974 and 1975
Professional training, Psychology Department III, University of Hamburg, person-centered therapy, 1970 - 1973

TEACHING AND ACADEMIC APPOINTMENTS

2005 to present	Full Time Faculty, tenured, Santa Rosa Junior College, Department of Behavioral Sciences. Courses: • Introduction to Psychology (in-class and online). • Ageing, Death, and Dying (in-class and online). • Abnormal Psychology (in-class and online). • Introduction to Psychological Research (in-class and online). • Childhood and Adolescent Development (online). • Social Psychology (online). • Theories of Personality (in-class and online approval).
2004 to present	Part Time Faculty, Sonoma State University, Psychology Department & Extended Education: • Introduction to Depth Psychology. • Art Based Inquiry. • Psychopathology and Art. • Creating Community. • Cross-Cultural Myths and Symbols. • Introduction to Psychology.
2003 to 2005	Part Time Faculty, Santa Rosa Junior College, Behavioral Sciences Department. Courses: • Introduction to Psychology. • Introduction to Sociology. • Abnormal Psychology. • Introduction to Psychological Research.
2003 to 2008	Part Time Faculty, Institute for Imaginal Studies. Courses: • Modern Consciousness and Indigenous Wisdoms A & B. • Research Practicum. • Psychology of Conflict Resolution.
2000 and 2001	Guest lectureship at the Burg Giebichenstein, Halle, Germany.
1999 to present	Part Time Faculty, Saybrook Institute, primary assignment: Socially Engaged Spirituality Certificate Program. Courses: • Theories of Inquiry. • Socially Engaged Spirituality (partial online delivery). • Nature of Consciousness. • Ethnoautobiography. • Cooperative Inquiry. • Personal Mythology and Dreamwork. • Modern consciousness and Indigenous consciousness. • Psychology of Shamanism. • Chair and committee member of dissertations and masters theses.
1998 to present	Adjunct Faculty, California Institute of Integral Studies. Dissertations and independent study courses. Courses: • Theoretical Research (EWP). • Indigenous Ways of Knowing (online). • Nonwestern psychologies and healing practices (online). • Healing stories: Personal, indigenous and postcolonial texts (online).
1993 to 1997	Co-Director, Traditional Knowledge Program and Center for Traditional Knowledge (graduate program for Native American and other indigenous students and students researching their indigenous roots). Program Director of the Integral Studies PhD program, an interdisciplinary doctoral program. Use of

	the internet as medium in the instructional process. Courses: • Indigenous epistemologies. • Shamanism and healing. • Star knowledge and rock knowledge. • Introduction to indigenous science research methodologies. • Philosophical terms of indigenous languages. • Narrative universe. • Indigenous mind - Eastern mindfulness, and Western psychology. • Ecological Critique. • Colloquium. Rank: Full Professor V.
1990 (June) to 1993	Academic Dean, California Institute of Integral Studies. Program Director of the Integral Studies PhD program, an interdisciplinary doctoral program.
1989 (July) to 1990	Program Director, East-West Psychology Program, California Institute of Integral Studies, San Francisco (graduate program dedicated to the scientific, religious and philosophical understanding of mind, consciousness and persons).
1989 to 1997	Professor, California Institute of Integral Studies, San Francisco. Courses: • Altered states of consciousness. • Transpersonal psychologies. • Shamanism and Eastern spiritual traditions. • Western personality theories. • Images of the artist East and West. • Psychology of shamanism. • M.A. and PhD Integrative seminars. • Chair and committee membership on dissertations and masters theses.
1988 to 1994	Adjunct professor, Saybrook Institute Graduate School, San Francisco.
1983 to 1987	Dean of Faculty and Vice President of Academic Affairs, Saybrook Institute, San Francisco, California.
1983 to 1990	Lectureship, John F. Kennedy University, Consciousness Studies Program. Courses: • Ethical problems in parapsychological research. • Experimental parapsychology. • Spontaneous cases. • Effective therapeutic communication. • Ethics. • Case Seminar. • Group process. • Shamanism as spiritual practice.
1982 to 1988	Professor, Saybrook Institute. Teaching of clinical psychology courses, development of Clinical Inquiry Concentration, Director of concentration. Courses: • Introduction to clinical inquiry. • Existential psychotherapies. • Epistemologies of sanity and insanity. • Toward a theory of emotions. • Functional and dysfunctional behavior. • Ethics and ideology critique. • Critical theory. • Experimental parapsychology. • Supervision of dissertations and masters theses in the clinical inquiry and consciousness studies areas (chairs and committee memberships). National Meeting presentations and workshops on transpersonal issues.
1982 to 1985	Research project in cooperation with the Psychology Department III of the University of Hamburg on the psychotherapeutic effects of the New Identity Process.
1981 to 1985	Lectureship, University of Hamburg, School of Education, Department of Special Education. Course: • Play therapy - theory, training, supervision.
1976 to 1977	Lectureship, College of Education, Mainz, Germany. Courses: • Counseling with parents of physically disabled children. • Play therapy with emotionally disturbed children. • Conflict resolution in the school situation. • Theories of perception and learning. • Socialization and the process of perception.
1975 to 1976	Lectureship, Psychology Department III, University of Hamburg. Courses: • The person-centered theory of Carl Rogers. • Introductory and advanced courses in client-centered therapy.
1975 to 1976	Lectureship, College of Special Education, Cologne, Germany. Courses: • Student-centered teaching. • Counseling with adolescents. • The application of Rogers' person-centered concept in the education of physically disabled children. • Therapeutic strategies with behaviorally disturbed children.
1974 to 1975	Lectureship, Department of Social Education, University of Hamburg. Course: • Psychology of architecture. Research work as a part of a project on drug addiction.
1973 to 1977	Lectureship, Psychology Department III, University of Hamburg. Courses: • Beginning and advanced level courses in clinical practice and supervision.

1973 to 1977 Supervision of masters theses (Diplomarbeiten) at the Psychology Department III, University of Hamburg.

PSYCHOTHERAPEUTIC EXPERIENCE

1983 Recognized as Teaching Fellow with the International Society for the New Identity Process (a cathartic group therapy).
 1982 Klinischer Fachpsychologe (#00972-1286) [clinical psychologist]
 1979 to 1982 Co-director Facilitator Development Institute Germany.
 1978 to 1983 Co-director of the New Identity Process Center, Cologne, Federal Republic of Germany. Group, couple, and individual therapy, workshops. Also work in Spain and the Netherlands. Use of humanistic and transpersonal approaches.
 1973 to 1978 Senior therapist at the counseling center of the University of Hamburg. Supervision of therapists.

CONSULTING, SUPERVISION, TRAINING

2008 & 2009 Primary organizer of the 25th & 26th International Conference of the Society for the Study of Shamanism, Healing, and Transformation
 2008 to present President, Society for the Study of Shamanism, Healing, and Transformation.
 2008 to present President, ReVision Publishing.
 1998 Project development for the UNESCO World Heritage Site, with Ajtte Museum, Jokkmokk, Sweden
 1998 Consultation and development of book projects for Davvi Girji, Saami language publisher in Karasjohka, Norway.
 1995 to present Consultant, faculty at Institut für ökologische Ästhetik at the Kunsthochschule Burg Giebichenstein, Halle, Germany; ecological restoration project of the Geiseltal brown coal pits; lectureships at the Universität Halle; grant development.
 1986 to 1990 Co-director Swedish Training Program for *Identitetsterapi*, Stockholm.
 1984 to 1986 Co-director psychotherapy training program at the Family Relations Institute, Falls Church, VA.
 Workshops on the spiritual dimensions of psychotherapy.
 1983 to 1986 Co-director European Training Program for the New Identity Process.
 1978 to 1982 Supervision of university practicums of psychology students at the Cologne New Identity Process Center
 Summer 1976 Staff member of the summer program of the Center for Cross-Cultural Communication in York, England (directors: Mearns, Thorne, Devonshire).
 Summer 1976 Staff member at the International Conference for Group Dynamics in Bad Gleichenberg, Austria (director: Prof. Pakesch).
 April 1976 Training for teachers: Conflict situations in schools for special education; a program offered at STIL, a state organization for postgraduate teachers' training in the Saarland, Federal Republic of Germany.
 1974 to 1982 Work with the Center for Cross-Cultural Communication (San Francisco), director: Charles Devonshire, consultant: Carl Rogers.
 Continuous involvement with their European programs until 1982.
 1979 to 1980 Consultant, Fesch (state supported organization for postgraduate teachers' training), North Rhine Westfalia, Federal Republic of Germany. Seminars included: psychological problems in teaching social studies, attitude change and perception, shamanism.
 Spring 1978 Staff member at cross-cultural workshop in Madrid, Spain (with Ch. Devonshire, C. Rogers, R. Tausch, and others).
 1977 (May to October). Consultant, School for Disabled Children in Coblenz, Rheinland-Pfalz, Federal Republic of Germany. Development of play therapy program (development of counseling center, training, supervision).
 1976 to 1977 (October to June). Consultant, supervisor, therapist at School Counseling Center, Siegburg, North Rhine Westfalia, Federal Republic of Germany. Play therapy, therapy with adolescents, supervision, training in client-centered

	therapy and play therapy.
Summer 1975	Facilitator at the La Jolla Program of the Center for Studies of the Person, La Jolla, California, directors: Meador, Land, and Coulson.
Summer 1975	Staff member, Education Innovation Project, Frankfurt, Federal Republic of Germany, directors: Moore, Devonshire.
1974 to 1976	Organization and facilitation of person-centered encounter groups and group psychotherapy at the counseling center of the University of Hamburg. Research project on effectiveness.
1973 to 1978	Supervising therapist at the counseling center of the University of Hamburg (Psychology Department III).

JOURNALS AND BOARD MEMBERSHIP

2009	Editor of <i>ReVision</i> issue vol. 30, #1 & 2
2008 to present	Editor/owner of the journal <i>ReVision</i> .
2006	Guest editor of <i>ReVision</i> issue vol. 29, #1 on <i>Dreams and Place</i> .
2006	Guest editor of <i>ReVision</i> issue vol. 28, #4 on <i>Dreaming</i> .
2004	Guest editor of <i>ReVision</i> issue vol. 27, #1.
2004	Guest editor of a <i>ReVision</i> issue (vol. 26, #2) on <i>Identity and Peace – Transpersonal Perspectives</i>
2002	Guest editor of a <i>ReVision</i> issue (vol. 24, #3) on <i>Paradigmatic Challenges</i>
2000	Guest editor of a <i>ReVision</i> issue (vol. 23, #2) on <i>Prophecy and Historical Responsibility</i> (with Mary Gomes)
2000	Guest editor of a <i>ReVision</i> issue (vol. 23, #3) on <i>The New Millennium</i> (with M. Gomes, J. Marler, J. Prabhu, D. Rothberg)
1999	Guest editor of a <i>ReVision</i> issue (vol. 22, #1) on <i>Collective Shadow Work</i> (with D. Rothberg)
1998	Guest editor of a <i>ReVision</i> issue (vol. 21, #1) on <i>Narrative Explorations of Culture, Roots, and Ancestry</i>
1997	Guest editor of a <i>ReVision</i> issue (vol. 20, #1) on <i>Transformative Learning</i>
1997	Guest editor of a <i>ReVision</i> issue (vol. 19, #3) on <i>Indigenous Science</i> .
1996	Guest editor of a <i>ReVision</i> issue (Vol. 18, #3) on <i>Indigenous Science</i> .
1994 to 2008	Executive Editor, <i>ReVision</i>
1993	Co-guest editor (with Jean Achterberg) of a <i>ReVision</i> issue (Vol. 16, #4) on <i>Trance and Healing – Psychology, Biology, and Culture</i> .
1992	Guest editor of two <i>ReVision</i> issues (Vol. 14, #4 and Vol. 15, #1) on <i>Culture and Ways of Knowing</i>
1989 to 90	Board of Editors, <i>AASC Quarterly</i>
1988 to 90	Board of Editors, <i>Journal of Learning about Learning</i>
1987 to 89	Board of Editors, <i>Jahrbuch der Gesellschaft für wissenschaftliche Gesprächspsychotherapie</i> (Yearbook of the Association for Scientific Client-Centered Psychotherapy)
1986 to 90	Consulting Editor, <i>Journal of Phenomenological Psychology</i>
1985 to 1988	Board of Editors, <i>Saybrook Review</i>
1985 to 1987	Editor, <i>Metanoia</i> , Journal of the International Society for the New Identity Process
1984 to 89	Member of Board of Directors, International Society for the New Identity Process
1975 to 1985	Member of the Advisory Board, Center for Cross-Cultural Communication (San Francisco)

PUBLICATIONS

- (2009a) Northern light ancestors. *ReVision*, 30(1&2), 32-43.
- (2009b) Shamanic Healing, Psychotherapy, and the Affirmation of Indigenous Approaches to Healing, Center for Medical Anthropology, Moscow. (Published in Russian)
- (2009c) Shamanic Healing, Psychotherapy, and a Multi-Sense Perspective on Hypnotic-like Procedures. Center for Medical Anthropology, Moscow. (Published in Russian)

- (2009d) *Angels Fear* and the understanding of aesthetic rationality. *Continuing the Conversation*, Winter 1987, Number 11, 6-7. Reprint available at www.pctresources.com and www.asc-cybernetics.org.
- (2008a) Hypnotic-like procedures in indigenous shamanism and mediumship. (with S. Krippner). (At press, *Handbook of Hypnosis*)
- (2008b). *Bearing Obligations*. In K. Kailo, *Women and Bears: The Gifts of Nature, Culture and Gender Revisited* (pp. 219-272). Toronto: Inanna.
- (2008c) *Selected readings in introductory psychology* (editor). Boston: Pearson Custom.
- (2008d) Hypnotic-like procedures in indigenous shamanism and mediumship. (with S. Krippner). In J. W. Kremer, *Selected readings in introductory psychology* (pp. 41-60). NY: Pearson.
- (2007a) Dreaming with the ancestors. In Bogzaran, Jaenke, & Johnson. (In preparation)
- (2007b) Ironies of true selves in trans/personal knowing (Part II). *ReVision*, 29(4), 23-33.
- (2006a). Dreams and Visions in Initiation and Healing. *ReVision*, 29(1), 34-45.
- (2006b) Freyja – The Great Shaman Spirit of the North. In: *Proceedings of the 24th International Conference on the Study of Shamanism and Alternate Modes of Healing*. Berkeley: Independent Scholars of Asia.
- (2005a) Tricksters of the Trans/Personal – Mythic Explorations of Constructions of Self. *ReVision*, 27(3), 34-43.
- (2005b) Sámi Plant Names. Baiki – The North American Sami Journal. (At press.)
- (2004a) Identity and Peace - *Hiroshima Bugi* as Trickster of Personal And Transpersonal Perspectives [Review of Gerald Vizenor's novel *Hiroshima Bugi*.] *ReVision*, 26(2) (pp. 2-4).
- (2004b) Ethnoautobiography as Practice of Radical Presence - Storying the Self in Participatory Visions. *ReVision*, 26(2) (pp. 5-13).
- (2004c) Icons and Idolatry - A Conversation with Aftab Omer. *ReVision*, 26(2) (pp. 37-40).
- (2004d) Editor of: *Blackfoot Ways of Knowing - The worldview of the Siksikaitsitapi*, by Betty Bastien. Calgary: University of Calgary Press.
- (2004e) Remembering ancestral conversations. Afterword in Betty Bastien, *Blackfoot Ways of Knowing - The worldview of the Siksikaitsitapi* (pp. 184-193). Calgary: University of Calgary Press.
- (2004f) Glossaries *Siksikaitsipowahsin* – English & English – *Siksikaitsipowahsin*. (Duane Mistaken Chief with Jürgen W. Kremer). In Betty Bastien, *Blackfoot Ways of Knowing - The worldview of the Siksikaitsitapi* (pp. 194-230). Calgary: University of Calgary Press.
- (2004g) Mythic storytelling – Re-envisioning stories from the north. *ReVision*, 27(1), Summer, 19-30.
- (2004h) Shamanic practice and cultural healing. Forthcoming in: *Proceedings of the 20th International Conference on the Study of Shamanism and Alternate Modes of Healing*. Berkeley: Independent Scholars of Asia.
- (2003a) Healing the impact of colonization, genocide, and racism on Indigenous populations. In: S. Krippner & T. M. McIntyre, *The psychological impact of war trauma on civilians – an international perspective* (pp. 25-37). NY: Praeger. (With B. Bastien, R. Kuokkanen & P. Vickers)
- (2003b) *Trance als multisensuelle Kreativitätstechnik*. In: P. Luckner, *Multisensuelles Design. Eine Anthologie* (pp. 591-620). Halle, Germany: University Press of Burg Giebichenstein – Hochschule für Kunst und Design.
- (2003c) *Entfremdungsgeschichte der Sinne - Zur kulturellen Genese normativer Anosmie und visueller Dominanz in modernen Persönlichkeitsstrukturen* [History of sense alienation – The cultural genesis of normative anosmia and visual dominance in modern personality structures]. In: P. Luckner, *Multisensuelles Design. Eine Anthologie* (pp. 37-52). Halle, Germany: University Press of Burg Giebichenstein – Hochschule für Kunst und Design.
- (2003d) *Sinnesgeschichte in interkultureller und etymologischer Sicht* [History of the senses – Crosscultural and etymological perspectives.]. In: P. Luckner, *Multisensuelles Design. Eine Anthologie* (pp. 53-66). Halle, Germany: University Press of Burg Giebichenstein – Hochschule für Kunst und Design.
- (2003e) The spirit of integration – Mythic androgyns and the significance of shamanic trance. *ReVision*, 26(1), 40-48. (With R. Beyman)
- (2002) Radical presence. *ReVision*, 24(3), 11-20.
- (2001a) *Zur Geschichte der Entfremdung der Sinne -- Die Olfaktorik und andere Sinne in historischer und interkultureller Sicht* [Toward a history of the alienation of the senses -- the olfactory and other senses in historical and intercultural perspective]. In: *Verständigungen zu Akustik und Olfaktorik*

- als Material im Designprozeß [Clarifications about acoustics and olfaction as material in the design process], 68-87. Halle: University Press of Burg Giebichenstein-Hochschule für Kunst und Design Halle.
- (2001b) Androgyns in Norse mythology. In: *Proceedings of the 18th International Conference on the Study of Shamanism and Alternate Modes of Healing*. Berkeley: Independent Scholars of Asia, pp. 188-212. (With R. Beyman)
- (2001c) Coming to presence. In: *Proceedings of the 18th International Conference on the Study of Shamanism and Alternate Modes of Healing*. Berkeley: Independent Scholars of Asia, pp. 233-241. (With Rebecca Beyman, Linda Sartor, Jacqueline Whitmore, and Annie Wildwood).
- (2000a) The cosmology of healing in vanir Norse mythology. In: H. Kalweit & S. Krippner (eds.), *Yearbook of Cross-Cultural Medicine and Psychotherapy 1997*, 127-176. Mainz, Germany: Verlag für Wissenschaft und Bildung. (With Valgerður H. Bjarnadóttir)
- (2000b) Shamanic initiations and their loss -- decolonization as initiation and healing. *Ethnopsychologische Mitteilungen*, 9(1/2), 109-148.
- (2000c) Sámit, Vanir and Giants. In: *Proceedings of the 17th International Conference on the Study of Shamanism and Alternate Modes of Healing*. Berkely, CA: Independent Scholars of Asia, pp. 66-97.
- (2000d) Mjandasj-pyrre and Mjandasj Woman -- Translation of Kola Saami stories (from German). *Baiki - The North American Sami Journal*, #22, pp. 14-16.
- (2000e) The Maya shape of time. Interview with Maya priest and Daykeeper OmeAkaEhekatl. *ReVision* 23(2), 24-37.
- (2000f) Hopi prophecies: The way of balance is an individual responsibility. Interview with Hopi Elder Martin Gaswesheoma and Emery Holmes. *ReVision* 23(2), 10-18.
- (2000g) Foreword to *Prophecy and Historical Responsibility* (with M. Gomes). *ReVision* 23(2), 2.
- (2000h) Millennial twins: An essay into time and place. *ReVision* 22(3), 29-42.
- (2000i) The wisdom of Uncertainty: Living with the Shambhala prophecy. Interview with Joanna Macy (with Mary E. Gomes). *ReVision*, 23(2), 19-23.
- (1999a) Reconstructing indigenous consciousness - Preliminary considerations. *Ethnopsychologische Mitteilungen*, 8(1), 32-56.
- (1999b) Review of *The Sun, My Father* by Nils-Aslak Valkeapää. *Baiki - The North American Sami Journal*, #19, 21-22.
- (1999c) Facing the collective shadow (with D. Rothberg). *ReVision*, 22(1), 2-4
- (1999d) The genocide of Native Americans (with B. Bastien, J. Norton, J. Rivers-Norton, & P. Vickers). *ReVision*, 22(1), 13-20.
- (1998a) *Dego dačča* – like a white man. *ReVision*, 21(1), 47-56.
- (1998b) The shadow of evolutionary thinking. In D. Rothberg and S. Kelly, *Ken Wilber in Dialogue* (237-258). Wheaton, IL: Quest. (Reprint of 1996b)
- (1998c) Lingering Shadows. In D. Rothberg and S. Kelly, *Ken Wilber in Dialogue* (391-393). Wheaton, IL: Quest. (Reprint of 1996c)
- (1998d) Introduction to *Narrative Explorations of Culture, roots, and Ancestry*. *ReVision* 21(1), 2-3.
- (1998e) Revisioning ReVision: A Statement from the Executive Editors (with Mary Gomes, Joan Marler, Joseph Prabhu and Donald Rothberg). *ReVision*, 20(4), 3-6.
- (1998f) *The Sami People*. Editor of updated edition, contributor. Karasjok, Norway: Davvi Girji. (Funding pending.) (Manuscript)
- (1998g) *The arrows of Malinallitzin* (translation from the Spanish of *Las flechas de Malinallitzin*, by Temilotzin). Translator. Trilingual edition (with the addition of Sámegiella) to be published in Karasjok, Norway: Davvi Girji. (Funding pending). (Manuscript)
- (1998h) *La scienza indigena* [Indigenous science]. *Pluriverso: biblioteca della idéa per la civitta planetaria*, 3(3), 30-40.
- (1997a) Shamanic inquiry as recovery of indigenous mind: Toward an egalitarian exchange of knowledge. In: *Was ist ein Schamane/What is a shaman*, eds. A. Schenk & Ch. Rätsch, special issue of the *Journal for Ethnomedicine – curare*, 13/97, 127-142.
- (1997b) Recovering indigenous mind. *ReVision*, 19(4), 32-46.
- (1997c) Transforming learning transforming. *ReVision*, 20(1), 7-14.
- (1997d) *Probleme mit Ken Wilber's evolutionären kognitionspsychologischen Annahmen. Teil II*. *Ethnopsychologische Mitteilungen*, 6(2), 132-158.

- (1997e) *Noaidi - Jemand, der sieht*. Translation of article by Biret-Máret Kallio. *Ethnopsychologische Mitteilungen*, 6(1), 59-77.
- (1996a) The Possibility Of Recovering Indigenous European Perspectives On Native Healing Practices. *Ethnopsychologische Mitteilungen*, 5(2), 149-164.
- (1996b) The shadow of evolutionary thinking. *ReVision*, 19(1), 41-48.
- (1996c) Lingerings shadows. *ReVision*, 19(2), 43-44.
- (1996d) Mind on fire. *ReVision*, 19(3), 42-48.
- (1996e) Introduction to special issue on indigenous science. *ReVision*, 19(3), 2-3.
- (1996f) *Probleme mit Ken Wilber's evolutionären kognitionspsychologischen Annahmen. Teil I.* *Ethnopsychologische Mitteilungen*, 6(1), 41-58.
- (1995a) Evolving into what and for whose purpose?. *ReVision*, Winter 1996, 18(3), 27-36.
- (1995b) On understanding indigenous healing practices. *Ethnopsychologische Mitteilungen*, 4(1), 3-36.
- (1994a) *Seidr* or trance? *ReVision*, Spring 1994, 16(4), 183-191
- (1994b) Trance postures (with Stanley Krippner). *ReVision*, Spring 1994, 16(4), 173-182.
- (1994c) Foreword (with Jean Achterberg). *ReVision*, Spring 1994, 16(4), 147
- (1994d) Indigenous and euro-american science - Two perspectives on Native American healing. *ISSSEEM Newsletter*, 5
- (1994e) Shamanic tales of power. In: van Quekelberghe (ed.), *Trance, Possession, Healing Rituals, and Psychotherapy / Yearbook of Cross-Cultural Medicine and Psychotherapy 1994* (153-180). Mainz, Germany: Verlag für Wissenschaft und Bildung.
- (1994f) Perspectives on indigenous healing. *Noetic Sciences Review*, Spring 1995, 13-18.
- (1994g) BEforE Marija Gimbutas. [Published in Italian in 1998.]
- (1994h) Indigenous science for euro-americans. In R. I. Heinze (Ed.), *Proceedings of the 11th International Conference on the Study of Shamanism And Alternate Modes of Healing*. Berkeley, CA: Independent Scholars of Asia.
- (1994i) Traditional Knowledge Leads to a Ph.D. [Interview with Pamela Colorado and Jürgen Kremer, by Richard Simonelli] *Winds of Change* 9(4), 43-48.
- (1994j) Practices for the postmodern shaman? In R. I. Heinze (Ed.), *Proceedings of the 10th International Conference on the Study of Shamanism And Alternate Modes of Healing*. Berkeley, CA: Independent Scholars of Asia.
- (1994k) *Looking for Dame Yggdrasil*. 182pp. Red Bluff, CA: Falkenflug Press. [Reader containing selected publications from 1992 - 1997 plus new material.]
- (1993) The past and future process of mythology. In R. I. Heinze (Ed.), *Proceedings of the 9th International Conference on the Study of Shamanism And Alternate Modes of Healing* (pp. 21-34). Berkeley, CA: Independent Scholars of Asia.
- (1992a) Culture and ways of knowing. *ReVision*, Spring 1992, 14(4), 167. [Foreword]
- (1992b) The dark night of the scholar. *ReVision*, Spring 1992, 14(4), 169-178.
- (1992c) Lifework: Carlos Castaneda. *ReVision*, Spring 1992, 14(4), 195-203.
- (1992d) Culture and ways of knowing - Part II. *ReVision*, Summer 1992, 15(1), 3. [Foreword]
- (1992e) Whither dark night of the scholar? *ReVisions*, Summer 1992, 15(1), 4-12.
- (1991a) Contemporary shamanism and the evolution of consciousness - Reflections on Owen Barfield's *Saving the Appearances*. *Open Eye*, 8(3), 4-5,9.
- (1991b) Book review: Felicitas Goodman, *Where the Spirits Ride the Wind, Shaman's Drum*
- (1990a) Vincent Van Gogh: "Great artist and failure in initiation?". In R. I. Heinze (Ed.), *Proceedings of the 6th International Conference on the Study of Shamanism And Alternate Modes of Healing* (151-161). Berkeley, CA: Independent Scholars of Asia.
- (1990b) Sacred crafts (with Debra White). In R. I. Heinze (Ed.), *Proceedings of the 6th International Conference on the Study of Shamanism And Alternate Modes of Healing* (176-185). Berkeley, CA: Independent Scholars of Asia.
- (1989a) The shaman's body. In R. I. Heinze (Ed.), *Proceedings of the 5th International Conference on the Study of Shamanism And Alternate Models of Healing* (375-384). Berkeley, CA: Independent Scholars of Asia.
- (1989b) Authentic traditions and their confrontations with Western knowledge. *Journal of Navajo Education*, Winter 1989, VI, 3-12.
- (1989c) Invasions of the visionary. *New Florida*, 2(7), 10-11.

- (1989d) (April). From the emotional to the spiritual. *International Society for the New Identity Process*, 1-5.
- (1988a) Tales of Power. In R. I. Heinze (Ed.), *Proceedings of the 4th International Conference on the Study of Shamanism And Alternate Models of Healing* (31-49). Berkeley, CA: Independent Scholars of Asia.
- (1988b) Shamanic tales as ways of personal empowerment. In G. Doore (Ed.), *Shaman's Path: Healing, Personal Growth, and Empowerment* (189-199). Boston, MA: Shambala.
- (1988c) Metanoia - Tales of power and epistemological learning. *Journal of Learning*, 1(1), 28-43.
- (1988d) Whatever happened to scholarly discourse? A reply to B.F. Skinner. (with Krippner, Achterberg, Bugental, Banathy, Collen, Jaffe, Hales, Stigliano, Giorgi, May, Michael and Salner). *American Psychologist*, 43(10), 819.
- (1987a) The shaman and the epistemologist. In R. I. Heinze (Ed.), *Proceedings of the 3rd International Conference on the Study of Shamanism And Alternate Models of Healing* (7 - 21). Berkeley, CA: Independent Scholars of Asia.
- (1987b) [Gregory Bateson's] *Angels Fear* and the understanding of aesthetic rationality. *Continuing the Conversation*, #11, 6-8
- (1986a) (January). The problem with certain theoretical assumptions in the New Identity Process. *Catharsis. Newsletter International Society for the New Identity Process*, 2-5.
- (1986b) The human science approach as discourse. *Saybrook Review*, 6, 65-105.
- (1986c) (April). The problem with certain theoretical assumptions in the New Identity Process. Five primary emotions or how many? *Newsletter International Society for the New Identity Process*, pp.2-4.
- (1985a) Toward a systemic analysis of art. In B. Banathy (Ed.) *Systems inquiring* (Vol. 2, 554-559). Seaside, CA: Intersystems Publications.
- (1985b) Saybrook Institute dissertations, 1977 - 1983. *Journal for Humanistic Psychology*, 25, 109 - 128.
- (1984) Second reprint of (1978c). In H. Ernst (Ed.) *Grenzerfahrungen* [Border experiences] (145-151). Weinheim, W. Germany: Beltz.
- (1982a) Plädoyer für eine Debatte um einen Gesundheitsbegriff [Arguments for the development of an adequate model of health]. *Musiktherapeutische Umschau*, 3, 21-28.
- (1982b) Zum Beispiel Petra - Kindzentriertes Spielen als Verarbeitungshilfe bei körperbehinderten Kindern [Child-centered play as a help in coping with a physical handicap]. *Musiktherapeutische Umschau*, 3, 231-240.
- (1982c) Abstract of (1982a). *Psychologischer Index*, 2.
- (1981a) (February). *Uta Schattenburg und Thomas Ziehe: Psychische Konflikte Jugendlicher in der Pubertät*. *psychologie heute*, 80-81. [Book review].
- (1981b) *Existentialismus und Erlebenstherapie* [translation of Eugene T. Gendlin: Existentialism and Experiential Therapy]. In H. Goetze (Ed.), *Personenzentrierte Spieltherapie* (64-94). Göttingen, W. Germany: Hofgrete.
- (1981c) *Erfahrungen in der personenzentrierten Spieltherapie mit körperbehinderten Kindern* [Person-centered play therapy with physically disabled children]. In H. Goetze (Ed.), *Personenzentrierte Spieltherapie* (109-130). Göttingen, W. Germany: Hofgrete.
- (1981d) *Interviews mit den Autoren*. In H. Goetze (Ed.), *Personenzentrierte Spieltherapie* (169 - 187). Göttingen, W. Germany: Hofgrete.
- (1981e) (May). Interview with Stanislav Grof on lsd psychotherapy. With A. L. Kremer. *psychologie heute*, 54-60.
- (1981f) (May). *Grenzüberschreitung Richtung Kosmos - über Stanislav Grof* [Transcending the borders toward the cosmos - on Stanislav Grof]. *psychologie heute*, 60-61.
- (1981g) (May). *Alice Miller: Am Anfang war Erziehung* [For your own good]. *psychologie heute*, 75-77. [Book review].
- (1981h) Reprint of (1978c). In *Auf den Spuren Carlos Castanedas - Studien zu einer anderen Sicht der Welt* (110-124). Dortmund, W. Germany: Zero Verlag.
- (1980a) *Neue Formen des kirchlichen Unterrichts* [New approaches to confirmation instruction]. With Ch. v. Lowtzow. 246pp. Gütersloh, W. Germany: Gütersloher Verlagshaus.
- (1980b) (April). *Gefühle machen niemanden verückt*. With A.L.Kremer. *psychologie heute*, 63. [Interview with Daniel Casriel].

- (1980c) Psychische Änderungen bei den Teilnehmern an einem Workshop im New Identity Process [Effects of participation in a workshop of the New Identity Process]. With E. Becker and A.L.Kremer. 9pp. Cologne, W. Germany: New Identity Process Center.
- (1980d) Das Fach Gesellschaftslehre im Zusammenhang mit Prozessen der Identitätsentfaltung [Instruction in social studies and processes of identity formation]. 12pp. Dortmund, W. Germany: pad Verlag.
- (1980e) Toward a person-centered resolution of intercultural conflicts. With Ch. Devonshire. Introduction by Carl Rogers. 54pp. Dortmund, W. Germany: pad Verlag.
- (1980f) Psychische Änderungsprozesse in personenzentrierten Gesprächsgruppen mit verschiedenen Teilnehmern [Effects of person-centered encounter groups]. 257pp. Dortmund, W. Germany: pad Verlag.
- (1980g) (December). Richard de Mille: Die Reisen des Carlos Castaneda. psychologie heute, 76-78. [Book review].
- (1979a) Therapeutisches Spielen mit verhaltensgestörten Kindern [Therapeutic play with behaviorally disturbed physically disabled children]. In H. Dennerlein & K. Schramm (Eds.), Handbuch der Behindertenpädagogik (Vol. 2, 433-436). München, W. Germany: Kösel. [Article in German encyclopedia of the pedagogy of disabled children].
- (1979b) Hilfe bei der Behinderungsverarbeitung bei körperbehinderten Kindern [Facilitation for physically disabled children in coping with their handicap]. In H. Dennerlein & K. Schramm (Eds.), Handbuch der Behindertenpädagogik (Vol. 2, 436-439). München, W. Germany: Kösel. [Article in German encyclopedia of the pedagogy of disabled children].
- (1978a) Die Anwendung personenzentrierter Encountergruppen zur Förderung interkultureller Kommunikation wie in verschiedenen gesellschaftlichen Untergruppen [Applications of person-centered encounter groups in cross-cultural communication and different with subunits of society]. (With Ch. Devonshire). In L.J.Pongratz (Ed.), Handbuch der Psychologie, klinische Psychologie, Bd. 8/2 (3002- 3036). Göttingen, W. Germany: Hofgreffe. [Article in the German encyclopedia of psychology, volume on clinical psychology].
- (1978b) Abstract of (1978a). German Journal of Psychology, 2, # 285.
- (1978c) (December). Meister seines Lebens werden. psychologie heute, 28-35. [Article on Carlos Castaneda's fifth book in the German edition of psychology today].
- (1977) Gemeinsam alles erfahren. In: Encounter-Debatte (9-14). Weinheim, W. Germany: Beltz Leserdienst. [Reprint of (1976).]
- (1976) (May). Gemeinsam alles erfahren. psychologie heute, 29-34. [German Psychology Today article on person-centered encounter groups.]

Silvio Machado, Ph.D. (he | his | him)

Sonoma State University
Department of Counseling
1801 East Cotati Avenue
Rohnert Park, CA 94928

silvio.machado@sonoma.edu | 707.664.4067

EDUCATION

Ph.D.	Saybrook University Clinical Psychology Dissertation Title: <i>Gay men and the poetics of facing negative parental reactions to the disclosure of gay identity.</i> Chair: Willson Williams, Ph.D. Rollo May Scholar	2011
M.A.	Sonoma State University Psychology, Depth Psychology Emphasis Culminating Project: <i>Faggot speaks: A poetic inquiry into the experience of antigay mistreatment and sexual prejudice.</i> Chair: Linda Cunningham, Ph.D.	2015
M.A.	Saybrook University Psychology Thesis: <i>HIV/AIDS stigma in India.</i> Chair: Sal Nuñez, Ph.D.	2010
M.A.	Sonoma State University Counseling (CACREP-Accredited)	2007
B.A.	Sonoma State University Psychology Summa Cum Laude	2005

PROFESSIONAL LICENSURE & CERTIFICATIONS

Licensed Psychologist State of California, PSY 25053	2012-Present
---	--------------

PROFESSIONAL AFFILIATIONS

Brainmaster Neurofeedback Affiliate¹

American Psychological Association, Division 17: Society of Counseling Psychology
American Psychological Association, Division 29: Society for the Advancement of Psychotherapy
American Psychological Association, Division 32: Society for Humanistic Psychology
American Psychological Association, Division 56: Trauma Psychology
Sandplay Therapists of America, Associate
Redwood Psychological Association

¹ Items in bold are new since my last RTP evaluation.

ACADEMIC APPOINTMENTS

Assistant Professor, Department of Counseling 2017-Present
Sonoma State University

COUN 501 Theory & Practice of the Professional Counselor
COUN 502 Whole Lifespan Development
COUN 510A Applied Counseling Techniques & Assessment
COUN 503 Clinical Diagnosis & Treatment Planning
COUN 515A CMHC Field Experience I
COUN 515B CMHC Field Experience II

Core Faculty, Depth Psychology Program 2017-2019
Sonoma State University, School of Extended & International Education

PSY 511A Theories of Depth Psychology
PSY 542B Methods & Applications of Depth Psychology

Adjunct Instructor, Department of Counseling 2012-2017
Sonoma State University

COUN 502 Whole Lifespan Development
COUN 503 Clinical Diagnosis & Treatment Planning
COUN 510A Applied Counseling Techniques & Assessment
COUN 512 Theory & Practice of Group Counseling
COUN 596 Supervised Field Experience

Core Faculty, Clinical Social Work 2012-2017
Sanville Institute for Clinical Social Work & Psychotherapy

101 Mentorship
110 Foundations of Doctoral Study
150 Convocation
517 Attachment Theory & Psychotherapy
Dissertation Committee Chair & Member

Adjunct Instructor, Department of Humanistic & Clinical Psychology 2016-2017
Saybrook University

PSY 7510 Social Psychology
Dissertation Committee Member

Adjunct Instructor, Department of Counseling 2016-2017
Saybrook University

COUN 2709 Introduction to Mental Health
COUN 2050 Psychopathology & Diagnosis
COUN 2562 Crisis & Trauma Intervention

Adjunct Instructor, Department of Psychology 2016
 Sonoma State University
 PSY 490 Counseling Sexual & Gender Minorities

Adjunct Instructor, Clinical Psychology 2015
 Meridian University
 PSY 629 Psychotherapy Integration II: Couples Therapy

PUBLICATIONS

Peer-Reviewed Publications

Machado, S. (under review). The experience of LGBTQ+ identity as spiritual identity. *Journal of Humanistic Counseling*.

Machado, S. (2020). Jungian psychotherapy for anxiety and OCD. *Journal of Humanistic Psychology*, 0(00), 1-32. doi: 10.1177/0022167820926828

Machado, S. (2020). I surrender to the sacred ways and walk the inner places: Donovan's poem. *Qualitative Inquiry*, 26(10), 1244-1247. doi: 10.1177/1077800419898488

Machado, S. (2019). Interpretive poetry and the family coming out crisis. *Qualitative Inquiry*, 25(9-10), 851-861. doi: 10.1177/1077800418786317

Machado, S. (2016). Faggot speaks: A poetic inquiry into antigay mistreatment and sexual prejudice. *Art/Research International: A Transdisciplinary Journal*, 1(1), 65-87.

Machado, S. (2015). Faith, family, & coming out: Andrew's poem. *Journal of Poetry Therapy*, 28(3), 1-9. doi: 10.1080/08893675.2015.1051301

Machado, S. (2015). The poetics of parent-son encounters following negative parental reactions to the disclosure of gay identity. *Journal of Humanistic Psychology*, 55(1), 30-52. doi: 10.1177/0022167814522911

Machado, S. (2010). The existential dimensions of surviving HIV: The experience of gay long-term survivors. *Journal of Humanistic Psychology*, 52(1), 6-29. doi: 10.1177/0022167810389049

Other Publications

Machado, S., & Shulman, J. (2021). Sonoma State University master of arts in counseling self-study for the Masters in Psychology and Counseling Accreditation Council.

Machado, S. (2012). *Dolphins*. Poem published in *Depth Insights: Seeing the World with Soul*.

PROFESSIONAL PRESENTATIONS

Peer-Reviewed Presentations

- Machado, S. (2021, November 6-7). *The possibility of queer spiritual identity: Beyond reconciliation*. Rocky Mountain Humanistic Counseling & Psychological Association Annual Conference, Online/Virtual.
- Machado, S. (2021, September 26). *Estranging from a parent and the implications for clinical work* [Conference presentation discussant]. Sanville Institute for Clinical Social Work & Psychotherapy, Berkeley, CA.
- Machado, S. (2021, June 4-5). *Queer spirituality: A qualitative study*. Association for Humanistic Counseling Annual Conference, Denver, CO.
- Machado, S. (2020, October 28-31). *Queer spiritual identity*. Western Psychological Association Convention, San Francisco, CA.
- Machado, S. (2020, May 28-31). *Dreams and individuation: An experiential session with a client dream series*. Association for Humanistic Counseling Annual Conference, Denver, CO. Presentation was accepted; however, due to COVID-19, the conference was canceled.
- Machado, S. (2019, March 21-24). *Queer identity as spiritual identity: Preliminary findings from a qualitative study*. 12th Annual Society for Humanistic Psychology Conference, Corvallis, OR.
- Machado, S. (2019, March 21-24). *Following the thread of individuation: The dream journey through anxiety, depression, and OCD*. 12th Annual Society for Humanistic Psychology Conference, Corvallis, OR.
- Machado, S. (2018, May 25). *Existential dimensions of surviving HIV: The experience of gay long-term survivors*. Presented at the Annual Association for Humanistic Counseling Conference, St. Petersburg, FL.
- Machado, S. (2013, January 24). *Thoughts on therapeutic beginnings with gay long-term survivors of HIV/AIDS*. Presented at the Annual Sanville Institute for Clinical Social Work and Psychotherapy Winter Convocation, Los Angeles, CA.
- Machado, S. (2012, June 24). *Facing negative parental reactions to the disclosure of gay identity: Therapeutic implications*. Presented at the Annual Sanville Institute for Clinical Social Work and Psychotherapy Spring Convocation, Berkeley, CA.
- Machado, S. (2011, August). *What is the lived experience of facing negative parental reactions to the disclosure of gay identity?* Poster session presented at the Annual Saybrook University Research Symposium, Milbrae, CA.

Machado, S. (2011, April). *The poetics of facing negative parental reactions to the disclosure of gay identity: One 20-year-old man's adolescent experience*. Presented at the 19th Annual American Men's Studies Association Conference, Kansas City, MO.

Invited Presentations & Guest Lectures

"*Letting Go Isn't Easy*." Invited presentation at Sandplay Training Worldwide, Online, August 2019.

"*I Wonder if I'll Let My Anger into the Tray... That's Scary to Think about*." Invited presentation at Sandplay Training Worldwide, Online, May 2019.

Depth Psychotherapy: Dreams & Individuation. Invited lecture for the Clinical Mental Health Speaker Series at Sonoma State University, Spring 2019.

Avoidance to grief, isolation to connection, and feminine to masculine: A transman's unfolding process. Invited presentation at Sandplay Training Worldwide, Petaluma, CA. August 2017.

Counseling LGBTQ+ Adolescents. Invited lecture in COUN 524: Counseling Children and Adolescents, Sonoma State University, Spring 2013.

LGBTQ+ Adolescents: Identity & Mental Health. Invited lecture in PSY 412: Adolescent Development, Sonoma State University, Fall 2012.

Counseling Sexual & Gender Minorities. Invited lecture in COUN 570: Cross-Cultural Counseling, Sonoma State University, Fall 2012.

ADDITIONAL SCHOLARSHIP

Reviewer

Journal of Humanistic Psychology	2018- Present
----------------------------------	---------------

Ad Hoc Reviewer

Conference Proposal Reviewer, Association for Humanistic Counseling	2018-Present
Qualitative Research in Psychology	2017
American Men's Studies Association Annual Review, Volume III	2011

UNIVERSITY SERVICE

Departmental

Lead Faculty, MPCAC Accreditation Committee	2020-Present
Member, MPCAC Accreditation Committee	2019-2020
Member, Faculty Search Committee	2019-2020
Student Advising	2018-Present
Chair, Faculty Search Committee	2018-2019

Member, Adjunct Faculty Search Committee	2018
Coordinator, Child & Adolescent Curriculum Assessment	2018-2020
Coordinator, Multicultural Curriculum Assessment	2018-2020
Coordinator, Clinical Mental Health Speaker Series	2017-2020
Student Advisor	2017-Present
Coordinator, Child Therapy and Sandtray Lab	2017-Present
Member, CMHC Student Admissions Committee	2017-Present
Adjunct Instructor Peer-Teaching Evaluation	2017-Present

School

Member, School of Social Sciences Social Justice Task Force	2020-2021
Member, School of Social Sciences Internship Task Force	2021-Present

University

Member, Voices to Action Group	2021-Present
Chair, Senate Diversity Faculty Evaluation Task Force	2021-Present
Member, Senate Diversity Subcommittee	2020-Present
Member, Graduate Studies Subcommittee	2019-Present
Member, University Graduate Studies Objective Working Group	2020
Member, Scholarship Committee	2018-2021

COMMUNITY SERVICE & AWARDS

Service

Nuts and Bolts of Private Practice	May 2021
Intern training for Humanidad Counseling Services, Santa Rosa, CA.	
Psychotherapy for Complex Trauma	November 2019
Intern training at Santa Rosa Junior College Student Psychological Services, Santa Rosa, CA.	
Shame in Psychotherapy: Foundations of Working with Estrangement from the Self. Intern training at SOS Counseling Services, Santa Rosa, CA.	March 2019
Sandplay Psychotherapy: Foundations of Practice	January 2019
Intern training at Lomi Psychotherapy Clinic, Santa Rosa, CA.	
Psychotherapy for Complex Trauma	October 2018
Intern training at Santa Rosa Junior College Student Psychological Services, Santa Rosa, CA.	
Sandplay Psychotherapy: Foundations & Key Interventions	January 2018
Intern training at SOS Counseling Services, Santa Rosa, CA.	
Shame in Psychotherapy: Interventions for Short-Term Counseling	November 2017
Intern training at Santa Rosa Junior College Student Psychological Services, Santa Rosa, CA.	

Shame in Psychotherapy: The Alchemical Transformation of Estrangement from the Self. Intern training at Chrysalis Counseling Center, Santa Rosa, CA.	March 2016
The DSM-5: An Overview of Changes. Continuing education training for mental health clinicians at West County Health Centers, Guerneville, CA.	September 2015
HIV/AIDS: Mental Health & Existential Dimensions of Experience Continuing education training for alcohol and other drug counselors at Santa Rosa Treatment Program, Santa Rosa, CA.	August 2012
Interviewing Skills for Medical Assistants Continuing education training for medical assistants at West County Health Centers, Sebastopol, CA.	June 2012
Chronic Illness & Depression Continuing education training for medical assistants at West County Health Centers, Sebastopol, CA.	January 2012
Sexual Minority Youth in Schools Professional development training for teachers in the Petaluma City Schools District, Petaluma, CA.	May 2007

Awards

Sonoma County Commission on AIDS Distinguished Service Award	2009
--	------

SERVICE TO THE PROFESSION

Research Advising

Master's Thesis Chair, Marc Schwartz. <i>The application of Eastern philosophy for internalized homophobia</i> . Saybrook University, School of Social Sciences.	2021-Present
Cognate project committee member, Gloria Melissa Lopez. <i>Trauma informed resources for educators</i> . Sonoma State University, School of Education.	2021
Article chair, Andrea Shane. <i>Organic inquiry with the moon: Living an authentic life</i> . In progress, Sonoma State University, Depth Psychology.	2019-Present
Article committee chair, Randi Withers. <i>The shame complex: A path toward trauma</i> . Sonoma State University, Depth Psychology.	2018-2019.
Thesis committee chair, Shannon Coleman. <i>The lived experience of endometriosis</i> . In progress, Sonoma State University, Depth Psychology.	2018-Present
Article committee chair, Brady Osborne. <i>Sharing and creating poetry</i> . In progress, Sonoma State University, Depth Psychology.	2018-Present

Dissertation committee chair, Catherine Cheyette. *The lived experience of estranging one's parent*. In progress, Chicago Institute for Clinical Social Work (formerly Sanville Institute). 2017-2021

Dissertation committee member, Clinton Pickett. *The training of gay-affirmative sex addiction specialists*. In progress, Saybrook University. 2016-2020

Dissertation committee member, Jim Badiner. *The experience of liminality among international adoptees*. In progress, Sanville Institute for Clinical Social Work and Psychotherapy. 2016-2017

Supervision and Consultation

Clinical Supervisor 2014-Present
Providing counseling supervision to pre-licensed professionals.

Clinical Consultant 2017-Present
Providing clinical case consultation on LGBTQ+ issues, complex trauma, personality disorders, pain management, depth psychotherapy, and adolescent counseling to licensed mental health professionals.

Clinical Consultant 2014-2015
Provided group clinical case consultation on depth psychotherapy theory and practice for early career mental health professionals.

Program Developer & Trainer 2004-2005
Developed and presented curriculum on same-sex sexual assault for community agencies and law enforcement with United Against Sexual Assault (now Verity), Santa Rosa, CA.

GRANTS

RSCAP Summer Fellowship, Sonoma State University. Summer 2019
Jungian Psychotherapy for Anxiety and OCD: A Clinical Case Study.

School of Social Sciences Travel Grant, Sonoma State University 2018-2019
Society of Humanistic Psychology Annual Conference
Corvallis, OR

School of Social Sciences Travel Grant, Sonoma State University 2017-2018
Association for Humanistic Counseling Annual Conference
St. Petersburg, FL

Instructionally Related Activities Grant, Sonoma State University 2018-2020
Counseling Department Clinical Mental Health Speaker Series
Initial funding 2018-2019. Funding continued 2019-2020.

Center for Teaching and Educational Technology, Instructional Innovation 2018
Grant, Sonoma State University Counseling Department Multicultural Competence Training.

CLINICAL EXPERIENCE

Private Practice, Santa Rosa, CA. Licensed Psychologist	2012-Present
Integrative depth psychotherapy and neurofeedback for children, adolescents, and adults, with a focus on trauma, LGBTQ+ issues, and anxiety/mood disorders in low-income populations. Supervision of psychological assistants and counseling interns. www.SilMachadoTherapy.com	
West County Health Centers, Russian River, Guerneville, CA. Psychological Assistant/Licensed Psychologist	2009-2014
Individual, couples, and group psychotherapy; crisis assessment and intervention; mental health case management; consultation with primary care physicians; staff wellness programs.	
West County Health Centers, Russian River, Guerneville, CA. HIV Social Work Case Manager	2008-2009
Medical and psychosocial intake assessment; coordination of in-house and community services; client referral and tracking; short-term counseling for HIV-specific concerns and self-management; support group facilitation.	
Sonoma County Department of Health Services, AIDS Unit, Santa Rosa, CA. LIFE Program Facilitator	2007-2009
Development and facilitation of 17-week health enhancement group based on principles of psychoneuroimmunology and behavioral health for people living with HIV/AIDS.	
Sonoma County Department of Health Services, AIDS Unit, Santa Rosa, CA. HIV Counselor/MFT Trainee	2002-2008
HIV/HCV pre- and post-test counseling; HIV/HCV health education and outreach focused on marginalized and underserved populations, including homeless, sex industry workers, incarcerated, undocumented, and sexual minority clients.	
Community Counseling Center, Rohnert Park, CA. MFT Trainee	2007-2008
Individual and couples counseling for children, adolescents, and adults; intake assessment; mental health report writing; crisis assessment and intervention.	

Positive Images, Santa Rosa, CA.	2002-2006
Intern/MFT Trainee	
Co-facilitation of weekly support group; facilitation of counseling and expressive arts groups for LGBTQ+ youth and young adults.	

PROFESSIONAL DEVELOPMENT

The following professional development activities directly support my teaching and scholarship.

Advanced Supervision Certificate Course, Zur Institute	2021
Biofeedback and Neurofeedback mentorship and training with Central Florida Biofeedback.	2021-Present
#racialtraumaisreal: Assessment & Treatment of the Psychological Consequences of Racism Across the Lifespan with Maryam Jernigan Noesi, Ph.D.	2021
LENS Neurofeedback Practitioner Advanced Training	2020
LENS Neurofeedback Practitioner Foundations Training	2020
EMDR for Racial Trauma, EMDRIA Conference	2020
Ongoing Sandplay Consultation, Sandplay Training Worldwide with Linda Cunningham, Ph.D.	2019-Present
Jungian & Post-Jungian Clinical Concepts Yearlong Training, Center for Applied Jungian Studies.	2019-2020
Nigredo Confession & Catharsis: The First State of Transformation, Center for Applied Jungian Studies	2019
AEDP Level II Therapist Certification, AEDP Institute	2016-2020
UNtraining: Unlearning White Liberal Racism, The Untraining Institute	2018
Shame in Psychotherapy Core Workshop, Center for Healing Shame	2018
Advanced Topics in Clinical Supervision, Zur Institute	2018
Suicide Assessment, Treatment & Prevention, Zur Institute	2018
Divorce Mediation Training Program, Divorce Mediation Training Inc.	2018
NeuroOptimal Neurofeedback Certification, Cognitive Connections	2016
High Performance Neurofeedback Certification, The Dubin Clinic	2015
Advanced Sandplay Therapy, Sandplay Training Worldwide	2014-Present
Accelerated Experiential Dynamic Therapy Immersion, Essential Skills I and II, and ongoing training, AEDP Institute	2013-Present
Jungian Psychotherapy & Expressive Arts, Kate Donohue, Ph.D.	2012-2013
EMDR Basic Training, Sonoma Psychotherapy Institute	2012
Psychodynamic Psychotherapy Certificate, Sanville Institute for Clinical Social Work & Psychotherapy	2010-2011
Beginning and Advanced Existential-Humanistic Psychotherapy, International Institute of Humanistic Studies	2008-2012
Existential-Integrative Psychotherapy, Kirk Schneider, Ph.D.	2008-2011

Felicia Matto-Shepard, MS
10 Queens Lane
Petaluma, CA 94952
(707) 765-2518. office
(707) 762-2756. home
FeliciaMattoShepard@comcast.net
FeliciaMattoShepard.com

2008- present
San Francisco Jung Institute
Advanced Candidate, Analyst Training

1993 Marriage and Family Therapist licensure, MFC31225

1991 M.S. San Francisco State University
Major: Clinical Psychology

1987 B.A. San Francisco State University, Magna cum laude
Major: Psychology

Clinical Experience

1994 Private Practice, Petaluma, CA
- present *Psychotherapist*

- Jungian oriented depth psychotherapy
- Child, adult and group therapy.
- Developed and implemented group therapy programs for children in several Petaluma public schools.
- Developed and implemented curriculum for educational/support group "Stepmothers: Wicked No More".
- Developed and implemented "The Friendship Club", an ongoing social skills group for children.

1994 Hospice of Petaluma, Petaluma, CA
- 2012 *Counseling Services Supervisor*

- Coordinate services and provide emotional support for dying patients and their families.
- Supervision of clinical staff.
- Manage daily operations of counseling services

- Develop and teach ongoing staff and volunteer trainings
- 1987-1994 Asian American Residential Recovery Services, San Francisco, CA
Expressive Arts Counselor
- Creation and implementation of art and drama therapy component of long-term drug rehabilitation for adults.
 - Development and implementation of intensive clinical workshops.
 - Individual, group and milieu therapy.
- Psychodrama production Coordinator*
- Co-creator and director of the “I Can Do That” Theater – autobiographical theater for drug education and prevention.
 - Co-produced/created award winning docudrama on expressive art therapy and substance abuse.
- 1992-1994 Petaluma Learning and Guidance Center, Petaluma, CA
Family Therapist
- Family, child and individual therapy.
 - Group therapy with adolescents and children in various Petaluma schools.
- 1991-1992 Catholic Charities, San Rafael, CA
Psychotherapist, MFCC intern
- Individual therapy with adults.
 - Group therapy for women abused as children.
- 1989-1991 Community Mental Health Services, San Rafael, CA
Psychotherapist, MFCC intern
- School-based counseling with children and teens.
 - Assessment, play therapy, and teen group therapy.

Teaching Experience

- 2006-present After the Honeymoon Retreats and Workshops
Teacher/Facilitator
- Co-creator of “After the Honeymoon” programs for couples.

- Create and implement workshops and retreats teaching relationship skills based in attachment and embodiment practices.

2012 Body as Living Presence
Assistant

- Year long course in embodiment, movement and Gestalt Awareness Practice.

2001- Sonoma State University
2003 *Adjunct Faculty, MA Counseling Program*

- Instructor for Practicum

1994- Professional Advancement Success Systems
1997 *Trainer*

- Taught preparation courses for the MFT Oral Exam in various settings including small groups and large workshops.

Curriculum Vita

Laurel M. McCabe, Ph.D.

(707) 664-2130 Office

(707) 664-3113 Fax

Academic Positions

- Professor, Department of Psychology. Sonoma State University, Rohnert Park, CA. 1994-current. Teaches undergraduate and graduate courses in Jungian psychology, Psychology of Religion, Psychology of Film; Psychology of Self-Discovery; Introductory and Advanced Counseling, Group Process, History of Psychology, and Psychology of Women. Supervises Master's Theses and Master's Culminating Papers.
- Chair, Department of Psychology. Sonoma State University, Rohnert Park, CA. 2005-2008; Interim Chair Spring 2020.
- Coordinator, Psychology M.A. Program, Depth Psychology emphasis. Sonoma State University, Rohnert Park, CA. 1997-2020. Developed and coordinate M.A. program emphasis in theories, methods, applications, and research in depth psychology.
- Supervise Master's Theses. Chair 4-7 Master's thesis a year. 2001-2020
- Chair, Graduate Studies Subcommittee of EPC. 2017-2019. Led and facilitated discussion and decision-making around academic issues for 16 SSU graduate programs. Authored and organized first SSU survey of graduate students and graduate faculty around issues of program satisfaction, work, funding, resources, and needs fall 2017. Authored 2019 Graduate Studies Report on Graduate Education delivered to Faculty Senate, May 2019. Authored GSS Annual Report for AY 2017-18 and 2018-19.
- Supervision of Graduate-Student-Instructed Courses, Psychology Department, Sonoma State University, Rohnert Park CA. 2002-2019.
- Coordinator, Public Programs in Depth Psychology / Visiting Scholars Lecture Series, Depth Psychology emphasis of M.A. in Psychology, Sonoma State University, Rohnert Park CA. Monthly lecture series. 2001-2020.
- Researcher. Mills Longitudinal Study, Institute of Personality and Social Research (formerly Institute of Personality Assessment and Research), Berkeley, CA. 1989-1993. Study of women's adult development from a longitudinal perspective.
- Supervision of undergraduate research. Department of Psychology, University of California, Berkeley, Berkeley, CA. 1986-1992.
- Staff Assessor. Institute of Personality Assessment and Research, University of California, Berkeley, Berkeley, CA. 1987-1991. Part of team conducting intensive 3-day personality assessments. These include interviews, personality questionnaires, and behavioral ratings.
- Graduate Student Instructor. Department of Psychology, University of California, Berkeley, Berkeley, CA. 1987-1991. Courses included Personality Psychology, Social

Psychology, Socialization and Personality, Psychology of Gender, History of Psychology, Introductory Psychology.

Professional Work

- Western Association of Schools and Colleges (WASC), Assistant Chair, 2010, 2012, 2014, 2017, 2018, 2020; Editor, 2008; Team, 2007, 2011.
- Conference Host. International Association for the Study of Dreams 24th Annual Conference. June 28-July 4, 2007. Five day conference, 378 conference attendees, 181 presenters, 152 sessions, 209 individual presentations.
- Board Member, International Association for the Study of Dreams. 2005-2008. Education committee. Conduct annual conference assessments and data analyses, report and recommendations. Developing online resources for education in teaching and researching dreams, with applications to the medical and patient care field.
- Post-Doctoral Intern. Counseling and Psychological Services, Sonoma State University, Rohnert Park, CA. 1998-1999. Brief and long-term counseling and psychotherapy, conflict resolution, cross-cultural counseling, liaison with residence halls, Re-Entry Program using assessment research.
- Co-Chair, Reweaving the Broken Web: An Interdisciplinary Conference on Family Violence. Sonoma State University, Rohnert Park, CA. March 14-16, 1997. A three-day, interdisciplinary conference on family violence utilizing Sonoma County and national experts, oriented to health care and mental health care professionals.
- Psychological Assistant. Santa Rosa, CA. 1996-2002. Private practice in psychotherapy and testing for adults and adolescents. Work with Child Protective Services in psychological evaluations of children and adults involved in abuse.
- Psychological Assistant. Berkeley, CA. 1994-1995. Private practice in psychotherapy for adults.
- Psychology Intern. California Pacific Medical Center, Department of Psychiatry, San Francisco, CA. 1993-1994. Training in long-term psychoanalytic psychotherapy, group psychotherapy, brief psychotherapy, psychological assessment, crisis intervention, suicide assessment, and liaison with psychiatry. Full-time.
- Psychology Intern. Psychological Services Center, Berkeley, CA. 1992-1993. Training in long-term psychodynamic psychotherapy, psychoanalytic case formulation.
- Psychology Intern. Cancer Support Community, San Francisco, CA. 1992-1993. Training in psychotherapy with terminally ill persons, support groups for cancer patients, grief support groups, and groups for friends and family members of people with cancer. Existential, humanistic, and psychodynamic orientations.

Conference and Professional Presentations

- American Association of University Women StartSmart Workshop, Sonoma Valley

- Room, Student Center. Sonoma State University, Rohnert Park CA. Nov 6. 2018.
- Psychology of Dreams. Invited presentation at Petaluma Women's Club, Petaluma, CA.
 - God, image and imagination. Invited presentation at the Journey to Wholeness annual conference, Laurel Ridge, NC. Oct 22, 2011.
 - Jung's *Red Book*: Themes and images. Invited Paper at the International Association for the Study of Dreams Psiber Dreaming Conference, Online. Oct 2, 2010.
 - Jung's *Red Book*: Text and image in the Spirit of the Depths. Special event presentation at the International Association for the Study of Dreams, Asheville, NC. June 28, 2010.
 - Embodied dreamwork: Finding the dream in the body. Invited workshop presented at the Creativity and Dreaming Conference, Luther Seminary, St. Paul MN, Oct. 13-14, 2006.
 - Honoring the feminine: Embodied learning in the classroom. Paper presented at the International Association of Jungian Studies, Old Royal Naval College, University of Greenwich, London, United Kingdom, July 6-9, 2006.
 - The dark aspect of disturbing dreams. Paper presented at the International Association for the Study of Dreams, Bridgewater State College, Bridgewater, MA, June 20-25, 2006.
 - Depth inquiry as depth research methodology. Paper presented at the Joint Conference of the International Association of Jungian Studies and the International Association of Analytical Psychology, Texas A&M University, College Station, TX. July 7-10, 2005.
 - Experiential techniques in teaching dreamwork. Paper presented at the International Association for the Study of Dreams, Berkeley, CA. June 24-28, 2005.
 - Panel Chair, Experiential techniques in teaching dreamwork. Panel presented at the International Association for the Study of Dreams, Berkeley, CA. June 24-28, 2005.
 - Finding the dream in the body. Workshop presented at the International Association for the Study of Dreams, Berkeley, CA. June 24-28, 2005.
 - Teaching Dreamwork in a Depth Psychology Master's Program. Panel presentation at the International Association for the Study of Dreams, Copenhagen, Denmark, June 18-21, 2004.
 - The Individuating Group: Transpersonal Psychology in Group Development. Paper presented at the Association of Transpersonal Psychology Conference, Palo Alto, CA. Feb. 13-15, 2004.
 - Winnicottian Holding, Potential Space, and Creativity: Psychological Transformation in the Classroom. Paper presented at the International Federation for Psychoanalytic Education Annual Conference, Pasadena, CA. Nov. 8, 2003.
 - The Serpent: Cross-Cultural Meanings and its Functions in Dreams. Paper presented at the Association for the Study of Dreams, Tufts University, Medford, MA. June 18, 2002.
 - Embodying the dream: The dream in the body. Workshop presented at the Association for the Study of Dreams, Tufts University, Medford, MA. June 17, 2002.
 - Depth Psychological Applications in the Community: A panel. Consortium for Diversified Psychology, Sonoma State University. June 13-14, 2002.
 - Parenting our daughters. Expanding your Horizons Conference, Santa Rosa Junior College, Santa Rosa, CA. March 27, 1999.
 - Parenting our daughters: The challenges of pre-adolescence. Expanding your Horizons Conference, Santa Rosa Junior College, Santa Rosa, CA. March 27, 1998.
 - Emotional development in adult married women. Western Psychological Association, Albuquerque, NM. April 18, 1998.
 - Parenting our pre-adolescent daughters. Expanding your Horizons Conference, Sonoma State University, Rohnert Park, CA. March 18, 1998.

- Pre-adolescent girls and self-esteem issues. Power, Promise, and Possibility: A conference on pre-adolescent girls, Sonoma State University, Rohnert Park, CA. Oct. 1996.
- Exploring the mother-daughter relationship. Power, Promise, and Possibility: A conference on pre-adolescent girls, Sonoma State University, Rohnert Park, CA. Nov. 1996.
- Pre-adolescent girls and relationships. Hahn School, Rohnert Park, CA. June 1996.
- Pre-adolescent girls and relationships. Hahn School, Rohnert Park, CA. April 1996.
- The Other and Differentness: A clinical case study. Grand Rounds clinical presentation, California School of Professional Psychology, Alameda, CA. April 1993.
- Moral Exemplars: A Case Study of Jane Addams. Berkeley-Stanford Personality Talks, University of California, Berkeley, Berkeley, CA. April 1989.

Publications

- McCabe, L. (2012). *Red Book (Jung's)*. In D. Barrett & P. McNamara (Eds.), *Encyclopedia of sleep and dreams*.
- McCabe, L. (2011). Jung and Winnicott in the classroom: Holding, mirroring, potential space and the Self. In K. Bulkeley & C. Weldon (Eds.), *Teaching Jung*. Teaching Religious Studies Series, American Academy of Religion, S. Henking (Series Ed.). Oxford University Press.
- McCabe, L. (2002). Review of Russack's *Animal Guides*. *Somatics*, 13, 61.
- Helson, R. & McCabe, L. (1994). The social clock project in middle age. In B. Turner & L. Troll (Eds.), *Women growing older: Psychological perspectives*. Thousand Oaks, CA: Sage.
- McCabe, L. (1994). Emotional development in adult married women. *Dissertation Abstracts*. University of California, Berkeley, Berkeley, CA.

Research Grants

- German language classes preparatory to work on the psychological significance of alchemical images in 17th century European manuscripts. Social Sciences Research Grant. Summer 2003.
- Principal Investigator, Study on symbolic development. Faculty Diversity Development Grant. Sonoma State University, Rohnert Park, CA. 1997-1998.

Professional Development Conferences

- California State University Psychology Departments Assessment Conference, Bakersfield, CA. February 25-26, 1999.
- Human Sexuality. University of California, Berkeley Extension, Berkeley, CA. June 27-28, 1998.
- Child Abuse and Incest: Assessment, reporting, and treatment. University of California, Berkeley Extension, San Francisco, CA. June 26, 1998.
- Reweaving the Broken Web: An interdisciplinary conference on family violence (Co-Chair). Sonoma State University, Rohnert Park, CA. March 14-16, 1997.
- Substance Abuse Training Workshop. Redwood Psychological Association, Santa Rosa, CA. Feb. 3, 1996.
- Collaborative Learning. Sonoma State University, Rohnert Park, CA. 1995.

- Robert Stolorow Workshop. California School of Professional Psychology, Alameda, CA. 1993.
- DSM-III-R Workshop. California School of Professional Psychology, Alameda, CA. 1993.

Professional Affiliations

- American Association of University Women. 2018-2020.
- International Association of Jungian Studies. 2004-2020.
- American Academy of Religion. 2004-2005.
- International Federation for Psychoanalytic Education. 2003-2005.
- International Association for the Study of Dreams. Board Member. 2001-2020.
- American Psychological Association. 1987-2000.
- Western Psychological Association. 1997-2000.
- Sonoma County Association of Women in Psychology. 1996-2001.
- Redwood Psychological Association. 1996-1997.
- Continuing Education Committee. 1996-1997.
- Northern California Society for Psychoanalytic Psychotherapy. 1993-1996.

Psychology Department Service

- Program Review, Psychology M.A., Depth Psychology Concentration. 2022.
- Interim Psychology Department Chair. Spring 2020.
- Coordinator, Public Programs in Depth Psychology Lecture Series, 2001-2020. (Formerly Visiting Scholars Lecture Series)
- Psychology Master's Degree Discontinuance. 2020.
- Graduate Studies Subcommittee of the Educational Policies Committee. 2009-2020; Chair 2017-2019.
- Psychology Department Program Review. 2006-07, 2013-14.
- Program Review, Master's in Psychology Degree Program. 2013-2014.
- Program Review Subcommittee of the Educational Policies Committee. 2012-2014.
- Psychology & Spirituality Lecture Series. Xx IRA funded.
- Curriculum Committee, School of Social Sciences. 2005-2008.
- Psychology Department Chair. 2005-2008.
- The Labyrinth Project. 2004-current.
- Assessment Committee. 2004-current.
- Catalog Committee. 2003-05.
- Multicultural Issues Committee. 2003-4.
- Retention, Tenure, Promotion Committee. 2003-2005. 2008-2012.
- Vice-Chair, Psychology Department. 2002-03.
- Tenure-Track Hiring Committee, 2000-01, 2001-02, 2002-3. Chair, 2000-01.
- Executive Committee, 1998-1999. 2000-2003.
- Psychology Graduate Coordinator Committee. 1999-current.
- Part-Time Faculty Hiring Committee, 1998-1999.
- Western Psychological Association Representative, April 1998.
- Coordinator, Depth Psychology Master's Program. 1997-current.
- Slide Archive Project, 1997-current.
- Curriculum Committee, Chair, 1996-1997. Member, 1997-current.

- Psychology Dialogue Series, Coordinator, 1996-2000.
- Special Sessions Advisory Committee, 1996-1998.
- Master's Programs Committee, 1996-1998.
- Student Advising Handbook Project, Coordinator. 1996-current.
- Retreat Planning Committee, 1996-1997.
- Jungian Psychology Graduate Reading Group, 1996-1997.
- GE Curriculum Committee, 1995-1996.
- Executive Committee, 1994-1996.
- Professional Development Committee. 1996.
- Re-Engineering Committee. 1996.
- Women's Development Reading Group, 1995-1996.

University Service

- Graduate Studies Subcommittee. 2009-2020. Chair, 2017-2019.
- Program Review Subcommittee of the Educational Policies Committee, 2012-13.
- Psychology and Spirituality Lecture Series Coordinator. 2010-2018.
- Public Programs in Depth Psychology Coordinator. 2010-current.
- Chair, Psychology Dept. 2005-2008.
- The Labyrinth Project. 2004-current.
- Vice-Chair, Psychology Department. 2002-03.
- University Travel Committee. 2000-2001.
- Post-Doctoral Intern, Counseling and Psychological Services, Sonoma State University. 1998-1999.
- Graduate Studies Committee. 1997-2009.
- Coordinator, Depth Psychology Master's Program. 1997-current.
- Co-Chair, Reweaving the Broken Web: An Interdisciplinary Conference on Family Violence. Sonoma State University, March 14-16, 1997.
- Affirmative Action Committee, 1996.
- Academic Senate, Social Sciences Representative. 1995-1996.

Education

- University of California, Berkeley. Berkeley, CA.
 - M.A. 1987, Psychology.
 - Ph. D. 1994, Psychology.
- California School of Professional Psychology, Alameda, CA. 1992-1993.
 - Clinical Re-training Program.
- Wesleyan University, Middletown, CT.
 - B.A. Magna cum Laude, English Literature. 1976.
- Smith College, Northampton, MA. 1972-1974.

Scholarships, Fellowships, Awards

- University of California, Berkeley Grant. 1989-1992.
- Macarthur Foundation Graduate Researcher. 1987.
- Regents University Fellowship. 1986-1987.
- Wesleyan University Scholarship. 1974-1976.

- Smith College Scholarship. 1972-1974.
- Westinghouse Scholarship. 1972-1973.

Chair, Master's Degree

- Marjorie Bauman, In the depths of the hive: Beekeeping and the transcendent function. May 2020.
- Michael Constantino, Ecology to cosmology: A psychospiritual inquiry into human evolution. May 2020.
- Al'Lisha Farris, A journey of going back and getting it: Exploring ancestral influence through dream work and active imagination. May 2020.
- Darleen McEntagart, Images of grief: A heuristic exploration of motherloss. December 2019.
- Maya Dincin, Stepping onto the circle. December 2019.
- Rita Shahrokhshahi, Remembering the sacred feminine through the motherline: A quest toward wholeness. Master's Thesis, Sonoma State University. December 2018.
- Danyae Spada-Chasse, The impact of a sensory-based art intervention in 6th to 8th grade boys with attention-deficit hyperactivity disorder. Master's Thesis, Sonoma State University. December 2018.
- Susan Coleman, Calling all nations: A celebration of water and belonging. Publishable-Quality Article, Sonoma State University. August 2018.
- Gili Eliaz, The mandala for transformation: A Jungian and Buddhist approach. Publishable-Quality Article, Sonoma State University. August 2018.
- Lisa McCool, Constellation of the therapeutic self. Publishable-Quality Article, Sonoma State University. August 2018.
- Liz Mueller, Archetypal presence: The healing of a traumatic adolescence. Publishable-Quality Article, Sonoma State University. August 2018.
- Susan Sides, Finding the feminine. Master's Thesis, Sonoma State University. August 2018.
- Kehaulani Aspen, Encounters with the Self: One woman's individuation journey. Publishable-Quality Article, Sonoma State University. May 2018.
- Tim Olejniczak, Exploring allergies in children from a biopsychosocial perspective: A review of the existing research. Publishable-Quality Article, Sonoma State University. May 2018.
- Genevieve Hagopian, Analytical psychology in post-gender discourse. Publishable-Quality Article, Sonoma State University. December 2017.
- Mark Konezny, Why live? The Self, the shattering, *fermentatio*, and Horus. Publishable-Quality Article, Sonoma State University. December 2017.
- Danny Thompson, The psychological journey of a non-resident father. Publishable-Quality Article, Sonoma State University. December 2017.
- Cynthia Meiswinkel, Finding the key: A symbolic comparison of the effects of early childhood trauma and Type 1 Diabetes. Publishable-Quality Article, Sonoma State University. May 2017.
- Bailey Murphy, Beyond the veil: Relationship with alcohol as guardian of the threshold to grief. Publishable-Quality Article, Sonoma State University. December 2016.
- Somer Shook, Healing the motherline. Publishable-Quality Article, Sonoma State University. December 2016.
- Romy-Michelle Unger, From soul to serotonin: Neoliberalism, existential depression, and what's missing in psychology. Publishable-Quality Article, Sonoma State University. December 2016.

- Susan Audrey, Reclaiming the sacred feminine within: An inner mythic journey toward wholeness. Master's Thesis, Sonoma State University. August 2016.
- Delinke Freed, Personal awakening and transformation through encounters with collective memory. Publishable-Quality Article, Sonoma State University. May 2016.
- Anne Convery, A bright blooded cord: Healing shame's lineage through storytelling. Publishable-Quality Article, Sonoma State University. August 2015.
- Marie Judson-Rosier, The alchemical *coniunctio* of individuation: Transformation during a Ph.D. program as seen through dreams. Publishable-Quality Article, Sonoma State University. August 2015.
- Deborah Silverblatt, The phenomenal woman project: A pilot study of body image dissatisfaction among midlife women. Publishable-Quality Article, Sonoma State University. August 2015.
- Hamish Eassie, Painted soul: Using symbolic responses to works of art. Publishable-Quality Article, Sonoma State University. May 2015.
- Samantha Black, *Icaros*: The role of healing songs in Amazonian *Curanderismo*. Publishable-Quality Article, Sonoma State University. December 2014.
- Lauren Farrell, Dreaming for Gaia: Nature dreams of ecologically sensitive people. Publishable-Quality Article, Sonoma State University. December 2014.
- Kevin Glaz, The anima and music: A narrative study of the music of Devin Townsend. Publishable-Quality Article, Sonoma State University. December 2014.
- Joslyn Swinger, Dancing to my depths: A journey into the soul through dance and performance art. Creative Project, Sonoma State University. August 2014.
- Tomoko Sekitani, Integrating the wisdom of two cultures: Analysis of grief and bereavement in collectivistic and individualistic societies of Japan and the United States. Publishable-Quality Article, Sonoma State University. May 2014.
- Denise Denington, The poetic self: Retrieving the symbolic voice from dreams of motherloss. Publishable-Quality Article, Sonoma State University. May 2014.
- Cristina J. Perea Kaplan, Weaving of the wild heart. Publishable-Quality Article, Sonoma State University. December 2013.
- Shelby Pudwell, Grief and the dark feminine. Master's Thesis, Sonoma State University. August 2013.
- Chris Schnabel, Mythologizing as *nekyia*. Master's Thesis, Sonoma State University. May 2013.
- Martine C. Bouvard, Divine Sophia: Psycho-spiritual studies of the Divine Feminine in Corbin, Ibn' Arabi, the *fedele d'amore*, Jung's anima, and alchemical symbolism. Master's Thesis, Sonoma State University. December 2012.
- Rosemary Lloyd Freeman, The heart in the crossfire: An inquiry into awakening the heart to the nature of divine love. Master's Thesis, Sonoma State University. December 2012.
- Jacqueline Johansen, Women, media, image, art: A heuristic journey to meet the body ensouled. Master's Thesis, Sonoma State University. December 2012.
- Chaz Gormley, When Gods die: The destruction of the collective father archetype, psychic wounding, and the quest for healing. Master's Thesis, Sonoma State University. December 2011. □
- Teddy Pawloski, Erotic ecology: Earth-based image, identity, and soul. Master's Thesis, Sonoma State University. December 2011.
- Megan Ingrassia, Transformation through the reconciling symbol: A Jungian investigation of art as spiritual practice. Master's Thesis, Sonoma State University. May 2011.
- Niko Whitmire, Julian Assange, WikiLeaks, and the trickster: A case study of archetypal influence. Publishable-Quality Article, Sonoma State University. May 2011.

- Eileen Angotti, *The weaver's shed: Engaging with the threshold*. May 2010.
- Marie T. Cantrell, *The Loyal Amicus* archetype. Master's Thesis, Sonoma State University. May 2010. □
- Ross Higerd, *The leaving place: Curative poisons and the alchemy of chemotherapy*. Master's Thesis, Sonoma State University. May 2010.
- Joe Houle, *The breath of the soul: Walking the ancient path of the seeker*. May 2010.
- Matilde Torallas, *My journey and Winnicott*. Master's Thesis, Sonoma State University. May 2010. □
- Colby Gillette, *An oral portrait of my grandfather*. Creative Project, Sonoma State University. May 2009.
- Vanessa Metcalf, *Conscious embodiment: A depth inquiry exploring the psychological and emotional undercurrents of compulsive eating and obesity*. Master's Thesis, Sonoma State University. May 2009.
- Nanci Haines, *Embodied mythology: A somatic exploration of the descent of Inanna*. Master's Thesis, Sonoma State University. May 2008.
- Tamara Long, *Transforming the Prince Charming complex*. Master's Thesis, Sonoma State University. May 2008.
- Rachel McKay, *She picks the fruit from the tree that she is: On becoming a poet and finding healing through writing*. Creative Project, Sonoma State University. May 2008.
- Danielle Kelleher, *The green of winter: Growth in darkness*. Master's Thesis, Sonoma State University. December 2007.
- Lisa Kubiak, *A book of shadows: The wounding of the dark feminine*. Master's Thesis, Sonoma State University. December 2007.
- Erin Needham, *The wisdom of not knowing: A journey into emptiness*. Master's Thesis, Sonoma State University. December 2007.
- Glenna Zogg, *Conscious descent into the underworld: A path toward wholeness*. Master's Thesis, Sonoma State University. December 2007.
- Catherine Bargfrede-Norris, *Tracking unconscious energy: A process of self-exploration that follows unconscious energy through dream to creative energy*. Master's Thesis, Sonoma State University. May 2007.
- Julie O'Neill, *Reclaiming the embodied feminine voice*. Master's Thesis, Sonoma State University. May 2007.
- Jake Kaminker, *The psychology of relativity: An alchemical model of consciousness, cosmology, and transformation*. Master's Thesis, Sonoma State University. December 2006.
- Aline Dietel, *Essential fire: Redeeming the struggle of conflict for intimacy and transformation in marital relationships*. Master's Thesis, Sonoma State University. May 2006.
- Amy Jessen, *Nature assemblage: Reconnecting to the feminine through art and ritual in nature*. Master's Thesis, Sonoma State University. May 2006.
- Abdelmalek Yamani, *Individuation and Ihsan: A cross-cultural perspective*. Master's Thesis, Sonoma State University. May 2006.
- Tonio Garcia-Romero, *Following my bliss: A heuristic journey into the libidinal drive of a musician*. Master's Thesis, Sonoma State University. December 2005.
- Purvinder Kaur, *My search for the inner Goddess: An exploration of Durga, Kali, Saraswati, and Lakshmi*. Master's Thesis, Sonoma State University. December 2005.
- Tony Marano, *The gift of Ariadne: Seeking the inner stranger*. Master's Thesis, Sonoma State University. December 2005.

- Lori Peterson, Eating disorders from an inner world perspective. Master's Thesis, Sonoma State University. December 2005.
- Kathleen Sutton, The heart of the feminine: Connecting spirit and matter. Master's Thesis, Sonoma State University. December 2005.
- Silver Love, Empty mind — full belly: A conceptual exploration and depth inquiry into a reflection process of somatic instinctual responses in the area of the hara and solar plexus. Master's Thesis, Sonoma State University. May 2005.
- Jay Redelsperger, Harvesting James: Music as an expression of human truth. Master's Thesis, Sonoma State University. May 2005.
- Claudia Holt, Vessels of transformation: Birthing a personal myth. Master's Thesis, Sonoma State University. December 2004.
- Karen Danielson, The transformative power of the labyrinth. Master's Thesis, Sonoma State University. May 2004.
- Lora Robertson, Creative process as a path toward individuation. Master's Thesis, Sonoma State University. May 2004.
- Nagomi Ito, Weaving story into meaning: Warp and weft of my Japanese soul. Master's Thesis, Sonoma State University. December 2003.
- Michelle Glaubiger, Unearthing my soul: A woman's quest to understand her true spiritual nature. Master's Thesis, Sonoma State University. May 2003.
- Sissa Nelson Harris, Disquiet as guide: One woman's experience of liminality in mid-life. Master's Thesis, Sonoma State University. May 2003.
- Shelly Horan, Developing inner authority: An exploration of identity, voice, and self. Master's Thesis, Sonoma State University. May 2003.
- Felicia Dobrinen Hyllested, Falling down the blowhole of a whale: A heuristic account of an identity crisis. Master's Thesis, Sonoma State University. May 2003.
- Catherine Alexander, Becoming gold: An alchemical journey through cancer. Master's Thesis, Sonoma State University. May 2002. □
- Vicki Bailey, Journaling as access to the soul. Master's Thesis, Sonoma State University. May 2002.
- Brian Beckwith, A barefooted pilgrim: Manifesting wholeness through ego development. Master's Thesis, Sonoma State University. May 2002.
- Sandra Beddow, Redefining soul: My personal journey. Master's Thesis, Sonoma State University. May 2002. □
- Cathy J. Decker, Mandala: An artistic journey into self. Master's Thesis, Sonoma State University. May 2002.
- Lisa Gilberti, Between homes: The quarter-life crisis experienced as a rite of passage. Master's Thesis, Sonoma State University. May 2002.
- Juliana Marie Holmstrom, The self-defining feminine: A lesbian woman's exploration of her subjective reality. Master's Thesis, Sonoma State University. May 2002.
- Bethany Mulholland, Understanding self-injury: Building bridges to our inner world. Master's Thesis, Sonoma State University. May 2002. □
- Judi Radloff, The mother, the moon, and the muse: Exploring the wounds of abandonment through the archetypal Great Mother. Master's Thesis, Sonoma State University. May 2002.
- Tracy Whitaker, Ritual: A container for transformation. Master's Thesis, Sonoma State University. May 2002.
- Robert Abbot-Florez, Masculine identity as transformed through the vision quest. Master's Thesis, Sonoma State University. May 2001.

Jane Ferris, *The lightning way: Dreams, art and transformation*. Master's Thesis, Sonoma State University. May 2001.

Lya Marie Lithgow, *Guided by mystery: Dreams and the process of individuation*. Master's Thesis, Sonoma State University. May 2001. □□

Sara Eve Martin, *Chaos to creativity: Archetypal death and rebirth cycles in my life as a daughter of a mother with dissociative identity disorder*. Master's Thesis, Sonoma State University. May 2001.

Peggy McMahon, Master's Thesis, Sonoma State University. May 2001.

Jane Nakasako, *A creative synthesis of East and West: Finding balance in paradox*. Master's Thesis, Sonoma State University. May 2001. □

Leslie Paige, *Coming home to myself: A heuristic study of mother-daughter separation*. Master's Thesis, Sonoma State University. May 2001.

External Reader, Doctorate in Psychology

Judy Radloff, *Affect and archetype in early infancy*. Doctoral Dissertation, Pacifica Graduate Institute, Carpinteria, CA. June 2014.

Daniel Joseph Polikoff, Ph.D.

833 Spring Dr.
Mill Valley, CA 94941
DJPolikoff@gmail.com
415-381-1427

CURRICULUM VITAE

**EDUCATION
and AWARDS:**

Rudolf Steiner College, Sacramento, CA
Diploma in Waldorf Education (HS specialization), 2000

Sunbridge College, Spring Valley, NY
Foundation Studies in Anthroposophy/Waldorf Ed., 1996-97

Cornell University, Ithaca, NY
Dept. of Comparative Literature
PH.D. May, 1996

(Dissertation: *Of Rhetoric, Truth, and the Times: Steps Towards an
Emersonian Criticism*)

Free University of Berlin, Berlin, Germany
German Academic Exchange Service (DAAD) Scholarship
Studies in Philosophy, 1980-1981

Cornell University, Ithaca, NY
College Scholar/Intellectual History
B.A. summa cum laude, May, 1979

— additional awards received at Cornell include Foreign
Language and Areas Studies Fellowship; (1986-87); Sage
Fellowship (1983-84); College Scholar Honors Program (1978)

**TEACHING/
EMPLOYMENT:**

Private Seminars on Rilke and other literary and philosophical topics
Marin County, 2003—2012 (*monthly day or half-day long sessions*)

Steiner College Waldorf Teacher Training, San Francisco, CA
Instructor, Creative Writing/Poetics 2003, 2004 (*poetic education
for future Waldorf teachers*)

**East Bay Waldorf High School; Kimberton, PA Waldorf HS;
Toronto Waldorf HS**
Guest Instructor, Literature, 1999-2002 (*intensive courses on Parzival,
American Transcendentalism, Ancient Epics*)

Hermes' Wand Philosophical Counseling; Marin Practice 1997-2001
(*practical application of archetypal astrology to biography*)

Cornell University, Ithaca, NY

* Writing Workshop Instructor, 1991/92

* Freshman Seminars, 1981-90

(*9 courses in Comp. Lit., History, and Romance Studies depts. including "Literature of the Quest," "Semiotics," and "The Styling of Thought," a self-designed course accepted into the Cornell Curriculum*)

Ithaca College, Ithaca, NY

English/Composition Instructor, 1987

PUBLICATION: *BOOKS*

In the Image of Orpheus: Rilke—A Soul History

Chiron Publications, 2011

The Hands of Stars (full-length poetry collection)

Conflux Press, 2008

Dragon Ship (full-length poetry collection)

Tebot Bach Press, 2007

Parzival / Gawain: Two Plays from "The Grail" by A.M. Miller

translated and adapted for the stage by Daniel Joseph Polikoff

Rudolf Steiner College Press, 2003

JOURNALS AND ANTHOLOGIES

Poetry and translations published in **over 70 literary journals**, including *The Literary Review*, *Nimrod*, *The Texas Review*, *Stand*, *Southern California Review*, *Gulf Coast*, and others. Work also appears in the anthologies *Cloud View Poets: Master Classes with David St. John* from Arctos Press (2005) and *The Place That Inhabits Us* (Sixteen Rivers Press, 2010) and was nominated by the *Louisiana Review* for a Pushcart Prize.

LECTURES/
WORKSHOP
PRESENTATIONS:
(*selective*)

C. G. Jung Institute, San Francisco/Asheville Jung Center, 2013

Rilke: Poetry and Alchemy (lecture and webinar)

Catholic University of Mainz, Germany, 2013

Die Unerhörte Mitte: Rilke's Gottvorstellung aus der Perspektive Joseph Campbell's vergleichende Mythologie

California Institute of Integral Studies, 2013

In the Image of Orpheus: Rilke and Archetypal Psychology

Marin Poetry Center, 2012

Not God, Apollo: Two Contrary Mythologies in the Life and Work of Rilke

Temple Sinai, Oakland, 2012

Rilke and the Old Testament

International Rilke Society Conference, Boston, 2011

Im Bild Orpheus

Book Passage author series, 2011

In the Image of Orpheus: Rilke and Myth

San Jose Poetry Center, 2010

Rilke and Rodin (lecture/reading)

Marin Poetry Center, 2004

Rilke's Life and Work (Poets and Writers sponsored lecture)

The Art of Translation (day-long translation workshop)

Napa Valley Writer's Conference, 2004

On Translating Rilke (craft lecture segment
at the invitation of Forrest Gander)

C. J. Jung Institute, San Francisco, 2003

Rilke's Malte and the Job Archetype (lecture)

Rudolf Steiner Center, Toronto, 1999

Gawain: In Quest of Love (lecture)

California Institute of Integral Studies, 1997

*Rilke's Orpheus: Towards a Synthesis of Neoplatonic Philosophy and
Jungian Psychology* (a lecture for the Philosophy-Cosmology Forum)

Festival of Archetypal Psychology, U. of Notre Dame, 1992

Rilke/Hillman: Poetry, Psychology, and Renaissance America

POETRY
READING

Book Passage Book Store, Albany Library Poetry Series,
Londonderry Literary Salon, Belvedere-Tiburon Library
—featured reader, 2008-2011

—numerous other readings in NY and CA, 1996-2013

THEATRE:

Dramaturge and lead roles (Trevrizent, Parzival) in Chrysalis

Productions' *Parzival*, Santa Rosa and San Rafael, CA 1998, 2009

Dramaturge and actor in Chrysalis Productions'
The Mystery of Love, San Rafael, CA 2005

ASSOCIATION/ International *Rilke-Gesellschaft*; SF C.G. Jung Society Friends;
CONFERENCE Napa Valley Writer's Conference (6 years, 2001-2008);
PARTICIPATION: David St. John Cloud View Poets Master Classes (2002-2011);
many workshops with James Hillman as well as Jung Society
(NY, SF) conferences/events, 1991-2013

REFERENCES AVAILABLE UPON REQUEST

RELEVANT
TRAVEL:

“Rilke pilgrimage” in 1993 visiting numerous Rilke-related sites in Paris, Chartres, Provence, and Switzerland

Visit to Worpswede art colony and environs in 2001

Attendance at the *International Rilke-Gesellschaft* annual meeting in Freiburg, Germany, in 2003 (devoted to *The Book of Hours*)

Visit to Duino Castle and environs in 2005

Century House Readings, Pleasanton, CA 2004
Rainer Maria Rilke (lecture presentation)

(lecture and a series of workshops on Rilke and Hillman)

Curriculum Vitae
James J. Preston

Address: 328 Singing Brook Circle, Santa Rosa,
California 95409

Phone: Home: (707) 538-3940
Office: (707) 538-3940
prestonj@sonoma.edu

Degrees:

B.S. California State University, San Francisco,
(psychology) 1967
M.Ed. University of Vermont, (education) 1970
Ph.D. The Hartford Seminary Foundation, (Human Nature and
Religion) 1974

Additional Education:

Summer Institute, Department of Religious Studies,
University of North Carolina, Chapel Hill (National
Endowment for the Humanities), 1977.

Summer Institute, The Center for the Study of World
Religions, Harvard University, (National Endowment for
the Humanities), 1988.

Fieldwork:

Twelve months in Orissa, India (1972-1973 and 1979) on
patterns of psychological and religious change in an
urban goddess temple. (Dissertation Advisor: Dr. Cora
Du Bois, Harvard University)

Additional fieldwork conducted on (1) Catholic pilgrimage
shrines in North America, (2) the devotion to Blessed
Kateri Tekakwitha in New York State and Quebec,
Canada, (1982-2009), (3) the Vatican Archives and
among members of the Curia, Rome (Summer 1990), (4)
pilgrimage in the Maritime Alps (Spring 1995) and
(5) religious experience among Native American and non-
Indian Catholics (2000-2009).

Area Specialties:

Courses in Cultural Anthropology; Culture and Personality;
Psychological Anthropology; Comparative Child Development;
Death and the Transformation of Consciousness; Comparative

Religion; Spirituality and Healing; World Religions;
Sociology of Religion: Comparative Mythology

Academic Appointments:

Instructor, Anthropology, Northwestern Connecticut
Community College, Winsted, Connecticut (1973-1974).
Assistant Professor, Anthropology, State University of New
York, College at Oneonta (1974-1979).
Associate Professor, Anthropology, State University of New
York, College at Oneonta (1979-1984).
Professor, Anthropology, State University of New York,
College at Oneonta (1984-2005).

Visiting Professor, Department of Anthropology, University
of Pittsburgh, Semester at Sea (Fall 1988).
Adjunct Professor, Department of Anthropology, State
University of New York, Binghamton (1989-1990).
Lecturer, Life Long Learning Institute and Department of
Anthropology, Sonoma State University (2005 to 2016)
Lecturer, Psychology Department, Sonoma State University,
Rohnert Park, Ca. (2006-2007)
Lecturer, Osher Life Long learning, University of
California, Berkeley (Fall 2007)
Lecturer, Santa Rosa Junior College, Religious Studies and
Behavioral Sciences Departments, (2005 to present)
Lecturer, Sonoma State University, Sociology Department,
(2005 to present).

Administrative Appointments:

Chair, Department of Anthropology, State University of
New York, College at Oneonta (1975-1978; 1996-1998).
Duties include: curriculum development, hiring of new
faculty, establishment of the major in anthropology,
assessment and annual reports.

Founding Chair, Religious Studies Program, State University
of New York, College at Oneonta (1984 to 2005). The
establishment and coordination of an interdisciplinary
minor in religious studies, development of an
extensive speaker program including Elisabeth
Kubler-Ross, Joseph Campbell and Huston Smith..

Research Affiliations and Awards:

Research Assistant, Harvard University, National Science Foundation (1973).
 Distinguished Alumnus Award, The Hartford Seminary Foundation (Fall 1989).
 Chancellor's Award for Excellence in Teaching, State of New York (1993).

Post-doctoral Seminars, Research and Travel:

- 1977 Visiting Scholar, Department of Religion, University of North Carolina, Chapel Hill. Fellowship, National Endowment for the Humanities.
- 1978 Director, Community Program on Coping with Death (SUNY Oneonta). Federal Grant, New York State Office for the Aging.
- 1979 Visiting Lecturer and Resource Consultant, The National Science Foundation Anthropology/Education Workshop, SUNY Plattsburgh. Topic: "The Anthropology of South Asia." A workshop to train secondary social science teachers and assist in curriculum design.
- 1984 Walter B. Ford Professional Development Grant. Research project: "Pilgrimage in New York State."
- 1985 Dewar Fund Grant from St. James Episcopal Church. Research project: "Pilgrimage in New York State."
- 1987 Research Grant, Bureau of Catholic Indian Missions.
- 1988 Walter B. Ford Professional Development Grant (to attend NEH Seminar, Harvard University).
- 1988 Visiting Scholar, Center for the Study of World Religion, Harvard University. Fellowship, National Endowment for the Humanities.
- 1990 Research Grant, The American Academy of Religion (to conduct research in the Vatican archives).

- 1992 Quebec Study Grant, Ministry of International Affairs, Quebec Government, "The devotion to Blessed Kateri Tekakwitha among Native and Non-native Peoples in Quebec."

Membership in Professional Societies:

American Anthropological Association

American Academy of Religion
 Institute of Structural Neuropsychology and Medicine (Board
 of Directors)

Papers and Symposia:

- "Folk Medicine in India." (lecture) The Johns Hopkins School of Public Health and Hygiene, 1972.
- "Possession and the Cult of the Mother Goddess." (lecture) The Johns Hopkins Center for Medical Research and Training, Calcutta, India, 1973.
- "The Tantric Tradition in Urban India: An Orissan Case Study." (paper) American Academy of Religion, Boston, 1974.
- "A Survey of Goddess Temples in Orissa." (paper) Conference on Religion in South India, The University of Chicago, 1974.
- "The Anthropology of Trust: Cross Cultural Exchange in a Hindu Temple." (paper) Northeastern Anthropological Association, Potsdam, New York, 1975.
- "The Goddess Chandi as an Agent of Change." (paper) American Anthropological Association, San Francisco, 1975.
- Chairman of Symposium, "Anthropological Inquiries into Mother Worship." American Anthropological Association, San Francisco, 1975.
- Chairman of Symposium, "Death and Aging in Cross-Cultural Perspective." American Anthropological Association, Washington, D.C., 1976.
- Invited paper, "Sacred Centers and Symbolic Networks in India." Xth International Congress of Anthropological and Ethnological Sciences, New Delhi, India, 1978.
- Chairman of Session, "Religion, Ritual, and Belief in South Asia." South Asia Regional Workshop, Cornell University, February, 1980.
- Discussant, panel entitled "Perspectives on Modern India." New York State Association of Asian Studies Meeting, Hartwick College, October, 1981.
- "Creation of the Sacred Image." Conference on Religion in South India, University of Pennsylvania, May, 1981.
- Keynote Speaker, "Sacred Places: Schemes of Classification." Pilgrimage Conference, University of Pittsburgh, May, 1981.

- "Pilgrimage in America: An Address to the Catholic Shrine Directors of the United States." Sponsored by the Committee on Refugees and Tourism, National Conference of Catholic Bishops, National Shrine of the Immaculate Conception, Washington, D.C., September, 1985.
- Moderator, "Space for War/Space for Peace: Present Capabilities." Conference on War and Peace, SUNY Oneonta, Spring 1986.
- Panel Member, "Cross Cultural Aspects of International Business." New Approaches to International Business Conference, SUNY Oneonta, Spring 1986.
- Lecture, "The Anthropology of Pilgrimage," SUNY Binghamton, Department of Anthropology, Spring, 1987.
- Program Chairman and Discussant, "Sacred Networks and the Shrine Complexes of South Asia." Conference on Religion in South India, McGill University, Montreal, Spring, 1987.
- Keynote address, "The Pastoral Needs of Pilgrims in the Shrines of North America." Second National Convention of Shrines, Places of Pilgrimage and Diocesan Coordinators, sponsored by the Conference of Catholic Bishops, Office of Migration and Tourism, Orlando, Florida, October, 1987.
- "Tracing the Sacred Journey: A Methodological Challenge." (paper) In session entitled "Pilgrimage: The Search and Expression of Meaning." The Middle East Studies Association, Convention Center, Baltimore, November, 1987.
- "Festering Wounds: The Mission as Instrument of Contact among the Iroquois," in seminar series entitled "Anthropology and Archaeology of the Contact Period, Department of Anthropology, SUNY Binghamton, Fall, 1989.
- "Divine Encounters: Aspects of the Feminine in Hinduism, public lecture sponsored by the Department of Religious Studies, Hamilton College, Spring, 1990.
- "The Role of the Imagination in the Social Sciences," in session entitled "Epistemic Foundations of the Social Sciences," Baruch College of the City University of New York, Fall, 1990.
- "Sacred Biographies as Models for Contemporary Spirituality: A Mohawk Candidate for Sainthood," public lecture,

- Hamilton College, Clinton, New York, Spring, 1991.
- "The Mohawk Devotion to Blessed Kateri Tekakwitha," lecture, Religion Department, Bucknell University, Lewisburg, Pennsylvania, Spring, 1991.
- "The Politics of Sainthood: Blessed Kateri Tekakwitha." (Paper delivered at conference) "The Secular Becomes the Sacred," Colgate University, Hamilton, New York, Spring, "Missionary Contact Among Native Americans: Imp of the Perverse: The Poetics of Imagining in the Social Sciences," public lecture, Syracuse University, sponsored jointly by the Anthropology and Religious Studies Departments, Syracuse, New York, Fall 1991.
- "Death in Hinduism and Buddhism." Lecture at Hartwick College, Oneonta, New York, Spring 1992.
- "Beyond Cartesian Dualism: Anthropology and the Imagination." (paper) Society for Phenomenology and the Human Sciences, Boston University, Fall 1992.
- "Pilgrimage as a Dimension of 'Self' in Catholic Spirituality." (paper) Institute of Global Studies, Columbia University, New York, Fall 1992.
- "Trouble in Paradise: Christianity Among Native American Populations." (public lecture) sponsored by the Department of Anthropology, University of South Florida, Tampa, Spring 1993.
- "The Roman Catholic Church as an Instrument of Empire in Native American Cultures." (paper) Conference on Human Rights, Ethics and Justice, New York University, Spring 1993.
- "The Canonization of a Native American saint." (paper) Meeting of the American Academy of Religion, Washington, D.C., Fall 1993.
- "Changing Patterns of Canonization in Roman Catholicism." (paper) Meeting of the American Anthropological Association, Washington, D.C., Fall 1993.
- "The Creation and Destruction of the Hindu Sacred Image," Religion Department, Hartwick College, Oneonta, New York, Spring 1996.
- Chair, session entitled "Upheaval, Disintegration, and Reconfigured Identities," joint meeting of the American Ethnological Society and the Canadian Anthropological Society. University of Toronto, May 1998.
- "The Disintegration of 'Cultures' in the World System,"

joint meeting of the AES and the CAS, University of Toronto, May 1998.

"Miraculous Healing and the Religious Imagination."

International conference on spirituality, Healing and Health, University of Arizona, Tucson, April 1999.

"Disappearing Boundaries: Religious Imagination in an Imploding World system." Plenary Session, Society of the Anthropology of Religion, Providence, April 2002.

Publications:

Books:

Community, Self, and Identity: Styles of Communal Living in World Cultures. Editor with B. Misra. World Anthropology Series. The Hague: Mouton Publishers, 1978.

Cult of the Goddess: Religious Change in a Hindu Temple. American Edition. Prospect Heights, Illinois: Waveland Press, 1985.

Mother Worship: Theme and Variations. Editor. Studies in Religion Series. Chapel Hill: The University of North Carolina Press, 1982. (This book is now in a second printing paperback edition.)

Monographs:

The Oneonta Faculty Convivium: Collected Essays I (1983-1984). Editor. Oneonta, New York: State University of New York, 1985.

Sacred Centers: Development of a Classificatory Scheme. Bhubaneswar, Orissa, India: Mayur Publications, 1987.

Miraculous Experience: A Study of Orissan Hinduism. Bhubaneswar, Orissa, India: Mayur Publications, 1990.

Articles:

"Religion and Political Process in the Writings of Gandhi and Tolstoy," Gandhi Marg (October, 1972):1-11.

"Anthropological Inquiries into Mother Worship." Symposium paper reproduced in summary by Robert Trotter in Science News 109:7 (1976):97-112.

"Commentary on 'New Uses for Old Ethnography,'" Human Organization 35:3 (Fall, 1976):328 & 329.

- "Toward an Anthropology of Death," Intellect (April, 1977):343 & 344.
- "The Commercial Economy of an Urban Temple in India." In Community, Self, and Identity, edited by B. Misra and James J. Preston. The Hague: Mouton Publishers, 1978, pp. 27-36.
- "Master Symbols and Cultural Codes." In Critical Essays in Religion and Culture, edited by John Morgan. Washington, D.C.: University Press of America, 1979, pp. 35-57.
- "Two Urbanizing Orissan Temples" (written with James Freeman). In Transformation of a Sacred City: Bhubaneswar, India, edited by Susan Seymour. Boulder, Colorado: Westview Press, 1980, pp. 96-117.
- "Sacred Centers and Symbolic Networks in South Asia." Mankind Quarterly 20:3 & 4(1980):259-293.
- "The Goddess Chandi as an Agent of Change." In Mother Worship: Theme and Variations, edited by James J. Preston. Studies in Religion Series. Chapel Hill: University of North Carolina Press, 1982, pp. 210-226.
- "New Perspectives on Mother Worship." In Mother Worship: Theme and Variations, edited by James J. Preston. Studies in Religion Series. Chapel Hill: University of North Carolina Press, 1982, pp. 325-343.
- "Goddess Temples in Orissa: An Anthropological Survey." In Religion in Modern India, edited by Giri Raj Gupta. Main Currents in Indian Sociology. Vol.V. New Delhi: Vikas Publishers, 1983, pp. 229-247.
- "The Hindu Sacred Image: Its Creation and Destruction." Anima 10 (1)(Fall 1983):34-50.
- "World Civilization: An Anthropological Perspective." Cultural Futures Research VII:4 (Summer,1984):17-25.
- "Empiricism and the Phenomenology of Religious Experience." Mentalities 2:2 (1984): 10-20.
- "Creation of the Sacred Image: Apotheosis and Destruction in Hinduism." In Gods of Flesh, Gods of Stone: The Embodiment of Divinity in India, edited by Joanne Punzo Waghorne and Norman Cutler in association with Vasudha Narayanan. Chambersburg, Pennsylvania: Anima Press, 1985, pp. 8-30.
- "Culture Shock and Invisible Walls." SUNY International Quarterly I: 3-4 (Spring/Summer 1985):28-34.
- "Goddess Worship: An Overview." The Encyclopedia of

- Religion, edited by Mircea Eliade. Vol. 6. New York: Macmillan Publishing Company, 1986, pp. 35-45.
- "Goddess Worship: Theoretical Perspectives." The Encyclopedia of Religion, edited by Mircea Eliade. Vol. 6. New York: Macmillan Publishing Company, 1986, pp. 53-59.
- "Purification." The Encyclopedia of Religion, edited by Mircea Eliade. Vol. 12. New York: Macmillan Publishing Company, 1986, pp. 91-100.
- "Expulsion." The Encyclopedia of Religion, edited by Mircea Eliade. Vol. 5. New York: Macmillan Publishing Company, 1986, pp. 233-236.
- "Cosmic Implosion: Miraculous Experience in Hinduism." Anima 12:2 (Spring 1986): 144-160.
- "The Worship and Veneration of Female Sacred Images." South Asian Social Scientist III:2 (July - December, 1987): 77-110.
- "Necessary Fictions: Healing Encounters with a North American Saint." Literature and Medicine 8 (1989): 42-62.
- "The Rediscovery of America: Pilgrimage in the Promised Land." In Pilgrimage in the United States, edited by Gisbert Rinschede and Surinder Bhardwaj. Geographia Religionum. Vol. 5. Berlin, Germany: Dietrich Reimer Verlag, 1991.
- "The Trickster Unmasked: Anthropology and the Imagination." In Anthropological Poetics, edited by Ivan Brady. Savage, Maryland: Rowman and Littlefield, 1991, pp. 69-103.
- "Spiritual Magnetism: An Organizing Principle for the Study of Pilgrimage." In Sacred Journeys: The Anthropology of Pilgrimage, edited by Alan Morinis. Westport, Conn.: Greenwood Press, 1992, pp. 31-46.
- "Sacred Centers and Symbolic Networks in India." In The Realm of the Sacred: Verbal Symbolism and Ritual Structures, edited by Sitakant Mahapatra. Calcutta: Oxford University Press, 1992, pp. 79-112.
- "Blessed Kateri Tekakwitha." In Sacred Journeys: an Illustrated Guide to Pilgrimages Around the World. Edited by Jennifer Westwood. New York: Henry Holt and Co., 1997, pp. 45-55.
- "Kateri Tekakwitha 1636-1680." In Reader's Guide to Women's Studies, edited by Eleanor Amico. Chicago: Fitzroy

Dearborn Publishers, 1998, p. 558.
 "Preface." Guru Devotion and the American Buddhist Experience by Daniel Capper. Lewiston, New York; the Edwin Mellen Press, 2002, pp. vii-xi.

References:

- Dr. Michael Merilan, Dean of Liberal Studies, State University of New York, Oneonta, New York 13820 (607-436-2125) merilamp@oneonta.edu
- Dr. John Relethford, Professor of Anthropology, State University of New York, Oneonta, New York 13820 (607-436-2017) relethjh@oneonta.edu
- Dr. Brian Haley, Chair, Department of Anthropology, State University of New York, Oneonta, New York 13820 (607-436-2001) haleyb@oneonta.edu
- Dr. John Wingard, Professor, Department of Anthropology, Sonoma State University, Rohnert Park, California 94928
- Dr. Eric Thompson, Religious Studies and Humanities, Santa Rosa Junior College, Santa Rosa, California 95401
- Dr. Laurel McCabe, Chair, Psychology Department, Sonoma State University, Rohnert Park, Ca. 94928

301 Petersen Lane
Petaluma, Ca
94952

707-529-5318

Academic Positions:

- Lecturer: Department of Early Childhood Studies, Sonoma State University, Rohnert Park, CA. 2016- Present.
- Program Coordinator & Internship Coordinator, Psychology MA Program, Sonoma State University, 2016-present.
- Professor of Psychology for MA Psychology program, Sonoma State University, Rohnert Park, CA. Spring 2013- Present.
- Early Childhood Educator, Marin County Office of Education San Rafael, CA. 2011-2016.
- Teaching Assistant: Autism Theory and Interventions Class, Sonoma State University, Rohnert Park, CA. Spring 2008.

Professional Work:

- Program Coordinator, Internship Coordinator, Psychology M.A. Program, Sonoma State University, CA
- Faculty, Psychology MA, Sonoma State University, CA.
- Lecturer, Department of Early Childhood Studies. Sonoma State University, CA.
- Trauma Informed Care and Self-Care Practices for Early Childhood Professionals, Trainer and Consultant.
- Neurosequential Model of Therapeutics Phase 1 Certified, Dr. Bruce Perry, The Neurosequential Network, Houston, TX
- Neurosequential Model of Reflection and Supervision Certification, Dr. Kristi Brandt & Dr. Bruce Perry, Parent, Infant, and Child Institute, Napa, CA
- Early Mental Health Consultant. Marin and Sonoma County, CA
- Subject Matter Expert, Curriculum Designer and Course Development for MA in Educational Leadership Program, Walden University, Minneapolis, MN
- Early Childhood Consultant, Early Learning Institute, Rohnert Park, CA
- Clinical Developmental Psychologist, Early Childhood Educator, Consultant
- Marin Head Start and Early Head Start Internal Quality Coach and Professional Development Trainer. San Rafael, CA.
- Program Associate, New Teacher Center. Oakland Head Start, Oakland Unified School District, Oakland, CA. 2017-2018.
- Early Childhood Educator Expert focused on early mental, social and emotional health, Marin County Office of Education, San Rafael, CA. 2012-2016.

- First School Data Collector – working with a team of researchers collecting data, focusing on the role of oral language and metacognition in early development. Marin County Office of Education, San Rafael, Ca. Present.
- Lead Psychology Intern, Partners – Psychodynamic clinical work with children and families, Novato, CA. 2013-2015.
- Psychology Intern, California Parenting Institute, Santa Rosa, CA. Fall & Spring 2009. Working with Child Protective Services in psychological evaluations of children and adults involved in domestic violence and child abuse.
- Program Director and Master Teacher, Papermill Creek Children’s Corner, Point Reyes, CA. 2008-2012.
- Lead Teacher, Step One School, Berkeley, CA. 2003-2007.

Publications:

- Radiloff, J. (2014). *Affect and archetype in early infancy*. Doctoral Dissertation, Pacifica Graduate Institute, Carpinteria, CA.
- Radiloff, J. (2003). *The mother, the moon, and the muse: Exploring the wounds of abandonment through the archetypal great mother*. Masters Thesis, Sonoma State University, Rohnert Park, CA.
- Brisden-Smith, Moreno, Peliquin, Radiloff & Wachtel. (2018). Growing opportunities: Collaboration nurtures and supports early learning educators. *The Learning Professional*, 38 (3).

Professional Affiliations:

- American Psychological Association, 2007-Present.
- California Faculty Association, 2016-Present.

Education:

- Ph.D., 2015, Clinical Psychology, Pacifica Graduate Institute, Carpinteria, CA
- California Commission on Teaching Credentialing Program Director’s Credential, Sacramento, CA. Awarded 2008 - Present.
- Master Teacher’s Permit, California Department of Education, Sacramento, CA. 2008.
- M.A., 2002, Psychology, Sonoma State University, CA.
- B.A., 2000, Humanistic and Existential Psychology, Sonoma State University, Rohnert Park, CA.
- A.A., 1997, Early Childhood Education, Cuesta College, San Luis Obispo, CA.

CURRICULUM VITA

Name: Liza Jill Ravitz, Ph.D. California License: PSY-6295

Address: 1401 Spring Hill Road
Petaluma, Ca 94952

Phone: O - (415) 931-6135
O – (707) 762-7828
H- (707) 769-1441

EDUCATION

Jungian Child Psychoanalyst	2009	C.G. Jung Institute, San Francisco, California
Jungian Psychoanalyst	2006	C.G. Jung Institute, San Francisco, California
Ph.D	1977	DePaul University, Chicago, Illinois (APA Approved) Major: Community Clinical-Child Psychology
M.A. (With Distinction)	1974	DePaul University, Chicago, Illinois Major: Community Clinical-Child Psychology
B.A.	1970	Case Western Reserve University, Cleveland, Ohio
	1969	City of London College, London, England

AWARDS AND HONORS

Outstanding Teacher of the Year – 2007. Dept. of Psychiatry, California Pacific Medical Center.
Honorable Mention - 1993. City Council of Petaluma.
Mental Health Traineeship - 1971-72; 1973-74. DePaul University
Pi Gamma Mu - National Honorary Society of Social Sciences- 1970. DePaul University.
Magna Cum Laude - 1970. Case Western Reserve University.
Phi Beta Kappa - 1970. Case Western Reserve University
Psi Chi National Honorary Psychological Society- 1969. Case Western Reserve University
Dean's List - 1966 - 1970. Case Western Reserve University.

WORK EXPERIENCE

Private Practice- 6/12-6/14: Taiwan Institute of Psychotherapy, Taipei, Taiwan

Private Practice - 9/80 – present; 2220 Fillmore St., San Francisco, CA 94115
318 Western Avenue, Petaluma, CA 94952

Individual, family, group psychotherapy and psychoanalysis with children and adults.
Parent training, sandplay therapy. Supervision of psychological assistants and MFT interns, ongoing sandplay, child therapy and adult therapy case consultation groups for professional therapists. Teaching courses, inservices and workshops. Presenting papers, workshops and clinical work nationally and internationally.

Associate Professor- 9/08-present; Sonoma State University, Rohnert Park, CA.

Core Faculty Master's Depth Psychology Program

Visiting Professor- 9/12-6/14- Shih Chien University, Master's Program, Taipei, Taiwan

Visiting Psychoanalyst- 9/12-6/14- Analyst Taiwan Jungian Developing Group, Taipei, Taiwan

Training Consultant – 9/07 – 6/09; Richmond Maxi Center, San Francisco, CA

Ongoing Group Sandplay clinical consultation and training for staff and interns.

Affiliate Staff – 6/87 - Present; California Pacific Medical Center
2340 Clay Street, San Francisco, California 94115

Clinical supervision of psychology interns and psychiatric residents. Sandplay Therapy Seminar.

Director of Training- 11/04 - 6//07; Petaluma Peoples Services- 1300 Petaluma Blvd., Petaluma

Development and implementation of specialized training program, training and supervision of interns and staff, inservice trainings

Adjunct Faculty - 9/93 - 6/99; Institute of Imaginal Studies, Petaluma, CA. 94952

Consulting Supervisor -7/92-8/95; Petaluma Peoples Services, Petaluma Blvd., Petaluma, CA

Clinical group supervision to staff and interns.

Psychological Consultant - 9/88 - 3/90; Big Brothers/Big Sisters, Consultation with staff.

Supervising Faculty - 7/81 – 7/85; California School of Professional Psychology:
1900 Addison Street, Berkeley, CA

Clinical supervision of psychology pre-doctoral students.

Consulting Supervisor – 3/83-6/90; Richmond Maxi Center, S.F., CA

Clinical supervision of staff and interns

Staff Psychologist - 5/80 - 5/82 Child and Adolescent Team
Richmond Maxi Center, 3626 Balboa, San Francisco, CA 94121

Individual, family, group psychotherapy with children, adolescents and adults.
Diagnostic assessment. Crisis intervention, brief therapy, parent training, sandplay therapy.

Emphasis

with multicultural, especially Asian, clientele. Individual and group clinical supervision of staff, psychology interns, social work students. Inservice training. Consultation to Kai Ming (Chinese Head Start), preschools, junior and senior high schools.

Child Psychologist - 3/80 - 10/80; Solano Community Mental Health Center, Fairfield, CA

Individual, family, group psychotherapy with children, adolescents and adults. Diagnostic assessment. Emphasis with sexually abused children and their families.

Assistant Director Child and Adolescent Program - 9/75 - 9/78;

Ravenswood Hospital Community Mental Health Center, Chicago, Illinois

Co-administration of program including: program development and evaluation, grant writing, refinement of internal operations, intake review, development of liaisons with other hospital units, development of referral network with community agencies, coordination of training, screening, selection, supervision and evaluation of staff and students, involvement in APA accreditation of psychology internship program. Individual and group clinical supervision of staff, psychology interns, social work students. Psychiatric training of medical students. Inservice training. Consultation to hospital Child Developmental Clinic, pediatric unit and emergency room. Consultation to schools and community agencies.

Individual, family, group psychotherapy with children, adolescents and adults. Diagnostic assessment. Crisis intervention, brief therapy, parent training. Sex therapy. Emphasis with ethnic and minority clientele.

Staff Psychologist - 7/74 - 9/75; Ravenswood Hospital CMHC:

Individual, family group psychotherapy with children, adolescents and adults. Supervision of staff and interns. Diagnostic assessment. Crisis intervention, brief therapy, parent training. Sex therapy. Consultation to schools, hospital emergency room, community mental health agencies. Emphasis with ethnic and minority clientele.

Psychological Consultant - 9/73-6/74 ; House of Good Shepherd, Chicago
(Residential treatment for adolescent girls)

Clinical supervision and inservice training of child care staff, teachers and social workers. Administrative consultation to principal. Program development including development of group therapy program.

Mental Health Traineeship - 9/73 - 6/74; 7/71 - 6/72

DePaul University Community Mental Health Center, Chicago, Illinois

Individual, family, group psychotherapy with children, adolescents and adults. Consultation and development of liaisons to urban schools and local mental health agencies. Emphasis with ethnic and minority clientele.

Clinical-Child Psychology Internship (APA Approved) - 9/72 - 9/73

Chicago Read Community Mental Health Center, Chicago, Illinois

Inpatient service to preadolescent (10-14) and adolescent (14-18) units. Outpatient service to local community mental health center. Services included individual, family, group psychotherapy with children, adolescents and adults. Emphasis with ethnic and

minority clientele. Consultation to schools, staff and parents. Development of parent participation program. Administration of volunteer program.

TEACHING EXPERIENCE

“Therapist as Witness”- Nov. 2013, University of Macau, Macau, China- Ph.D. Program
 “Jungian Theory and Practice”-Fall/Winter- 2012-2014- Shih Chien University, Taipei, Taiwan, MA program
 “Theories of Jungian Psychology”, Fall 2008-present. Core Faculty, SSU, M.A. Depth Program
 “Alchemy”- Spring, '09. Sonoma State University, M.A. Depth Psychology Program
 “Attachment and Separation Anxiety “- Spring '09, C.G. Jung Institute, S.F. Continuing Ed. Program
 “Infant Development, the Brain and Psychotherapy–Fall '07, C.G. Jung Institute, Continuing Ed. Program
 “Sandplay and Child Therapy” – Fall 2007, Guest Speaker, Sonoma State University
 Trauma, Sandplay and Healing”- Nov. 3-4, 2006, JFK University, Pleasant Hill, CA
 Adjunct Faculty - September 1993 –1999. Institute of Imaginal Studies; Petaluma, CA
 “Sandplay Therapy” Spring, 1999. Institute of Imaginal Studies; Petaluma,
 “Child Therapy” - Spring, 1998, Summer, 1997; Institute of Imaginal Studies; Petaluma, CA
 “Sandplay Therapy”–Spring, Summer, 1996. Institute of Imaginal Studies; Petaluma, CA
 “Countertransference” - Summer, 1995. Institute of Imaginal Studies; Petaluma, CA
 “Clinical Issues in Treatment of Single Women”, 7/85; Guest Speaker, Rosebridge University, Concord
 “Treatment Approaches with Children” - Spring Semester, 1984; Sonoma State University: Psychology Graduate Program
 “The Arts as Therapy” - Fall Semester, 1981; San Francisco State University.
 “Psychology of Human Behavior” - Spring Semester, 1981; San Francisco State University
 “Family Therapy Seminar” - November, 1980 - May, 1982; Richmond Maxi-Center
 “Sex Therapy Seminar” - Summer 1978; Ravenswood Hospital.
 “Family Therapy Seminar” - September, 1977 - August, 1978; Ravenswood Hospital.
 “Psychology of Exceptional Children” - Winter Quarter, 1975; DePaul University
 “Group Therapy Seminar” - Spring, 1974; House of Good Shepherd.
 “Personality Adjustment” - Winter Quarter, 1974; DePaul University.
 “Behavior Problems of Childhood” - Spring Quarter 1973; DePaul University.

INSERVICE TRAININGS

“Active Imagination and Dream Analysis”- July, '08. Kaiser, Santa Rosa. Dept. Psychiatry,
 “Infant Development and Psychotherapy”- April, '08. C.G. Jung Institute Whitney MH Clinic
 Director Inservice Trainings- Petaluma Peoples Services-November'04 to June '07
 “Sandplay Therapy”- Marin Mental Health Center, 2005-2008.
 “Interpreting Children’s Drawings- Petaluma Peoples Services, 2004
 “Sandplay Therapy”- September, '03,'04; Bay Area Community MHC
 “Sandplay Therapy”- October, 2003; CARE, Santa Rosa
 “Child Therapy”- December, 2001-2004: Marin Mental Health Center.
 “Child Therapy” - July, 1992 - 2003; Petaluma Peoples Services.
 “Sandplay Therapy”– April, 2000; Hospice of Petaluma
 “Sandplay Therapy and Brief Therapy”- Oct. 2000, Kaiser Permanente, Santa Rosa

"Sandplay Therapy" - July, 1992 - 1995; Petaluma Peoples Services
 "Sandplay Therapy" - October, 1995. McCauley Psychiatric Institute, San Francisco
 "Sandplay Therapy"- February, 1993. California Pacific Medical Ctr., San Francisco
 "Sandplay Therapy"- May 1990. Richmond Maxi Center, San Francisco
 "Play Therapy"- March 1989. Richmond Maxi Center, San Francisco
 "Bridging Behavioral and Psychodynamic Child Treatment"-April 1984. Richmond Maxi-Center,
 San Francisco,
 "Behavioral Treatment of Childhood Disorders." - March 1983. Richmond Maxi Center,
 "Stress Management Workshop" - August, 1980; UC Medical Center, Pediatric Unit.
 "Family Therapy with Children" - August, 1978; Ravenswood Hospital.
 "Family Therapy with Adolescents" - August, 1978; Ravenswood Hospital.
 "Diagnostic Assessment" - January, 1973; Chicago Read MHC

PRESENTATIONS

"An East-West Coniunctio: The Relational Field in Cross Cultural Analysis- Jung and China Conference, San Francisco, March 29, 2014
 "Sandplay with Children"- Hong Kong Sandplay Society Conference, Hong Kong, China, March 15, 2014.
 "Sandplay, Dreams and Active Imagination"-International Jungian Conference, Qingdao, China, October, 2013
 "A Western Analyst in Asia"- International Jungian Conference, Taipei, Taiwan- October, 2013
 "Transference-Countertransference"- September, 2013, TIP, Taipei, Taiwan
 "Transference-Countertransference in Sandplay", IAAP Conference, Aug. 2013, Copenhagen
 "Preschool Teacher's Conference"- Keynote, April, 2013, Shih Chien University, Taipei
 "The Archetypal Masculine"- March 2012, TIP, Taipei, Taiwan
 "Therapist as Witness"- Dec.8-9, 2012- National Conference-Taiwan Sandplay Society, Taipei, Taiwan
 "The Child Complex"- Nov. 2012, TIP, Taipei, Taiwan
 "Jung, Blake and the Book of Job", Sept. 2012, TIP, Taipei, Taiwan, April, 2013, Hong Kong, China
 "Sandplay as Multidimensional Space"- June, 2012. 5th Annual Chinese Analytical Conference, Macau
 "Witnessing Sandplay"- June, 2012. National Sandplay Conference, Berkely, CA.
 "Therapist as Witness" – Aug. 2011. Keynote, ISST Conference, Ittingen, Switzerland
 "Individuation- An Analytic Case Study"- May 2011 - Taipei, Taiwan
 "My Secret Garden- Attachment and Sandplay – March, 2011- RECAMFT
 "Symbolic Space"- March, 2011 - Child Colloquium, C.G. Jung Institute, San Francisco
 "Defenses of the Self and Sandplay" –Oct. 2010, TIP, Taipei, Taiwan
 "Attachment and Defenses of the Self" - Oct. 2010. Hong Kong, China
 "My Secret Garden- Attachment and Sandplay"- Nov. 2009. ISST Conference, Kyoto, Japan
 "Bette Boop: An Image of Child Mind" – March, 2007, North - South Conference of Jungian Analysts, Carmel, CA
 "What does the Child Analyst Bring to Jungian Thought?"- Sept. 2006- Child Colloquium, C.G. Jung Institute, San Francisco
 "A Child's Session- Insecure Attachment"- May, 2006- International Jungian Workshop on Children and Adolescents - Lucerne, Switzerland
 "A Child Sandplay Case"- Oct. 2001; C.G. Jung Institute Child Colloquium, San Francisco, CA

"The Symbol of Ganesh in Sandplay" – March, 2000; Child Therapy Institute of Marin
 "Developmental Tasks of 6-12 Year Olds"- Montessori Children's House, Petaluma, 11/92
 "Family Stress Management Surrounding the Birth or Adoption of a Child", University of California S.F., March 1983.
 "Stress Management During Pregnancy" - March of Dimes Conference. Chicago, Illinois, February, 1977.
 "Female Sexuality" - Symposium, March 1977; Ravenswood Hospital.
 "How to be an Effective Parent" - August, 1975; Ravenswood Hospital.
 "Should a Mother Go to Work?" Ravenswood Hospital, Chicago, Illinois, Aug. 1974
 "Mood and Mental Achievement as a Function of the Menstrual Cycle in Adolescents".
 Midwestern Psychological Association Convention - Chicago, Illinois, May 1974.

PUBLICATIONS AND RESEARCH

"An East-West Coniunctio: The Relational Field in Cross Cultural Analysis" in **Between Innovation and Tradition: Jungian Analysts Working in Different Cultural Settings**. Catherine Crowther and Jan Wiener, eds. (In Process 2015)
 "Therapist as Witness" - Journal of Sandplay Therapy- (Spring or Fall 2014. In process)
 "C.G. Jung's Red Book – A Review"- Journal of Sandplay Therapy, Vol.19, Number 1, 2010
 "The Way of the Dream: Conversations on Jungian Dream Interpretation with Dr. Marie-Louise von Franz: A Review". Journal of Sandplay Therapy, Vol. 18, Number 2, 2009.
 "Sandplay Therapy"- January 30, 2008- Podcast Shrink Rap Radio #135-
<http://www.shrinkrapradio.com/2008/01/30/135-jungian-sandplay-therapy/>
 "Bette Boop: An Image of Child Mind"- Proceedings of the North South Conference of Jungian Analysts, March, 2007. www.sfjung.org/nosoproceedings2007.pdf
 "Ganesa: Lord of Obstacles"- Journal of Sandplay Therapy, Volume IV, Number 2. Spring, 1995
 "The Dreidle as Symbol" - Journal of Sandplay Therapy. Volume III, Number 1. Fall, 1993.
 "Fear of Success in School Age Boys and Girls: Developmental Level, Sex Differences, and Parental Attitudes" - Doctoral Dissertation. DePaul University, 1977.
 "Mood and Mental Achievement as a Function of the Menstrual Cycle in Adolescent Females" Master's Thesis. DePaul University, 1974.

PROFESSIONAL AFFILIATIONS

C.G. Jung Institute of San Francisco – Analyst Member
 California Pacific Medical Center - Affiliate Staff
 National Register of Health Service Psychologists #42657
 American Psychological Association (APA), Member
 San Francisco Psychological Association (SFPA), Member, Treasurer 2004-2007
 Redwood Psychological Association (RPA), Member
 Northern California Sandplay Society (NCSS), Past President, Executive Council.
 Sandplay Therapists of America (STA), Teaching Member
 International Society of Sandplay Therapists (ISST) – Teaching Member
 Northern California Regional Sandplay Society (NCRSS) – Teaching Member

CIVIC POSITIONS

Petaluma City Council - Child Care Committee, Appointed Position - 1991-1993.

Montessori Children's House - Parent Satisfaction Committee, Appointed Representative - 1991-1993.

KIM ROSEN—RESUME

Education and Training

Yale University, B.A. Magna Cum Laude, 1980
Sarah Lawrence College Graduate School, MFA in Poetry, 2001
Institute of Core Energetics (New York), Training in Core Energetics Therapy, 1980
Gestalt Institute of New York, Training in Gestalt Therapy, 1977
The Work of Byron Katie, Certification in 1998
New York University, Graduate courses in Drama Therapy, 1981
Other Professional Training: Pathwork Helpership, Breathwork, Massage and Healing
Poetry Writing Intensives with Galway Kinnell, Marge Piercy, David Whyte and Sharn Olds
Squaw Valley Community of Writers, Summer 1998, 2001

Books and Other Publications

Saved by a Poem: The Transformative Power of Poetry, (Hay House, October 1, 2009)
Poetry Editor and “Saved by a Poem” column in *Spirituality and Health Magazine*
Articles published in various publications including *O Magazine*, *The Sun Magazine*, *Spirituality and Health*,
Shaman’s Drum, *Meditation Magazine*, *Horizons*, *Creation Spirituality*, *Body, Mind and Spirit*.
Consultant to Roger Housden in *Ten Poems to Open Your Heart* (Harmony Books, 2002) and *Ten Poems to Set
You Free* (Harmony Books, 2003)
Poetry published in *Central Park Literary Magazine*, *The Current*, *Frontiers*, *The Dickens*, *Eclipse*, *The Texas
Review*, and others.
Recipient of the *Robinson Jeffers Tor House Prize*, 2001
Beaten by the Angel, a chapbook of poems, self-published 1999.
Co-founder and editor: *Spark! The Worldwide Newsletter of the International Pathwork Foundation*
Chapter in *Animals as Teachers and Healers* edited by Susan MacElroy published by New Sage Press.

Discography

Only Breath – spoken poetry with music by Jami Sieber and other musicians, Out Front Music, 2008,
www.myspace.com/jamisieberandkimrosen
Vesica – spoken poetry with music by Jami Sieber, Out Front Music, 2004
The Fire and the Rose – spoken poetry with music by Jami Sieber, Out Front Music, 2002
Naked Waters – spoken poetry with music by Peter Kater, Earthsea Records, 1998
Delphys: Ocean Born – lyricist and co-producer, 1993
Delphys: Sacred Spaces for Inner Journeys – writer, lyricist, performer and co-producer, 1990

Workshops, Courses and Retreats

2012 – present Founder and Teacher of **The Poetry Depths Mystery School**

2001 – present Workshops, trainings and retreats on the transformational power of poetry in the U. S.,
Canada, Brazil, Argentina, Uruguay, Ireland, and throughout the UK.

2001 – present Faculty of **Kripalu, Esalen, Wisdom University, The International Pathwork
Foundation, The Open Center, and the Omega Institute**, as well as other institutions in the
US and abroad.

1985 - present Faculty member, Teacher and Pathwork Helper in the Pathwork of California, Brazil,
Argentina, Uruguay, New York, Canada and the International Pathwork Foundation. Taught
workshops, intensives and professional training throughout North and South America.

1995 - 99 Creator/Teacher of workshops, seminars, and retreats on writing, movement, sound,
Breathwork and ritual as doorways to spiritual awakening -- including poetry readings,
musical performances, group ritual and theatre.

1994 - 98 Designer and Teacher of the “Inner Unfolding” program in **The School for Enlightenment
and Healing**, New York, NY and San Diego, CA.

Conferences and Multi-Media Events Include

- 2012 Featured speaker at TEDxMaui, “Remembering our First Language: Poetry’s Medicine for Our Times”
- 2006 – 2008 Featured spoken word artist in Jennifer Berezan’s *Praises for the World*, Masonic Temple, Oakland and Atlanta Georgia
- 2008 Featured spoken word artist in *V to the 10th*, New Orleans Superdome, sponsored by V-Day, a worldwide movement to stop violence against women.
- 2006 -- 2008 Featured spoken word artist in *Women and Power Conference*, featuring Eve Ensler, Maya Angelou, and others at the Omega Institute and New York Sheraton
- 2007 Presenter and featured spoken word artist at the Institute of Noetic Sciences (IONS) Annual Conference
- 2007, 2008 Presenter and featured spoken word artist in A Mourning Conference, sponsored by the JCC of San Francisco
- 2008 Presenter and spoken word artist in The Association for Professional Chaplains Annual Conference
- 2006 – present Inspirational presentations and spoken mystical poetry at various Unity Churches, The Center for Spiritual Enlightenment, The Church of Religious Science, and other spiritual organizations.

Performances

- 2008 – present “Only Breath” Poetry Concerts with Jami Sieber, Jennifer Berezan, Steve Gorn and other musicians in Conferences, Universities, Spiritual and Religious gatherings, Prison facilities, schools and retreat centers including Kripalu, Omega, IONS and Wisdom University.
- 2002 – 2007 “Vesica” Poetry Concerts with musicians Jami Sieber, Michaelle Goerlitz and others in Conferences, Universities, Spiritual and Religious gatherings, Prison facilities, schools and retreat centers.
- 1998 – present Various collaborations with musicians Peter Kater, Jennifer Berezan, Chloe Goodchild, David Darling, Ulali, Paul McCandless, Jami Seiber, Rhiannon, Gary Malkin, Caroline Myss and Roger Housden.. Venues include Grace Cathedral (San Francisco), Chartres Cathedral (France), Santa Rosa Juvenile Lock Down Facility, and others.
- 1998 “The Poemson Project” Multimedia Poetry/Music event performed throughout the U.S.
- 1995-1997 “Penumbra: the Illuminated Shadow” Multimedia Poetry/Music event performed in Eugene, Oregon, Los Angeles California and Woodstock, NY.

YouTube

You can view videos of Kim’s work on You Tube. <http://www.youtube.com/watch?v=ifZg87GBnq8>

Other Related Experience

For several years, Kim has also done humanitarian work in Kenya, leading trauma work in the Kibera Slum outside of Nairobi with groups of women with HIV, and traveling to the V-Day Safe House for Girls in the Rift Valley where she worked with the girls in poetry and performance, and traveled to the Maasai villages to document the fight against Female Genital Mutilation and Early Childhood Marriage. She returns to Kenya as frequently as possible to work with both communities.

Roxanna L. Rutter, Ph.D.

4833 REGENTS WALK, Shorewood, MN 55331

Post Office Box 142, Wayzata, MN 55391

TEL 510 495-5643

roxannalr@gmail.com

WEBSITE (under reconstructio): [HTTP://VESSELOFVOICES.COM](http://VESSELOFVOICES.COM)

OBJECTIVE

To work with a dynamic, caring team of professionals and individuals committed to wellness and living from the heart as well as the 'mind'; that values learning and mindfulness through relationship; who respect differences and connect through similarities.

To help people heal 'broken hearts' and unmet needs, to move beyond limiting beliefs into wholeness of Self; to help guide individuals and groups to identify, acknowledge, and tap into the wellspring of creative life force.

To teach life skills and integration of body-mind-heart-soul through 1) expressive arts, with a focus on voice-movement, and visual arts 2) contemplative arts guided visualization and meditation, Authentic Movement and spiritual mentoring.

To empower people to actively participate in their own life choices, healing, and creation of lives they imagine living through transformational personal and spiritual growth programs.

To actively engage in collective team work: to respect and further lifelong learning, serving, and celebrating life; to fully engage in what is possible in the present time.

EXPERIENCE

Authentic Movement and Voice Retreats

Application of Expressive Arts to Higher Brain Living Facilitators and Clients

MAY 2014 - present

Coordinate, teach, and facilitate small groups: embodiment of 'higher consciousness'

Master Facilitator, Higher Brain Living®

AWAKEN Higher Brain Living Center

Wayzata, Minnesota/ Littleton, Colorado

AUG 2013 - Present

Coordinate and Present Higher Brain Living System; how to shift from lower brain to higher brain, bridging latest in neuroscience and the brain with ancient mystical teachings.

Facilitation of gentle-touch technique, 22-step program.

Clinical Psychologist

ASLAN INSTITUTE

Integrative Mental Health Center 4141 Old Sibley Memorial Highway Eagan, MN 55122

FEB 2012 - JAN 2014

Provide individual counseling and in-depth psychotherapy for adults; part-time. In-service Facilitation and teaching quarterly.

FOUNDER AND DIRECTOR, *VESSEL OF VOICES*

AUTHENTIC TRANSFORMATION FOR SENSITIVE SOULS LIVES IN TRANSITION

Expressive Arts, Healing and Contemplative Arts; Individual, Groups, Retreats, Conference Calls

CALIFORNIA, ARIZONA, MINNESOTA MARCH 2007 - JAN 2015

Prior to Founding of *Vessel of Voices*

Private Practice in Jungian-oriented Psychotherapy and Mindfulness

Bay Area, California Minneapolis, Minnesota

1996 - 2005

Facilitate and counsel individuals and groups in psychotherapy, life enhancement training, and creative/spiritual expression; thereby helping people live more meaningful lives through their relationships with family and friends, expression, and how their contributions to their families, communities, and the world.

Instruct and guide individuals and groups in person and on teleconference in Heart Rhythm Practice, Guided Imagery, and breathing techniques to cope with modern day stressors, loss, and life transitions.

Lead Spiritual Development/Creativity Workshops for adults and children.

1994 - Present

Develop and facilitate Women's Retreats ~ to help women connect with their bodies and voices in a positive, active way; to slow down, listen and learn to trust signals from the body-voice and re-discover spontaneity and play.

1994 - Present

Create and maintain a safe, compassionate environment where relationship with other and with oneself is nurtured and cultivated, thereby forging deep trust, confidence, and sense of self/Self.

Studio Instructor, Meditation and Movement Clinical Psychologist

The Marsh Balance and Fitness Center Minnetonka, Minnesota 55345

1994 - 2003

Developed and Facilitated Integrative Meditation classes, workshops, retreats. **Identified needs of members;** developed annual workshop series based upon mission of living in balance with greater vitality and optimism.

Taught integrative meditation. Provided individual counseling and in-depth psychotherapy for wide variety of circumstances for adults and children; age range: 7 - 93 years old ~ life transitions (cultural adjustment for corporate job transfers, divorce, loss of loved one, midlife), release of creative and spiritual blocks, identification of personal strengths and purpose, etc.

Provided in-house meditation and movement workshops for studio instructors. Stimulated staff interest in stress reduction and application of meditation. Developed and facilitated Authentic Movement Retreats for Women Customized individual programs to inspire and motivate, enhance feelings of wellness, and help to create more fulfilling, deeper connections in life. Conducted research on members' response to meditation, breathing techniques.

!

EDUCATION

HIGHER BRAIN LIVING® Advanced and Mastery Level Training

Chicago, Illinois Taught by Dr. Michael Cotton

JULY - AUG 2013, JAN 2014, JULY - AUG 2014, JULY - AUG 2015

Comprehensive, in-depth training: Neuroscience and the human brain, human development and evolution; facilitation of gentle-touch technique, leadership skills for the change agent'.

VOICE MOVEMENT THERAPY Intensive Training

SAINT PAUL MN Taught by Carolyn Campfield, Ph.D. and Barbara Strasberg

SPRING 2004

Ten Week Intensive with additional classes, prior year of 1:1 VMT sessions with Dr. Campfield

AUTHENTIC MOVEMENT Intensive Training/Experiential and Didactic Seminars

BODEGA BAY, CA Taught by Janet Adler, ADTR

1989 - 1998

CALIFORNIA SCHOOL OF PROFESSIONAL PSYCHOLOGY

BERKELEY, CA

Ph.D.Clinical Psychology

JUNE 1989

SAN FRANCISCO STATE UNIVERSITY

M.A. Sculpture major, Psychology minor B.A Creative Arts Interdisciplinary

JUNE 1979

JAN 1976

SKILLS and STRENGTHS

Creative and innovative thinker; creatively applies training and techniques professionally and personally. Easily identify creative solutions to problems.

Empathic, sensitive to others' needs and communication/learning styles.

Excellent listening skills; great capacity for compassion.

Optimistic, positive outlook ~ easily perceive positive qualities and untapped potential for personal and professional development, creative expression.

Effective, clear communicator. Adaptable, flexible. Work with wide range of people, cultures, and settings. I thrive in situations that include 'the unknown', novel experiences, places, people.

Intuitive and insightful. Energetic and calm.

COMMUNITY CONTRIBUTIONS ~ since 2005

Community Support

People in transition: medical, new location, bereavement

As needed

Inspirational, Follow-Up Conference Calls
Optional (to clients and facilitators of HBL)
Follow-up to personal growth program and sessions
SPRING 2014 - Present

Marine Mammal Center, Marin Headlands, CA! Hospital/Clinic Volunteer
2005-2006

Meditation and Guided Imagery Instruction 'Scholarships' to people with health issues/lack
of funds. Teleconferences for Heart Health ~ offered free of charge
1998 - 2008

Reduced Fee Therapy
1986 - 2004

REFERRALS

Liz Anema, Studio Director
The Marsh Balance and Fitness Center, Minnetonka, MN Tel: 612-251-3631

Shirley Mayfield, Ph.D.
Licensed Psychologist Albany, California Tel: 510-527-1083

Sandy Dibbell-Hope, Ph.D.
Licensed Psychologist, Teacher Danville, California Tel: 925-824-2600

WORK EXPERIENCE

A) ACADEMIA

i) AREAS OF EXPERTISE: Consciousness, Creativity, Dreams, Holistic Health, Intuition, Personality, Relationships, Transpersonal Development.

ii) COURSES TAUGHT: Adult Development and Aging; Behavioral Psychology; Careers in Psychology; Cognition; Counseling Psychology; Creating Your Future; Critical Thinking; Cross-Cultural Communication; Death and Dying; Psychology of Diversity; Psychology of Dreams; Exceptional Human Experiences; Existential Psychology; Small Group Interaction; Health Psychology; History and Systems of Psychology; Holistic Studies; Humanistic Psychology; Human Relations; Introduction to Psychology; Intuition; Jungian Psychology; Life-Span Development; Psychology of Meditation; Motivation; Myth, Dream, and Symbol; Psychology of Peak Performance; Personality; Psychoanalysis; Psychopathology; Psychology of Religion; Psychology of Self-Discovery; Qualitative Research; Self (Soul) and Healing; Human Sexuality; Psychology of Stress; Social Psychology; Sports Psychology; Transpersonal Psychology.

iii) TEACHING AND ACADEMIC ADMINISTRATION:

SONOMA STATE UNIVERSITY, Rohnert Park, CA (1/02 – present). Adjunct Faculty for Department of Psychology and Osher Lifelong Learning Institute, and Associate Professor for Depth Psychology MA Program and School of Extended and International Education for undergraduate and graduate students, professionals receiving CEUs, and students 50 years of age and up; taught in-person and online; served on master's students' thesis committees as Chair or Committee Member.

DOMINICAN UNIVERSITY OF CALIFORNIA, San Rafael, CA (8/01 – 2/17). Psychology Instructor (Adjunct Faculty).

CITY COLLEGE OF SAN FRANCISCO, San Francisco, CA (8/93 – 8/05). Psychology Instructor (Adjunct Faculty).

INSTITUTE OF TRANSPERSONAL PSYCHOLOGY, Palo Alto, CA (9/92 – 3/03). Psychology Instructor (Adjunct Faculty) for master's and doctoral students; taught in the Global Program; taught in-person and online; Prerequisite Testing for incoming master's and doctoral students; Assistant Dissertation Coordinator; Admissions Committee Member.

JOHN F. KENNEDY UNIVERSITY, Campbell, CA (10/97 – 12/99). Adjunct Faculty for master's students in the Graduate School for Holistic Studies.

SAN JOSE STATE UNIVERSITY, San Jose, CA (1/95 – 6/95). Psychology Instructor (Adjunct Faculty) for undergraduate and graduate students; served on undergraduate student thesis committee.

iv) PUBLICATIONS:

Gorassini, D., Sowerby, D., Creighton, A., & Frey, G. (1991). Hypnotic suggestibility enhancement through brief cognitive training. *Journal of Personality and Social Psychology*, 61 (2), 289-297.

Sowerby, D. F. (2001). The light of inner guidance: A heuristic study of the recognition and interpretation of intuition. *Dissertation Abstracts International*, 62 (04A), 1444. (Publications No. 3011300)

Sowerby, D. F. (2012). *Intuition and dreams: How to realize your healing potential in all areas of life*. Infinity Publishing.

v) PRESENTATIONS:

Sowerby, D. F. (March 21, 2001). *The light of inner guidance: The recognition and interpretation of intuition*. Presentation at Sonoma State University.

Sowerby, D. F. (November 22, 2002). *Dream incubation and intuitive dreams*. Presentation at Sonoma State University.

Sowerby, D. F. (April 28, 2003). *Awakening intuition*. Presentation at Sonoma State University.

Sowerby, D. F. (September 27, 2005). *Dream incubation and intuition*. Presentation at Sonoma State University.

Sowerby, D. F. (May 11, 2007). *Dream incubation and intuition*. Presentation at Sonoma State University.

Sowerby, D. F. (February 23, 2009). *Dream incubation*. Presentation at Sonoma State University.

Sowerby, D. F. (September 21, 2009). *Dream incubation*. Presentation at Sonoma State University.

Sowerby, D. F. (November 9, 2013). *Intuition, dreams, and healing*. Presentation at Sonoma State University.

Sowerby, D. F. (December 7, 2013). *Intuition and dreams: How to realize your healing potential in all areas of life*. Presentation at *Book Passage* bookstore in Corte Madera, CA about my book.

Sowerby, D. F. (April 8, 2022). *Intuition, Dreams, and Healing*. Presentation at Antioch University

vi) PROFESSIONAL ASSOCIATIONS:

- Member of the California Faculty Association
- Member of the California Teachers Association
- Member of the American Association of University Professors
- Member of the National Education Association

B) CONSULTING

(1/90 – present). Consulting with individuals, groups, organizations, and agencies. Areas of expertise include: *Consciousness, Creativity, Dreams, Holistic Health, Intuition, Personality, Relationships, and Transpersonal Development*. Expert Outside Reader for Depth Psychology student's doctoral dissertation. Dissertation advising for doctoral students. Copy-editing books. Previous workshop topics: *Death and Dying; Dreams; Equality of the Genders; Creating a Healthy Life; Intuition; Intuition and Dreams: Healing Ourselves and Others; The Role of Intuition in Therapy; Creating Healthy Relationships; Stress Management; Transpersonal Development; Preventing Domestic Violence*.

C) PSYCHOTHERAPY AND GROUP LEADERSHIP

CATHOLIC FAMILY SERVICES OF TORONTO, Toronto, Ontario (1/90 – 8/92).

Psychotherapist for individuals, couples, and families; facilitated stress management and psychoeducational groups for clients and staff; family life education presentations for high schools; outreach to and networking with community agencies.

CATHOLIC FAMILY COUNSELING CENTER, Kitchener, Ontario (9/88 – 12/88).

Psychotherapist for individuals, couples, and families; facilitated a stress management group.

INTERFAITH PASTORAL COUNSELING CENTER, Kitchener, Ontario (1/88 – 6/88).

Psychotherapist for individuals, couples, and families; coled a marriage enrichment group.

FAMILY SERVICE ASSOCIATION OF TORONTO, Toronto, Ontario (5/87 – 8/87).

Facilitated workshops for single-parent mothers.

D) COUNSELING CHILDREN AND ADOLESCENTS

Various Camps, Ontario, Canada (6/84 – 8/89). Counselor for children and adolescents; served on head-staff committees; instructed tennis.

ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES, London, Ontario (9/85 – 4/86). Volunteer tutor for a 12-year-old boy.

YORK SUPPORT SERVICES NETWORK, Newmarket, Ontario (1/84 – 6/84). Mediator for an autistic youth; helped him develop appropriate social behavior in his community.

E) MANAGEMENT

ONTARIO MINISTRY OF TRANSPORTATION AND COMMUNICATIONS, Downsview, Ontario (1/84 – 4/84). Assistant manager of a fuel conservation program; included research, reports, surveys, liaison with managers, and committee work.

ATOMIC ENERGY OF CANADA, Mississauga, Ontario (4/83 – 8/83). Researched and prepared monthly report statistics; developed time-management systems.

EDUCATION

INSTITUTE OF TRANSPERSONAL PSYCHOLOGY, Palo Alto, CA (9/92 – 6/01). **Doctor of Philosophy in Transpersonal Psychology; Master of Arts in Transpersonal Psychology**. Dissertation topic: *The Light of Inner Guidance: A Heuristic Study of the Recognition and Interpretation of Intuition*. **Scholarships:** these awards (92/93, 93/94, 94/95, 95/96, 96/97, 97/98) were based on the school's assessment of my contributions to its community and to the field of Transpersonal Psychology.

WILFRID LAURIER UNIVERSITY, Waterloo, Ontario (9/87 – 6/89). **Master of Social Work**. Areas of Concentration: Individual, Couple, Family, and Group Therapy. Thesis topic: *The Integration of Spirituality and Psychotherapy: An Innovative Paradigm of Individual, Marriage, and Family Therapy*.

UNIVERSITY OF WESTERN ONTARIO, London, Ontario (9/85 – 4/87). **Bachelor of Arts**. Area of Concentration: Psychology. Research topics: *Attitude Change Regarding World Peace Feasibility*, and *Coping Strategies and Symptomatic Distress*.

UNIVERSITY OF WATERLOO, Waterloo, Ontario (9/82 – 4/85). Areas of Concentration: Engineering and Physics.

SOCIAL AND COMMUNITY DEVELOPMENT ACTIVITIES

- Presentations of a Peace Document to dignitaries and professors (86 – 91); this proposal has been presented to the United Nations and to virtually all states and governments throughout the world
- Appointed to serve on a National Committee for the Equality of Women and Men (1/89 – 8/92); this council was responsible for research and publication of equality issues, and coordinating national conferences
- Elected to serve on Local Councils in Waterloo (4/88 – 4/89) and Palo Alto (3/93 – 9/93); these assemblies were responsible for community development

- Delivered lectures and facilitated discussions at universities, conferences, and community centers (87 – present); topics included: *Equality of the Genders; Freedom; Human Nature; Intuition, Dreams, and Healing; Marriage and Family Life; Peace; Human Sexuality; Spiritual Development*
 - Interviewed on television, radio, podcasting, and for newspapers; topics included: *Death and Dying; Family Therapy; Freedom; Intuition; Intuition, Dreams, and Healing; Stress Management; Success*
-

ATHLETICS

Present Activities:

- Strength (weight) training
- Cardiovascular training
- Stretching

Previous Competition:

- University of Western Ontario Varsity Squash Team (international and interstate)
- Tennis (regional and local)
- Basketball (regional and local)

Previous Instructing:

- Squash (National Instructor Certification)
- Tennis (Provincial Instructor Certification)

Barry Spector is a mythologist, author and oral poem teller in the old traditions. He is the author of *Madness At The Gates Of The City: The Myth Of American Innocence*, and has published articles in *Jung Journal: Culture and Psyche*. He and his wife Maya perform in *The Great Night of Rumi*, *Rumi's Caravan* and *The Great Night of Soul Poetry*, regular celebrations of recited poetry and music. Although not a poet himself, Barry feels that the revival of spoken poetry and storytelling is a key to cultural renewal. He and Maya also present Oral Traditions Poetry Salons at their home and conduct an annual *Day of the Dead* grief ritual in early November.

ALEX WARDEN

5591 Volkerts Rd. Sebastopol, CA
415- 847 2814
essentialoneness@gmail.com

EDUCATION

- 2014-Present Interspiritual Meditation Program ISM
Mentor – US (currently enrolled)
- 2011 The American Institute of Health Care Professionals, Ohio, US
Certified Spiritual Counselor – US (1.5 years)
- 1992 Montessori Teacher Education Center, California, US
Montessori Elementary 6-12 Teaching Certificate (two years)
- 1981 Instituto Santa Ana y San Joaquín A-252 (CABA, Argentina)
Teaching Degree (three years)

Deleted: ¶

OTHER EDUCATION and SPIRITUAL TRAINING

- 1998-present *Student*, at The Golden Sufi Center under the direction of Llewellyn Vaughan-Lee, PhD., a Sufi Master in the Naqshbandiyya-Mujaddidiyya Order of Sufism from India. Areas of study: meditation of the heart, *dhikr* (mantra), dreamwork, sacred feminine and the world soul (spiritual ecology), and oneness
- 1989-1993 *Mentee*, of Frances Wolf, a disciple of Maria Montessori and Co-Founder of the Argentine Association of Music Therapy. Areas of study: Montessori philosophy and application and Waldorf philosophy and application.

Deleted: ¶

PROFESSIONAL

- 2015-present *Founder*, Essential Oneness Foundation (Fundación para la Unidad Esencial). Santiago, Chile.
- 2015-present *InterSpiritual mentor*, for groups and individuals. US and Latin America
- 2014-present *Lecturer at universities*. Latin America. See list below (2)
- 2014 *Author*, El Llamado de Mi Corazón (a spiritual autobiography based on dreams and mystical experiences)
- 2011-present *Sole instructor*, Online Spiritual Dreamwork (monthly group meetings with various Latin American countries)
- 2011-present *Director*, Essential Oneness: a Feminine Knowing, an interspiritual and multicultural project. CA. www.essentialoneness.org and www.launidadesencial.blogspot.com
- 2008-present *Online Sufi guide*. Latin America
- 2008-present *Spiritual director*. US and Latin America
- 2007-present *Workshop and retreat teacher*, US and Latin America. See list below (3)
- 2007-present *Lecturer for the general public*, Latin America. See list below (2)
- 2006-present *Coordinator*, of Spanish Office of the Golden Sufi Center, CA.
- 2005-present *Spanish translator*, for the work of Llewellyn Vaughan-Lee, PhD., and The Golden Sufi Center. CA.
- 1993-present *Writer*, articles for magazines. US and Latin America. See list below (1)
- 1989-1993 *Founder and director*, Greenfield, the first Montessori-inspired bilingual elementary and middle school in Argentina. Buenos Aires
- 1985-1989 *Founder and director*, Fantasyland, a Montessori-inspired bilingual pre-school and kindergarten which merged into Greenfield. Buenos Aires, Argentina

Deleted: ¶

(1) ARTICLES and BOOKS (authored unless specified)

- 1993 Departamento de Educación, “Educational Experience of the Integrated Open Classroom”, *Argentinean Department of Education*, Spanish. Argentina
- 1991-1993 *Editor and publisher*, “Greenfield,” an educational gazette. English and Spanish. Argentina

Deleted: ¶

ALEX WARDEN

5591 Volkerts Rd. Sebastopol, CA
415- 847 2814
essentialoneness@gmail.com

- 2007 *El Umbral* magazine, "Body and Soul: Healing the Heart of the World". Spanish. Argentina.
- 2007 *Encontrando Caminos* magazine, "Sufism and Oneness: A Feminine Understanding of the Unity of Life and the World". Spanish. Argentina.
- 2012 *Common Ground* Magazine, "Relational Consciousness: A Next Step in Human Evolution." US
- 2012 *Huffington Post*, articles on oneness and spirituality in politics. US
- 2013 *Light of Consciousness Journal*, "The Feminine Principle and Our Next Step in Evolution." US
- 2014 "El Llamado de Mi Corazón" (The Call of My Heart: A Spiritual Autobiography) 1st Edition. Spanish. Chile. 2nd edition published in 2015. 1st edition published in Argentina in 2016.
- 2014 *Contributor*, "How Do you Pray," by Celeste Yacoboni (prayer for the Earth). US
- 2014 *El Umbral* Magazine: "The Return of the Mystic and the Awakening of the Earth". Spanish. Argentina
- 2014 *Uno Mismo* Magazine: "Oneness, the Feminine and Dreamwork". Spanish. Argentina
- 2014 *Sophia Magazine*: "The Importance of Recognizing the Sacred in the Feminine." Spanish. Argentina
- 2014-Present *Visions for a New Earth* (a story of the journey of Love within matter) book in process. English and Spanish. US
- 2016 *Uno Mismo* Magazine: "The Sacred Feminine and the Soul of the World". Spanish. Argentina
- 2016 *Uno Mismo* Magazine: "The Sacred Substance in Women and the Earth". Spanish. Argentina.

(2) PUBLIC LECTURES and UNIVERSITY LECTURES (in all cases lecturer unless specified)

- 1989-1993 "Educational Techniques and Methodologies," talks and seminars at various schools. Argentina, Uruguay, Paraguay.
- 1991-1993 "Educational Techniques and Methodologies for Parents," Greenfield School. monthly talks. Buenos Aires, Argentina
- 1992-1993 "Montessori Education for Educators," weekly seminar, Greenfield School. Buenos Aires, Argentina
- 1992-1993 "Philosophy of Education," bi-monthly seminar, Greenfield school. Buenos Aires, Argentina
- 1993 "Montessori Math Educational Materials," Saint Andrew's Fair. Buenos Aires, Argentina
- 2007 "The Feminine and the Soul of the World," 3 public talks. Capital Federal, Argentina.
- 2011 "The Meaning of the Feminine," *panelist*, The Feminine Light in the Middle East Symposium. CA, US
- 2012 "Anima Mundi: The Awakening of the World," Argentina National Library. Capital Federal, Argentina
- 2013 "Soul Dreams," *speaker*, Women of Spirit and Faith Symposium: Alchemy: Occupy Your Sacred Self. CA, US
- 2013 "Relational Consciousness: A New Awareness of the Feminine," *speaker*, Sand 13: The Nature of Perception (Science and Non-Duality). CA, US
- 2013 "The Feminine and the World Soul," *speaker*, International Conference of Interspirituality (Dawn of Interspirituality). Seattle, US.
- 2013 "The Function of Dreams in Communicating with the Individual and the World Soul," Argentina National Library. Capital Federal, Argentina
- 2014 "Spiritual Ecology," La Serena Municipal Center. La Serena, Chile.
- 2014 "Feminine Consciousness in Spirituality," Universidad del Pacifico (Department of Psychology). Santiago, Chile

Deleted: ¶

ALEX WARDEN

5591 Volkerts Rd. Sebastopol, CA
415- 847 2814
essentialoneness@gmail.com

- 2014 “Being a Woman Today: The Role of Women and the Healing of the Earth,” Escuela de Medicina Energetica (School of Energetic Medicine). Santiago, Chile
- 2014 “The Transcendence of the Ego in Psycho-spiritual Evolution,” Universidad Diego Portales (Department of Psychology). Santiago, Chile
- 2014 “Messages of the Heart in the Language of Dreams,” Centro Tributierria (a transpersonal psychology center). La Serena, Chile
- 2015 “Eve and I,” Big I Conference: Ministering for the Earth. California, US.
- 2015 “How Do You Pray,” *speaker* CA. US
- 2015 “Conscious Education,” AIEP (Universidad Andrés Bello: Instituto Profesional). La Serena, Chile.
- 2015 “Dialogs and Reflections Regarding the Transpersonal,” *speaker*, Universidad Diego Portales (Department of Psychology).
- 2015 “Education and Spirituality,” *co-speaker*, Universidad de la Serena, Sala de Exposiciones. La Serena, Chile
- 2015 “The Child as a Spiritual Being,” Universidad de La Serena (Department of Education). La Serena, Chile
- 2015 “Spiritual Ecology,” IDMA (Institute of the Environment). Santiago, Chile
- 2016 “The Spiritual Meaning of Water,” IDMA (Institute of the Environment). Santiago, Chile
- 2016 “The Sacred Feminine and its Relation with the Anima Mundi,” Centro La Posada del Ser. Buenos Aires, Argentina.
- 2016 “Evolutive and Spiritual Differences between Traditional and Alternative Educational Systems,” Universidad Ibero, Aula Magna (open talk for professors). Tijuana, Mexico

(3) WORKSHOPS (sole instructor unless specified) AND RETREATS (teacher unless specified)

- 1989-1993 “Montessori Philosophy and Practice,” *bi-weekly workshops*, Greenfield School. Buenos Aires, Argentina.
- 2008 “Oneness and Feminine Consciousness,” *workshop*. Buenos Aires, Argentina
- 2009 “Dreamwork,” *workshop*. Buenos Aires, Argentina
- 2009 “Spiritual Dreamwork,” *retreat*. Buenos Aires, Argentina
- 2011-present “Online Spiritual Dreamwork,” *year-round monthly workshops*, for groups and individuals from Mexico, Colombia, Uruguay, Argentina and Chile
- 2011 “Women’s Power Circle,” a 10 Month (*twice a month*) *workshop*. CA, US
- 2012 “Marrying our Feminine and Masculine Consciousness,” *workshop*. Buenos Aires, Argentina.
- 2012 “Marrying our Feminine and Masculine Consciousness,” *workshop*. La Serena, Chile.
- 2012 “The Qualities of the Soul and the Prayer of the Heart,” *retreat*. Buenos Aires, Argentina
- 2012 “Finding Peace in a World in Crisis,” *co-teaching workshop*. Coquimbo, Chile
- 2012 “Stages of Mystical Prayer and their Expression through Dreams,” *retreat*. Valle del Elqui, Chile.
- 2012 “The Birth of a New World,” *workshop*. La Serena, Chile
- 2013 “The Soul of the World and the Inner Feminine,” *workshop*. San Rafael, CA, US.
- 2013 “Longing for Love,” *retreat*. Buenos Aires, Argentina
- 2013 “The Power of Love and its role in the Awakening of the World Soul,” *workshop*. Seattle, US.
- 2013 “The Voice of the Sacred Feminine and the Rebirth of the Earth in the language of Dreams,” *workshop*. Capital Federal, Argentina
- 2013 “Messages from the Heart in the Language of Dreams: When our Soul and the Soul of the Earth call,” *workshop*, Centro Gestaltsur (a Gestalt center). Montevideo, Uruguay
- 2013 “Feeling the Feminine,” *workshop* at International Conference of Interspirituality (Dawn of Interspirituality). Seattle, US.
- 2013 “Dreaming the Future,” *workshop*. Mezquite of La Serena. Santiago, Chile

Deleted: []

ALEX WARDEN

5591 Volkerts Rd. Sebastopol, CA
415- 847 2814
essentialoneness@gmail.com

- 2013 “The Remembrance of God: The Mantra as a Transformer of Consciousness,” *retreat*. Coquimbo, Chile
- 2013 “Drops of Soul: Receiving the wisdom of our Soul through Dreams,” *retreat*. La Serena, Chile
- 2014 “Spiritual Dreamwork,” *workshop*, Universidad Diego Portales (Department of Psychology). Santiago, Chile
- 2014 “True Love: The Meditation of the Heart and its Role in the Awakening of Conscious Love,” *retreat*. Buenos Aires, Argentina
- 2014 “Removing the Veil,” *retreat*, La Serena, Chile
- 2014 “Spiritual Dreamwork and Feminine Consciousness,” *workshop*, Universidad del Pacifico (University of Psychology). Santiago, Chile
- 2014 “The Law of Love,” *retreat*. Morrillos, Chile
- 2014 “In the Name of Love,” *retreat*. Buenos Aires, Argentina
- 2014 “Infinite Love: the Experience of Love in Dreams and Waking Consciousness” *retreat*, Centro Gestaltsur. Punta del Este, Uruguay
- 2015 “Love, the only Quality Needed,” *retreat*. Coquimbo, Chile
- 2015 “Soul Love,” *retreat*. Buenos Aires, Argentina
- 2015 “The only Quality Needed,” *retreat*. Buenos Aires, Argentina
- 2015 “Listening to the Inner Voice, (level 1)” *workshop*, Fundación Columbia. Capital Federal, Argentina
- 2015 “From Heart to Heart: The Study of Dreams as Inner Guidance,” *retreat*. Villarrica, Chile
- 2015 “The Eye of the Heart,” *retreat*. La Serena, Chile
- 2015 “The Voice of the Soul through Dreams,” *retreat*. Buenos Aires, Argentina
- 2015 “Listening to the Inner Voice” *workshop*. Santiago, Chile
- 2015 “Listening to the Inner Voice (level 2),” *workshop*. Fundación Columbia. Capital Federal, Argentina
- 2015 “The Wings of Love,” *retreat*. Valle del Elqui, Chile
- 2015 “The Feminine Language of Dreams,” *workshop*. Santiago, Chile
- 2016 “Spiritual Dreamwork,” *workshop*. Buenos Aires, Argentina
- 2016 “Opening to Love,” *retreat*. Buenos Aires, Argentina
- 2016 “When the Soul Speaks in the Language of the Feminine,” *workshop*. Capital Federal, Argentina
- 2016 “Dreams: a Guidance from the Soul,” *workshop*. Buenos Aires, Argentina
- 2016 “The Oneiric Connection with the Soul,” *workshop*. Buenos Aires, Argentina
- 2016 “Dreams and the feminine language of the Soul,” *retreat*. Tijuana, Mexico
- 2016-present “The Feminine Nature of Dreams,” a 4 month *online monthly workshop*.

Monika Wikman, Ph.D., is a Jungian analyst, an astrologer and author of *Pregnant Darkness: Alchemy and the Renewal of Consciousness* (Nicolas Hays, 2005), along with various articles and poems in journals and periodicals. She coauthored an award-winning screenplay, *Rites of Passage* (Moondance Film Festival, 2010). She trained with the von Franz group of analysts in Switzerland after graduating from UC San Diego and the California School of Professional Psychology. She enjoys leading contemplative retreats on alchemy, dreams, healing, the *anima mundi*, active imagination and the creative process, both in the United States and abroad.

Education

Diplomate in Analytical Psychology, Research and Training Center for Depth Psychology according to Carl Jung and M. L. von Franz. Zurich, Switzerland.
Ph.D. Psychology, California School of Professional Psychology.

B.A., University of California, San Diego. San Diego, CA.

Publications

- Wikman, M. (2020). The human soul (lost) in transition at the dawn of a new era. *Psychological Perspectives*, 63, 3/4, 412-424. DOI: 10.1080/00332925.2020.1898868. , Database: Academic Search Complete
- Wikman, M. (2018). I only went out for a walk: Finding my wilderness soul on a California walk. *Psychological Perspectives*, 63, 3/4, 522-523. DOI: 10.1080/00332925.2020.1853398. , Database: Academic Search Complete
- Wikman, M.R. (2004). *The pregnant darkness: Alchemy and the rebirth of consciousness*. Berwick, ME: Nicolas-Hays, Inc.

C. SHOSHANA FERSHTMAN, JD, PHD
CURRICULUM VITAE

Dec. 2019

- present

Jungian Analyst
Certification San Francisco Jung Institute, San Francisco, CA
Faculty, Candidate Training
Faculty, Jungian Oriented Psychotherapy (for outside clinicians)
Faculty, Jung in Everyday Life (for non-clinicians)
Consultant

April 2021

Author, *The Mystical Exodus in Jungian Perspective: Transforming Trauma and the Wellsprings of Renewal* (Routledge, 2021)

**June 2009-
present**

Licensed Clinical Psychologist, Private Practice
Santa Rosa, CA

**Jan 2013-
2021**

Faculty (Core Faculty since 2016)
MA Program in Depth Psychology, Sonoma State University
Rohnert Park, CA
Courses Taught: Theories of Depth Psychology
Individuation, Group and Culture

**2008-
2011**

Core Faculty Member, Meridian University, Petaluma, CA
Psychology Graduate Courses Taught:
Imaginal Inquiry (Developing qualitative research designs)
Research Practicum (Beginning & Developing Doctoral Projects)
Culture and Law (Law & Ethics for Psychotherapists)
Research Methods (Understanding Research Paradigms)
Integrative Seminar (Group Process)
Psychologists as Community Makers (Cultural Leadership Development)

**Feb 2009-
Dec 2010**

Director of Doctoral Research and Student Development
Meridian University, Petaluma, CA

**Aug. 2006-
Apr 2009**

Program Director, Registered Psychological Assistant
Family Trauma and Research Treatment Program
Ananda Institute, Santa Rosa, California

2000-2003

Registered Psychological Assistant

Petaluma, California

1998-2000 **Psychologist Intern**
Lomi Community Clinic, Santa Rosa, California

EDUCATION

2007 **Meridian University, Petaluma, CA**
(formerly Institute of Imaginal Studies)
Doctor of Philosophy in Psychology awarded November 2007
Dissertation: *“Carrying Joseph’s Bones: Reclaiming Jewish Identity and Healing Intergenerational Trauma Through Ritual Connection to Collective Memory”*

1998 **Master of Arts, Psychology, Meridian University**
(formerly Institute of Imaginal Studies)

1985 **Juris Doctor, UCLA School of Law (GPA 4.0)**

1982 **Bachelor of Arts, History, UC Berkeley, Phi Beta Kappa**

LICENSES CERTIFICATIONS AND HONORS

2019 Certified Jungian Analyst

2009 Licensed Clinical Psychologist

2000 Certified Mediator

1999 Certification in Lomi Applied Somatics 100 hour training in mindfulness-based psychotherapy practices.

1985 Admitted to California State Bar

1982 Phi Beta Kappa, UC Berkeley

MEMBERSHIP, PROFESSIONAL ORGANIZATIONS

California Psychological Association

Redwood Psychological Association

CG Jung Institute of San Francisco

California State Bar, currently inactive

ADDITIONAL PSYCHOLOGICAL AND RELATED TRAINING

Fall 2012-
Present **Analyst**
SF Jung Institute Analyst Training Program San Francisco, CA

2010-
present **Private Study with Rabbi Steven Fisdell**, Albany, CA
Rabbinic scholar in classical kabbalah.

2002-2003 **Healing in the Jewish Tradition**, Berkeley, CA

1998-1999 **Lomi Applied Somatics Training**, Santa Rosa, CA

1996-2000 **Certified Massage Therapist**

RECENT PRESENTATIONS AND WORKSHOPS

July 2021 **Mystical Exodus in Jungian Perspective**
Analytical Psychology Club, San Francisco

May 2021 **Mystical Exodus in Jungian Perspective**
CG Jung Institute of San Francisco Public Programs

Spring 2020 **Coming Into Being: Seven Week Course on the Kabbalistic Tree of Life**
Congregation Ner Shalom, Cotati, CA

Oct 2019 **The Angel of Memory: Healing from Collective Trauma**
Public Programs, Masters in Depth Psychology
Sonoma State University

- Sept 2019 **Goddesses in Pre- and Post-Patriarchal Culture**
Analytical Psychology Club
San Francisco, CA
- October 2018 **Goddesses in Pre- and Post-Patriarchal Culture**
Public Programs, Masters in Depth Psychology
Sonoma State University
- 2017-18 **The Sacred Feminine in Judaism**
present **Kabbalah and the Tree of Life**
Various presentations Jewish Community, Santa Rosa, CA
- Spring 2016 **“Joseph as a Model of Descent and Individuation”**
Santa Rosa, CA
- Spring 2015 **“The Divine Marriage of Masculine and Feminine in Jewish
Mysticism”**
Cotati, California

LEGAL AND CONSULTING EXPERIENCE

- 1987-2011 **Attorney in Private Practice**
Human rights attorney: Highlights, served as consultant to following
organizations and projects:
UN Treaty Study: Violation of Treaties with Indigenous Peoples
Human rights mission of Native American elders to Mexico
Mendocino Environmental Center: legal representation of
environmental advocates
Intertribal Sinkyone Wilderness Council initiative to restore
Mendocino/Humboldt Coastline to management of northern
California tribes
Navajo elders’ in Arizona fighting against displacement
Nevada Shoshone Indians working to stop nuclear testing and
deposit of radioactive wastes on native lands.
AIDS organization (ACT UP LA) seeking to raise awareness and
public health funding for those suffering with HIV.
- 1992-1994 **Housing Specialist Attorney, Redwood Legal Assistance, Ukiah, CA**
- 1989-1990 **Executive Director, Los Angeles Chapter**
National Lawyers Guild, Los Angeles, CA

- 1989 **Remaking Los Angeles: Conference Coordinator February 1989**
Keynote speaker: current Los Angeles mayor Antonio Villaraigosa.
Sponsored by Los Angeles Weekly.
- 1988 **Coalition '88 Progressive Precinct Network**
Los Angeles, CA
- 1986-1987 **Staff Attorney, California Appellate Project, Los Angeles, CA**
- 1984 **Legal Intern, California Supreme Court, San Francisco, CA**

MARY E. GOMES

Sonoma State University
1801 East Cotati Avenue
Rohnert Park, California 94928
mary.gomes@sonoma.edu

1364 Acton Street
Berkeley, California 94706
(510) 527-2747

CURRENT POSITION

Professor of Psychology, Sonoma State University

PREVIOUS POSITIONS

Visiting Assistant Professor of Psychology, Mills College, 1990 - 1994
Postdoctoral fellow, Department of Psychology, University of California, Berkeley, 1990 - 1994
Assistant Professor of Psychology, Holy Names College, 1989-1990

EDUCATION

Ph.D., Psychology, 1989, Stanford University
B.A., *summa cum laude*, Psychology (minor in Folklore and Mythology), 1984, Harvard University

BOOKS

Roszak, T., Gomes, M. E., & Kanner, A. D. (Eds.). (1995). Ecopsychology: Restoring the earth, healing the mind. San Francisco: Sierra Club Books.

JOURNAL ARTICLES

Gomes, M. E., Kime, L., Bush, J. M., & Myers, A. B. (2021). The electronic media fast and student well-being: An exercise in transformational teaching. *Teaching of Psychology*, 48(4), 351-357.

Gomes, M. E. (2012). Breaking the electronic media spell: An ecopsychological intervention. *Ecopsychology Journal*, 4 (2), 117-121.

Gomes, M. E. (2010). It's not just child's play: The powerful impact of nature on children's well-being. *California Psychologist*, July/August, 14-17.

Gomes, M. E. (2003). Introduction: Women and entheogens. *ReVision: A Journal of Consciousness and Transformation*, 25 (3), 2-3.

Gomes, M. E. (2000). The ones from the land who dream: An interview with Jeanette Armstrong. *ReVision: A Journal of Consciousness and Transformation*, 23 (2), 3-8.

Macy, J., Gomes, M. E., & Kremer, J. (2000). The wisdom of uncertainty: Living with the Shambhala prophecy. *ReVision: A Journal of Consciousness and Transformation*, 23 (2), 19-23.

Gomes, M. E. (2000). Aligning ourselves with the spirit of time: An interview with Sobonfu Some. *ReVision: A Journal of Consciousness and Transformation*, 22 (3), 43-47.

Gomes, M. E. (1998). Personal transformation and social change: Conversations with ecopsychologists in action. *The Humanistic Psychologist*, 26, 217-241.

Soule, R. G., & Gomes, M. E. (1998). As within, so without: Mirroring of inner and outer worlds in wilderness settings. *Association for Humanistic Psychology Perspective*, April/May, 22-25.

Gomes, M. E., Leupold, S., & Albracht, M. (1998). Advertising, community, and self: A qualitative analysis. *ReVision: A Journal of Consciousness and Transformation*, 20 (4), 26-36.

Weinberger, D. A., & Gomes, M. E. (1995). Changes in daily mood and self-restraint among undercontrolled preadolescents: A time-series analysis of "acting out." *Journal of the American Academy of Child and Adolescent Psychiatry*, 34, 1473-1482.

Gomes, M. E. (1992). The rewards and stresses of social change: A qualitative study of peace activists. *Journal of Humanistic Psychology*, 32, 138-146.

Buss, D. M., Gomes, M. E., Higgins, D. S., & Lauterbach, K. (1987). Tactics of manipulation. *Journal of Personality and Social Psychology*, 52, 1219-1229.

JOURNALS EDITED

Gomes, M. E. (Ed.). (2003). Women and entheogens [Special Issue]. *ReVision: A Journal of Consciousness and Transformation*, 25 (3).

Gomes, M. E., & Kremer, J. (Ed.). (2000). Prophecy and historical responsibility [Special Issue]. *ReVision: A Journal of Consciousness and Transformation*, 23 (2).

Gomes, M. E. (Ed.). (1999). Nonmechanistic science [Special Issue]. *ReVision: A Journal of Consciousness and Transformation*, 21 (4).

Gomes, M. E. (Ed.). (1998). Ecopsychology and social transformation [Special Issue]. *ReVision: A Journal of Consciousness and Transformation*, 20 (4).

CHAPTERS

Gomes, M. E. (2009). Altars of extinction. In Buzzell, L., and Chalquist, C. (Eds.) Ecotherapy: Healing with earth in mind. San Francisco: Sierra Club Books.

Maslach, C., and Gomes, M. E. (2006). Overcoming burnout. In MacNair, R. & Psychologists for Social Responsibility (Eds.), Working for peace: A Handbook of practical psychology and other tools (pp. 43-49). Atascadero, CA: Impact Publishers.

Gomes, M. E., & Kanner, A. D. (1995). The rape of the well-maidens: Feminist psychology and the environmental crisis. In Roszak, T., Gomes, M. E., & Kanner, A. D. (Eds.). Ecopsychology: Restoring the earth, healing the mind (pp. 111-121). San Francisco: Sierra Club Books.

Kanner, A. D., & Gomes, M. E. (1995). The all-consuming self. In Roszak, T., Gomes, M. E., & Kanner, A. D. (Eds.). Ecopsychology: Restoring the earth, healing the mind (pp. 77-91). San Francisco: Sierra Club Books.

BOOK FORWARD

Gomes, M. E. (2007). Forward. In Chalquist, C., Terrapsychology: Reengaging the soul of place. New Orleans: Spring Journal.

POPULAR ARTICLES

Gomes, M. (2018). Five reasons to take a break from screens. *Greater Good Magazine*, retrieved from https://greatergood.berkeley.edu/article/item/five_reasons_to_take_a_break_from_screens

Gomes, M. E. (2013). It's not just child's play: Nature's powerful effect on children's well-being. *Tikkun Magazine*, 28 (4), 7-12.

Gomes, M. E. (2005). Sacred science: A visit to altars of extinction. *Earthlight*, 14 (3), 14-17, 20.

Kanner, A. D. & Gomes, M. E. (2003). Altars of extinction: Honoring the vanished species of California. *North Bay Progressive*.

Gomes, M. E. (1996). With earth in mind: Exploring ecopsychology. *Earth Matters: The Newsletter of the Northwest Earth Institute*, 3 (3), 1-2.

Gomes, M. E. (1995). Ecopsychology and consumerism. *A Bridge to the Future: Proceedings of the Shasta Bioregional Gathering, IV*. Glen Ellen, CA: Regeneration Resources, 45-46.

Gomes, M. E. (1994). Non-consumer reports: The role of research in ecopsychology. *Ecopsychology Newsletter*, Issue 3, 1, 7.

Gomes, M. E. (1993). The nature of commitment: Preventing burnout among environmental activists. *Perspective*, May / June, 16-17.

CONFERENCE PRESENTATIONS

Gomes, M. E., & Brekelmans, V. (2021, June). *Spiky purple medicine: Dreaming of a plant spirit*. Paper presented at the meeting of the International Association for the Study of Dreams, online.

Myers, A., Bush, J., & Gomes, M. E. (2017). *The electronic media fast and student well-being: Lessons from positive psychology*. Paper presented at the meeting of the Western Psychological Association, Sacramento, California, and at the President's Investiture Conference, Sonoma State University, Rohnert Park, California.

Gomes, M. E. (2012, April). *Fasting from electronic media in an undergraduate psychology class*. Paper presented at the Technology, Health and Society Conference, San Francisco State University, San Francisco, CA.

Gomes, M. E. (2010, October). *Ecopsychology emerging*. Panel chair, Bioneers Conference, San Rafael, California.

Gomes, M. E., (2010, September). *Evolutionary psychology and the potential universality of shamanic practices*. Paper presented at the Conference on Shamanism and Alternative Models of Healing, San Rafael, California.

Gomes, M. E. (2009, September). *The case for an evolutionary analysis of shamanism*. Paper presented at the Conference on Shamanism and Alternative Models of Healing, San Rafael, California.

Gomes, M. E. (2008, October). *Children and nature*. Panel chair, Bioneers Conference, San Rafael, California.

Gomes, M. E. (2002, October). *Reading the mind of nature: Ecopsychology and healing*. Symposium conducted at the Bioneers Conference, San Rafael, California.

Gomes, M. E. (2002, May). *Altars of extinction*. Presentation at Invitational Ecopsychology Conference, Occidental, California.

Gomes, M. E. (2000, July). *Community education in ecopsychology*. Paper presented at Invitational Ecopsychology Conference, Naropa University, Boulder, Colorado.

Gomes, M. E. (1996, October). *Emotional responses to the environmental crisis*, in M. Nelson (chair). *Ecopsychology*. Symposium conducted at the Bioneers Conference, San Francisco, California.

Gomes, M. E. (1996, March). *Engulfing the earth: "Engendered Lives" and ecofeminism*. Paper presented at the meeting of the Association of Women in Psychology, Portland, Oregon.

Gomes, M. E. (1995, April). *Consumerism and ecopsychology*. Paper presented at The Environmental Spirit: Past, Present, and Prospects, University of California, Berkeley, California.

Gomes, M. E. (1994, May). *Ecopsychology and deep ecology*. Paper presented at the meeting of the International Transpersonal Association, Killarney, Ireland.

Gomes, M. E. (1993, July). *Ecofeminism, ecopsychology, and feminist psychology: Healing the dominator society*. Paper presented at the meeting of the International Society of Political Psychology, Cambridge, Massachusetts.

Gomes, M. E. (1993, July). *Personal empowerment among women activists: A qualitative analysis*. Paper presented at the meeting of the International Society of Political Psychology, Cambridge, Massachusetts.

Gomes, M. E., & Kanner, A. D. (1993, May). *Narcissism and the earth: An ecopsychological perspective*. Paper presented at the meeting of the American Orthopsychiatric Association, San Francisco, California.

Gomes, M. E. (1992, July). *Activism through time*. Paper presented at the meeting of the International Society of Political Psychology, San Francisco, California.

Gomes, M. E., & Maslach, C. (1991, August). *Patterns of burnout among political activists*. Paper presented at the meeting of the American Psychological Association, San Francisco, California.

Gomes, M. E., & Maslach, C. (1991, July). *Commitment and burnout among political activists: An in-depth study*. Paper presented at the meeting of the International Society of Political Psychology, Helsinki, Finland.

Kanner, A. D., & Gomes, M. E. (1991, July). *Narcissism, environmental destruction, and war*. Paper presented at the meeting of the International Society of Political Psychology, Helsinki, Finland.

Gomes, M. E., & Maslach, C. (1991, April). *Political activism: Processes of burnout and rekindling*. Paper presented at the meeting of the Western Psychological Association, Burlingame, California.

Olivier, N., & Gomes, M. E. (1991, April). *Maintaining morale during a protest: A case study of the Mills College strike*. Paper presented at the meeting of the Western Psychological Association, Burlingame, California.

Gomes, M. E. (1989, April). *Factors underlying a continuing commitment to activism*. Paper presented at the meeting of the Western Psychological Association, Reno, Nevada.

Gomes, M. E., & Weinberger, D. A. (1986, August). *Attributional biases: Distinctions among depressive, defensive, and efficacious styles*. Paper presented at the meeting of the American Psychological Association, Washington, D.C.

CONFERENCE WORKSHOPS

Gomes, M. E. (1997, September). *Ecopsychology*. Workshop at the Shasta Bioregional Gathering, Trinidad, California.

Gomes, M. E. (1997, February). *Ecopsychology*. Workshop at the Headwaters Ancient Forest Activist Conference, Ashland, Oregon.

Gomes, M. E. & Kanner, A. D. (1995, November). *With earth in mind: The vision of ecopsychology*. Workshop at Inner Ecology, Outer Ecology: The Annual Common Boundary Conference, Crystal City, Virginia.

SYMPOSIA, ROUNDTABLES, AND CONFERENCES ORGANIZED

Gomes, M. E. (organizer, 2001, April). *Visionary earth activism in Sonoma County*. Symposium conducted at Sonoma State University, Rohnert Park, California.

Gomes, M. E. (chair, 1996, May). *Ecopsychology and the endangered imagination*. Symposium conducted at Sacred Earth, Sacred Self, Prescott College, Prescott, Arizona.

Gomes, M. E. (chair, 1996, March). *Ecofeminism and feminist psychology: Bridges to a sustainable society*. Symposium conducted at the meeting of the Association of Women in Psychology, Portland, Oregon.

Roszak, T., Gomes, M. E., & Kanner, A. D. (co-chairs, 1994, June-July). *Ecopsychology: Theory and practice, II*. Invited conference held at Esalen Institute, Big Sur, California.

Roszak, T., Gomes, M. E., & Kanner, A. D. (co-chairs, 1993, June). *Ecopsychology: Theory and practice*. Invited conference held at Esalen Institute, Big Sur, California.

Gomes, M. E. (chair, 1992, July). *The Greening of psychology: Toward a psychology of ecological awareness*. Symposium conducted at the meeting of the International Society of Political Psychology, San Francisco, California.

Gomes, M. E., & Kanner, A. D. (co-chairs, 1992, July). *500 years of entitlement: From Christopher Columbus to George Bush*. Symposium conducted at the meeting of the International Society of Political Psychology, San Francisco, California.

SELECTED UNIVERSITY SERVICE

University RTP Committee (15 – present, chair 16 - present).

President's Sustainability Advisory Council (21 – present).

Academic Freedom Subcommittee (13 – 16).

School of Social Sciences RTP Committee (06-08, chair 08-09).

Psychology Department Tenure-Track Search Committee (05-06, chair 07-08, chair 08-09, chair 19-20).

Psychology Department Visiting Assistant Professor Search Committees (17 chair).

Psychology Department Course Scheduler (1999-present).

Psychology Department Curriculum Committee (11 – 13).

Psychology Department RTP Committee (chair 05-06, 09-13).

PROFESSIONAL DEVELOPMENT

Canvas Design Summer Institute, Sonoma State Center for Teaching and Educational Technology, June 2020.

Compassion Cultivation Teacher Training, Stanford University, 2012-13.

STUDENT MENTORSHIP

McNair Scholars mentor: 2018-19. Lutvija Hrnjic, project on mindfulness in the college curriculum.

SSURI (Social Science Undergraduate Research Initiative) grant recipient, 2016-17; 2017-18: mentored three undergraduate researchers who participated in study of electronic media fast, resulting in two presentations and one peer-reviewed journal article.

SELECTED CAMPUS GRANTS AND PRESENTATIONS

“Open Access to Ecopsychology.” CTET Affordable Learning Faculty Grant, providing funds for web design, 2022.

“Connection, Care, and Creativity During Turbulent Times,” Facilitated discussion for School of Social Sciences, February 2022.

“Depth Dreamwork for the Skeptic: Bridging Science and Introspection.” Dean of Social Sciences summer grant 2018, Brown Bag presentation April 2019.

“The Electronic Media Fast and Student Well-Being: Lessons from Positive Psychology.” Dean of Social Sciences summer grant, 2017, Brown Bag presentation April 2018.

EDITORIAL BOARDS

Ecopsychology Journal. (2009-2013).

ReVision: A Journal of Consciousness and Transformation. (1996 - 2003).

Ecopsychology Newsletter. (1993 - 1996).

OTHER PROFESSIONAL SERVICE

Reviewer, *Teaching of Psychology*, 2021-present.

Outside reviewer, Naropa University Ecopsychology Program, 2015.

EXHIBITS

“Altars of extinction: Honoring the vanished species of California,” Sonoma State University Library Art Gallery, Rohnert Park, California, October 27 – November 20, 2003.

“Altars of extinction,” Bioneers Conference, San Rafael, California, October 17 – 20, 2002.

In addition, single altars were displayed at:

Black Box Gallery, Dios de los muertos exhibit, Oakland, CA, October 28 – November 3, 2002.
Spiral Dance, Fort Mason, San Francisco, CA, October 26, 2002.
Invitational Ecopsychology Conference, Occidental, CA, May 11, 2002.
Ocean Song Earth Day Festival, Occidental, CA, April 27, 2002.

FILM APPEARANCES

“Call of life: Facing the mass extinction,” (2009) produced by Species Alliance.

PUBLIC EVENTS

Ocean Song Earth Day Festival (2000-2004). Event coordinator and MC, Ocean Song Farm and Wilderness Center, Occidental, California.

MARIA GONZALEZ-BLUE, MA, REAT, REACE

Instructor - Expressive Arts Therapist, Consultant/Educator
7455 Willow Street - Sebastopol, CA 95472
707-823-2889, hummingbird@monitor.net

PROFESSIONAL STATEMENT

The greatest priority of my work is to create a respectful, caring environment where each individual is supported in accessing and developing innate qualities and deeper wisdom for personal, professional, and spiritual growth. In order for healthy individual or collective work to be done, an environment of respect and acceptance of diversity is vital.

I have worked extensively with students, individuals and groups from diverse cultures and populations: adults, children, women's groups, including LGBT and the elderly. I have traveled extensively to teach in Latin America: Mexico, Argentina and Guatemala. **(I am bilingual, Spanish speaker.)** I have great respect for the individual and for human nature and its natural unfolding. I find great joy in both teaching and learning from my interactions with clients, students and colleagues.

TEACHING/WORK EXPERIENCE

In order of relevance

- | | |
|---------------------|---|
| Jan. 2004 -Present | Associate Professor, Adjunct Faculty, California Institute for Integral Studies (CIIS), San Francisco –
Masters in Counseling, * ¹ Expressive Arts Therapy Program
Person-Centered Expressive Arts Therapy |
| Jan. 1991 – 2005 | Core faculty member, Person-Centered Expressive Therapy Institute, founded by Natalie Rogers – An international 400-hour training in counseling and group process integrating multi-modal expressive arts and person-centered approach. (We closed our doors in 2005) |
| 1992 - Present | Co-founder and core faculty member, Person-Centered Expressive Therapy Institute, Argentina in Buenos Aires (PCETI Argentina) (Currently mentoring rather than traveling there) |
| 1991 – Present | Private practice, Registered Expressive Arts Therapist and Consultant/Educator |
| Jan. 2014 – Present | Santa Rosa Junior College Community Education, Adjunct Faculty
Current Courses: Mixed Media Intuitive Arts and Women's Health-Finding Balance Discussion Group |
| 2000 - Present | Adult Education Group Facilitator, Sensory Stimulation |

¹* The term Expressive Arts is currently used through the International Expressive Arts Therapy Association to describe an interweaving of the various arts: visual art, movement, writing, sound, guided visualization. This integrative, or multi-modal, approach assists in deepening understanding and broadening perceptions of one's story or issue, thus making healing a wholistic process.

-Parkview Gardens Rehab
-Santa Rosa Convalescent Hospital

2009 – 2011 Expressive Arts Therapist – Apple Valley Post Acute Rehab Clinic

ADDITIONAL TEACHING EXPERIENCE

In order of relevance

1991 - 1992 Sonoma State University - Teaching Assistantship/Co-facilitation
Myths, Dreams and Symbols with David Van Nuys

1996 –1997 Sonoma State University, Volunteer faculty
Creativity and Healing (an Art Warmoth-inspired project)

1990's – 2010? Sonoma State University Extended Education
Various private contract courses based on Joseph Campbell's
Hero's journey motif – Life, Your Own Heroic Journey

1997- 1998 Instructor, Catholic diocese Deacon Program,
Psychology of Human Development
First Latino bi-lingual program

1992 – 2005 Various programs in Person-Centered Expressive Arts Therapy in
addition to Spiritual Exploration workshops in Guadalajara,
Mexico, Argentina and Guatemala

1990 – 2005 Several off-site workshops through SSU Extended Education
Department – *Life, Your Own Heroic Journey*, based on
Joseph Campbell's Hero's Journey motif

1988 – 1999 Instructor, Harmony and Salmon Creek primary and middle
schools
Instructor, Harmony After School Learning Enrichment Program
(H.A.L.E.) Creative Arts and Collaborative games

1997 & 1996 Volunteer Instructor, Arts and Community Building
Salmon Creek Home School Program

EDUCATION/TRAINING

January, 1993 M.A. Psychology, Sonoma State University, Cotati, CA, External
Degree Program, emphasis on Expressive Arts Psychology and
Person-Centered theory

June, 1980 Bachelor's Degree, Interdisciplinary Studies, SSU, bridging
Psychology and Philosophy

1988 - 1991 Person-Centered Expressive Therapy Institute - 400 hour-training
in Person-Centered theory and multi-modal expressive arts
counseling and group process

CREDENTIALS/CERTIFICATIONS

2007 Registration - Expressive Arts Consultant/Educator, REACE,
International Expressive Arts Therapy Association (IEATA)

1997	Registration - Expressive Arts Therapist, REAT, (IEATA)
1994	Registered Counselor, Association for the Integration of the Whole Person, State of California Charter
1991	Certification of completion, Person-Centered Expressive Therapy Institute (400 hours)
June, 1988	Community Colleges Teaching Credential, Adult Education Instructor, State of CA

ADDITIONAL PROFESSIONAL EXPERIENCE

1990 – Present	Altar Maker during Days of the Dead – Mujeres Unidas various arts centers and venues
August, 2009	Conference Presenter, IEATA Conference, Boston, MA <i>Nourishing the Roots of the World Tree/Sanando Las Raices del Arbol Mundial</i>
March, 2005	Pre-Conference Institute Presenter, IEATA Conference, San Francisco, CA, <i>Dancing on the Edge of Civilization: Personal Empowerment Through Person-Centered Expressive Arts</i>
March, 2005	Presenter, IEATA Conference, San Francisco, CA <i>Person-Centered Expressive Arts: A Cross Cultural Language</i>
July, 2002	Presenter, Carl Rogers 100 th Year Symposium <i>Person-Centered Expressive Arts for Transformation</i>
May, 2002	Presenter, IEATA Conference, Banff, Canada <i>Taking Spirit into the World</i>
May, 2000	Pre-Conference Institute Presenter with Natalie Rogers <i>Person-Centered Expressive Arts for Conflict Resolution</i>
1999	Presenter, IEATA Conference, Toronto
1996	Presenter, IEATA Conference, San Francisco

AFFILIATIONS

Mujeres Unidas of Sonoma County

Association for the Integration of the Whole Person

International Expressive Arts Therapy Association, Founding member, 1994.

Ten years on the Board of Directors of IEATA, two terms as Executive Co-Chair.

As Co-chair of the Consultant/Educator Committee I co-authored the first international registration for Expressive Arts Consultant/Educators and was one of the first seven individuals to be registered.

IEATA Consultant Educator Committee

REFERENCES

David VanNuys, PhD
Shrink Rap Radio Psychology Podcast and former professor, SSU
707-585-7363

Natalie Rogers, PhD, Author, Founder Person-Centered Expressive Therapy Institute
707-824-8820

Shellee Davis, M.A., Co-faculty – Person-Centered Expressive Arts Therapy at
California Institute of Integral Studies
707-795-6713

Linda Graham, M.A., M.F.T.

Education

Licensed Marriage and Family Therapist (MFT #32372)
BBS Continuing Education Provider (PCE #3528)
State CAMFT Certified Supervisor
M.A., Clinical Psychology, John F. Kennedy University

Publications

Resilience: Powerful Practices for Bouncing Back from Disappointment, Difficulty, and Even Disaster
(New World Library, 2018)

Bouncing Back: Rewiring Your Brain for Maximum Resilience (New World Library, 2013)

About Linda Graham

I have been an ardent practitioner and facilitator of personal growth and self transformation, in my personal and professional life, for more than 20 years. I draw on my own experiences of healing and awakening as well as more than two decades of integrative study, practice and teaching of transformational psychotherapies, vipassana meditation, life coaching, and facilitating groups and workshops to become a skillful guide interweaving many paths of compassionate, conscious connection.

I'm passionate about integrating the paradigms and practices of modern neuroscience, Western relational psychology and Eastern contemplative practice to help people shift out of old patterns of response to life events – neural “swamp” or neural “cement” – to more flexible, adaptive patterns that lead to more authentic resilience and well-being.

My book, *Bouncing Back: Rewiring Your Brain for Maximum Resilience and Well-Being*, offers a ground-breaking integration of tools and techniques to help you rewire old patterns of response encoded in your neural circuitry and move into the five C's of Coping: calm, clarity, connections to resources, competence, and courage. Through using dozens of experiential exercises to rewire your brain, and understanding the neuroscience that explains why these tools and techniques work, you'll be able to navigate the storms and struggles of life more quickly, more adaptively, more effectively.

As a consultant-trainer-facilitator, I offer clinical trainings and personal growth workshops nationwide based on the book. (See [Trainings](#) and [Calendar](#)) Participants learn practical tools to help reconfigure and rewire “stuck” brain-behavior patterns, reduce stress and burnout, restore a sense of perspective, and recover a sense of balance, wholeness, connections with others, and open-ended creativity. The renewed neural flexibility in the brain help them – and their clients – more from surviving to thriving, even flourishing.

As a seasoned clinician, I integrate mindfulness practice, experiential psychotherapies and findings from neuroscience and attachment research into a strong foundation of psychodynamic intersubjectivity. My model of therapeutic transformation is accelerated and effective.

As a skillful life coach, I respectfully guide clients through processes that evoke help them recover their capacities for resilience and bouncing back from the disappointments and disasters of their lives. Coaching includes:

- re-visioning one's goals and dreams
- claiming one's strengths and wisdom
- dramatically shifting perspectives, creating options, clarifying intentions
- creating action plans and measures of accountability
- moving steadily toward a life of more authentic purpose and fulfillment.

As a dedicated practitioner and teacher of vipassana (insight) meditation, I anchor my work and my being in the wisdom and compassion practices that steady the mind, open the heart, and meet life's challenges with resilience, grace and equanimity.

As the creator of my professional website and author of the monthly *Healing and Awakening into Aliveness and Wholeness* e-newsletters, weekly e-quotes and weekly e-Resources for Recovering Resilience archived here, I provide practical tools and links to other resources to help you live more authentically in resonant relationships, engage in meaningful work, and act as an agent of compassionate change in the world.

Consultation Sessions

Individual consultation sessions can be scheduled as needed. Clinicians learn:

- Learn innovations in theories and techniques of experiential modalities – AEDP, EFT for couples, Sensorimotor, IFS, DBT, EMDR – that dramatically increase clinical effectiveness.
- Apply relevant research in neuroscience, attachment, trauma, mindfulness, and resilience to deepen and accelerate clinical work.
- Become skillful in attunement and analysis, getting to the heart of deep pain and suffering quickly and to paths of resolution steadily.
- Develop clinical expertise beyond the foundations of psychodynamic and inter-subjective therapy.
- Integrate mindfulness practice and experiential therapies into therapeutic processes;
- Share in stimulating and supportive professional dialogues; build referral community.

Vipassana

Linda has been a dedicated practitioner of vipassana (insight) meditation for 15 years, and now teaches mindfulness and compassion practices through [Spirit Rock Meditation Center](#) in Woodacre, CA and local meditation sitting groups in the San Francisco Bay Area. Transcripts of recent Dharma Talks are available under [Dharma Talks](#).

Life Coaching

Life coaching is a collaborative process of calling forth the client's naturally creative, resourceful whole self to:

- zero in on a life purpose resonant with one's truest core values and deepest passions

- create an action plan to get traction and move forward into a more balanced, satisfying life, especially when feeling stuck, overwhelmed, or de-railed
- overcome self-defeating behaviors and negative self talk, the inner critic, old tapes, gremlins, saboteurs
- >use imagination, intuition and inquiry to create the perspectives, options, and plans that will be most effective in creating the life one wants
- manifest the fullest creative expression of one's true potential, one's true self.

Trainings

Linda offers workshops focused on personal growth and self-transformation. Topics based on her book *Bouncing Back: Rewiring Your Brain for Maximum Resilience and Well-Being* include:

- The Neuroscience of Resilience and Renewal
- Brain Care Is Self-Care
- Shit Happens...Shift Happens
- Positive Emotions Build Resilience
- Mindfulness and Compassion: Two Powerful Agents of Brain Change

Studied with

James Baraz, M.A., co-founder of Spirit Rock Meditation Center and international dharma teacher, author of *Awakening Joy: 10 Steps That Will Put You on the Road to Real Happiness*.

www.awakeningjoy.info.

Bonnie Badenoch, PhD, senior trainer in interpersonal neurobiology, author of *Being A Brain-Wise Therapist*, www.mindgains.org.

Sylvia Boorstein, PhD, founding teacher, Spirit Rock Meditation Center and international dharma teacher, author of *Happiness is an Inside Job*. www.spiritrock.org.

Tara Brach, PhD, founder of Insight Meditation Center, Washington, D.C., author of *Radical Acceptance: Embracing Your Life with the Heart of a Buddha*, www.imcw.org.

Diana Fosha, PhD, founder of Accelerated Experiential Dynamic Psychotherapy, author of *The Transforming Power of Affect: A Model for Accelerated Change* and editor of *The Healing Power of Emotion*. www.aedpinstitute.com.

Rick Hanson, PhD, founder, Wellspring Institute, author of *Buddha's Brain: The Practical Neuroscience of Happiness, Love and Wisdom*, www.rickhanson.net

Susan Johnson, founder of Emotionally Focused Couples Therapy, author of *The Practice of Emotionally Focused Couple Therapy: Creating Connection*. www.iceeft.com

Jon Kabat-Zinn, PhD, founder of Mindfulness Based Stress Reduction, author of *Full Catastrophe Living, Wherever You Go, There You Are*, and *Coming to our Senses: Healing Ourselves and the World Through Mindfulness*, www.umassmed.edu/cfm.

Dacher Keltner, PhD, founder, Greater Good Science Center, U.C. Berkeley, author of *Born to Be Good: The Science of a Meaningful Life*. www.greatergood.berkeley.edu

Marsha Linehan, PhD, founder of Dialectical Behavioral Therapy, author of *Cognitive-Behavioral Treatment of Borderline Personality Disorder*, www.behaviortech.com.

Kristin Neff, PhD, co-founder, Mindful Self-Compassion training, author of *Self Compassion: Stop Beating Yourself Up and Leave Insecurity Behind*. www.self-compassion.com.

Pat Ogden, PhD, founder, Sensorimotor Psychotherapy for trauma, author of *Trauma and The Body*, and Janina Fisher, PhD, senior trainer of Sensorimotor Psychotherapy, www.sensorimotorpsychotherapy.org.

Richard Schwartz, PhD, founder of Internal Family Systems, author of *Internal Family Systems Therapy*, www.selfleadership.org.

Francine Shapiro, PhD, founder of EMDR, author of *EMDR: The Breakthrough "Eye Movement" Therapy for Overcoming Anxiety, Stress, and Trauma*, and Laurel Parnell, PhD, senior trainer of EMDR, author of *Transforming Trauma: EMDR: The Revolutionary New Therapy for Freeing the Mind, Clearing the Body, and Opening the Heart*. www.EMDRIA.org.

Daniel Siegel, M.D., formulator of interpersonal neurobiology, author of *The Developing Mind; The Mindful Brain, Mindsight, The Mindful Therapist*, editor of the W.W.Norton series on Interpersonal Neurobiology, www.drdansiegel.com.

David Wallin, PhD, senior trainer in attachment, mindfulness and psychotherapy, author of *Attachment and Psychotherapy*, www.davidjwallin.com.

Curriculum Vitae

Claudia K. Holt
3111 N. Laughlin Road
Windsor, CA 95492

Phone: 415-948-5178 (cell)
Email: chitoes2@gmail.com
Website: www.latitude38north.com

Education

2004 *M.A., Psychology*, Sonoma State University, Rohnert Park, California
1983 *M.S., Education*, Nazareth College, Rochester, New York
1979 *B.A., German Language & Literature*, University of California, Santa Barbara

Teaching, Curriculum Design, and Administrative Experience

August, 2014 – Present (Supervisor: Dr. Leslie Shelton, Director, Academic Support Programs)
Sonoma State University, Rohnert Park, CA

Position: **Writing Specialist, Student Support Services**

Responsibilities: Work with students who are low income, first generation, and/or have a learning challenge to clearly communicate ideas in writing. Teach writing for research papers (using citations) and essays. Give workshops on writing strategies and study skills. Supervise one graduate student a year to be a Master Tutor for select students in first-year English Composition Courses.

January, 2013 – Dec., 2014 (Supervisor: Ellen Shakespeare, Director of Advertising)
Academy of Art University, San Francisco, CA

Position: **Curriculum Developer and Instructor, The Creative Process**

Responsibilities: Designed and wrote online and onsite 15-week course that engages art and design majors in the psychology of the creative process. Student outcomes include experiential application of critical thinking skills to the personal creative process according to scientific and psychological research. Two MLA style essays are required. Teach on site and online.

January, 2006 –Dec., 2014 (Supervisors: Eileen Everett, Director and Jennifer Michael, Cyber Campus)
Academy of Art University, San Francisco, California

Position: **Online Curriculum Developer, Instructor and Mentor, English Composition**

Responsibilities: Created curriculum and lecture materials for online college composition courses. Taught beginning through advanced English composition, critical thinking, rhetoric, essay organization, and reading strategies to online students. Mentor new online instructors.

September, 2012 – May, 2014 (Supervisor: Eileen Everett, Director of Liberal Arts)
Academy of Art University, San Francisco, CA

Position: **Instructor, Power of Myth & Symbol**

Responsibilities: Taught cross-cultural course in mythologies and symbols through the ages (on site and online). Applied psychological, anthropological, and religious analysis to oral and literary traditions; bring myths to life through interactive projects, art, and essay writing. Two MLA style essays were required.

Curriculum Vitae

July, 2009 – August, 2010 (Supervisor: Dr. Cathy Coleman, Director)

Institute of Noetic Sciences (IONS), Petaluma, California

Position: **Educational Programs Manager**

Responsibilities: Coordinated and managed Transformative Learning Workshops for EarthRise Center at IONS. Oversaw and coordinated marketing, development, curriculum, production and evaluation of three-day educational workshops.

November, 2008 – May, 2012 (Supervisor: Dr. Cathy Coleman, Director)

EarthRise Center at IONS, Petaluma, California

Position: **Resident Caretaker** (with husband)

Responsibilities: Lived on 200 acres of land. Gave orientation talks and walks, introducing flora and fauna, along with the natural history of the land. Designed curriculum for interaction with the land, including a 5-element self-guided meditation walk along a 3-mile trail. Took photographs of the land for marketing and bookstore.

August, 2007 – January, 2009 (Supervisor: Bruce Peterson, Student Academic Services)

Sonoma State University, Rohnert Park, California

Position: **Adjunct Faculty, Freshman Seminar, EOP Program**

Responsibilities: Worked with a team to create curriculum for university freshmen transition program. Advised students and taught classes in all areas of first year experience including cultural diversity, shifting world views, personal values, social responsibility, and team building.

September, 2004 – December, 2004 (Supervisor: Dr. Laurel McCabe, Chair, Psychology Department)

Sonoma State University, Rohnert Park, California

Position: **Instructor, Psychology**

Responsibilities: Designed and taught undergraduate psychology course elective (*Sacred Space and Movement*) that incorporated critical thinking, essay writing, art projects, and chi gung, discussions of selected readings on cross-cultural literature, archetypal psychology, and anthropology.

January, 2000 – December, 2002 (Supervisor: Kate Griffeath, Executive Vice President)

Academy of Art University (AAU), San Francisco, California

Position: **Director, Academy Resource Center**

Responsibilities: Headed department of 20 instructors and administrators responsible for student retention. Outreach programs included new student/parent orientation, mid-term and finals workshops, academic support, multi-cultural campus events, and hosting motivational guest speakers. Coordinated tutor center and created study skills curriculum for first year students. Provided services for the student body (8,000), including referrals to counseling and medical professionals and support personnel for students with disabilities. Oversaw teacher training workshops.

August, 1996 – January, 2000 (Supervisor: Kate Griffeath, Executive Vice President)

Academy of Art University, San Francisco, California

Positions: **Instructor, English Composition, ESL**

Responsibilities: Taught and created curriculum for composition and creative writing to native and non-native speakers of English.

Curriculum Vitae

Professional Projects

- 2/13 – present *The Creative Process, Academy of Art University*. Researched, designed and wrote online curriculum for onsite and online course; created a 15-module course that brings the science and psychology of the creative process into the experience of artists and designers.
- 2/13 – present *Latitude 38° North* website launched (www.latitude38north.com)
- 7/08 – present *Photography Exhibit: Latitude 38° North: Western California*, EarthRise Retreat Center at Institute of Noetic Sciences, Petaluma California. *Artist in Residence*
- 6/10 – present *Peace in Process* experiential workshop designer and facilitator: Present 3-day experiential land-based retreats that include music, meditative walks, art, chi gung, dream work, and history of the land.
- 1/08 – 1/09 *English Composition for the Artist, Academy of Art University*. Researched, developed, and wrote online curriculum for required course for all first-year students.

Professional Development and Certification

- Dec., 2004 *Sonoma State University*, Rohnert Park, CA. Formal completion and publication of Master's Thesis entitled *Vessels of Transformation* (www.sonoma.edu/psychology/).
- Dec., 2004 *Rubbo Internal Arts*, San Anselmo, CA. Completion of 5-year teacher training program for martial arts, including *tai chi*, *chi gung*, and *shau lin* (www.cultivatechi.com)
- 1/87 – 6/94 *Saddleback College*, Mission Viejo, CA. Completed courses in journalism (edited college magazine), creative writing, English literature, black and white photography, and film making/editing.
- 5/83 – 6/85 *Multiple Subject Teaching Credential, K-6, State of California*. Taught grades 3-5 in a multiple subject, bilingual Spanish/English classroom.

Professional Affiliations

Edutopia
Academia.edu
School Garden Network of Sonoma County
The Pachamama Alliance
Bioneers
Daily Acts

Foreign Languages: Spanish, German

Musical Instruments: Fiddle, Piano

Activities: SF Scottish Fiddlers, Photography, Gardening, Bicycling, Trekking, World Travel

RAE JOHNSON

214B West Micheltorena Street
Santa Barbara, CA 93101
raejohnsonsonomatic@gmail.com
(303) 875-9200

EDUCATION

PhD, Education

Holistic and Aesthetic Education Focus

University of Toronto

2007

The *Holistic and Aesthetic Education Focus* understands aesthetic and embodied knowing and the process of building knowledge through inquiry as integral to all forms of learning. Courses in this program focus on arts education, research and inquiry in the arts, and the body's way of knowing. My dissertation research focused on the embodied experience of oppression.

MA, Education

Holistic and Aesthetic Education Focus

University of Toronto

2003

Holistic and aesthetic education is grounded in an approach to learning that recognizes the interconnectedness of body, mind, emotions, and spirit in an experiential, organic process. My thesis research focused on teacher's embodied knowledge, making connections from personal experiences, understandings, and values to professional identity and practice.

MA, Independent Studies

Lesley University

2000

Drawing on transpersonal, somatic, and expressive arts approaches, my thesis research resulted in the development of a model of expressive arts therapy based on the five alchemical elements. I was supervised in this program of study by Julia Byers, Director of the Expressive Therapies Program at Lesley University, and Seymour Kleinman, Director of the Somatic Studies Program at Ohio State University.

Creative Arts Therapy Internship

St. Elizabeth's Hospital, Washington, DC

1997

As an intern in the dance therapy focus of the creative arts therapy program, I provided individual and group dance therapy services to a range of client populations on the maximum security forensic, geriatric, and acute care units. I received training and supervision in several creative arts therapies in addition to dance movement therapy.

BIS, Bachelor of Independent Studies

University of Waterloo

1996

Students in the BIS program pursue a specific line of academic inquiry through a combination of interdisciplinary coursework and independent research. My mixed-methods thesis research studied the effects of feminist movement therapy as an adjunctive treatment for complex post-traumatic stress.

PROFESSIONAL QUALIFICATIONS

Registered Social Worker (Registration #75-352) (inactive status)

Ontario College of Social Workers and Social Service Workers

Approved Social Work Field Instructor, MSW Program

Faculty of Social Work, University of Toronto

Registered Somatic Movement Therapist® (Registration #214)

International Somatic Movement Education and Therapy Association

Certified Advanced Level Practitioner
Psychodramatic Bodywork®

Certified Gestalt Therapist
International Gestalt Association

TEACHING EXPERIENCE

Chair

Depth Psychology Program, Somatic Studies Concentration
Pacifica Graduate Institute

September 2015 to present

Associate Chair

Depth Psychology Program, Somatic Studies Concentration
Pacifica Graduate Institute

August 2014 to September 2015

Adjunct Faculty

Depth Psychology Program, Somatic Studies Concentration
Pacifica Graduate Institute

January 2014 to July 2014

Core Faculty

School of Graduate Psychology
Naropa University

July 2013 to July 2014

This state-license eligible Master's level program is designed for individuals who want an overall orientation to the field of counseling from a transpersonal and humanistic point of view. The focal point of study is grounded in the counseling relationship, meditation practice, and Gestalt Therapy principles. As full-time core faculty in the Counseling Psychology concentration, I taught courses in research methods, clinical practicum, developmental psychology, and psychological assessment. I also served as co-chair of the Shared Governance Committee, taking a leadership role in the development of a strategic plan and self-assessment mechanism for establishing more collaborative and transparent institutional governance.

Program Developer and Adjunct Faculty

Meridian University

January 2011 to December 2012

Formerly the Institute for Imaginal Studies, Meridian University offers masters and doctoral programs in psychology with a focus on depth approaches that integrate the expressive arts. In 2011 I was contracted to develop their specialization track in somatic psychology and to teach courses in somatic psychology and arts-based research methods. Upon completion of my contract, I continued to contribute to the academic work of the institution through community events, including organizing a symposium on the *Poetic Body*, and presenting at their annual tele-summit on the *Mystery of Embodiment*.

Research and Adjunct Faculty

The Chicago School of Professional Psychology

August 2010 to present

Continuing my relationship with this institution since leaving my full-time position, I serve on several dissertation committees and teach courses in somatic and clinical psychology.

Associate Professor and Chair

Santa Barbara Graduate Institute
at the Chicago School of Professional Psychology

July 2007 to August 2010

As chair of the somatic psychology program, I provided academic and administrative leadership for MA and PhD degrees in two delivery formats. My responsibilities included program evaluation, policy development, curriculum review, academic advising, admissions, faculty and staff supervision, and teaching. Under my stewardship, the program doubled its enrolment in three years. I served as the primary academic advisor for 112 graduate students, reviewed fourteen master's projects, and

supervised fifteen doctoral students. In 2009, I was nominated by students for the Chicago School of Professional Psychology's system-wide *Teacher of the Year* award.

Adjunct and Research Faculty

Naropa University

November 2005 to April 2010

As adjunct and research faculty in the Somatic Counseling Psychology Department, I taught a regular mixed undergraduate/graduate level course on *Diversity, Oppression, and the Body*, guest lectured on the topic for graduate classes and faculty development seminars, and worked with graduate students in the department as a thesis committee chair or external reader. In 2007, I was awarded a Certificate of Appreciation in recognition of my contributions to the department.

Core Faculty and Director, Body Psychotherapy

Somatic Counselling Psychology Department

Naropa University

July 2004 – July 2005

As director of one of two program tracks housed within the graduate department of Somatic Counselling Psychology, I provided academic advising for 35 students and served on a number of thesis committees as chair or outside expert. Courses taught included *Research Methods and Statistics, Body Observation and Assessment, Group Process and Dynamics*, and a new course on *Diversity, Oppression, and the Body*. During my time at Naropa University, I was an active member of a faculty committee that was instrumental in the development of their *Center for Teaching Advancement* and served as faculty liaison to a student group addressing diversity and equity issues on campus.

C L I N I C A L E X P E R I E N C E

Coordinator, Student Crisis Response Programs

University of Toronto

March 2000 to July 2007, March 2012 to July 2013

The Student Crisis Response Programs are a series of initiatives designed to enhance access to support and resources for university students in crisis. Working closely with faculty, staff, and students, I was responsible for the development and implementation of a network of programs for a university community of nearly 100,000 people across three campuses. A key aspect of my work involved training and education, and I taught extensively on issues of mental health and wellness, diversity and equity, and crisis intervention. My casework focused on complex mental health issues and high risk situations on campus.

Somatic Psychotherapist

Toronto, Ontario

July 1988 to July 2002

After completing a four year professional training program in Gestalt therapy, I established a private practice where I specialized in working with members of the LGBTQ community on the effects of complex trauma and addiction. My agency work included contracts as a creative arts play therapist at a school for autistic children and as an expressive arts therapist in a residential substance abuse treatment center for young women.

P U B L I C A T I O N S

Johnson, R. (2017, October 18th). Embodied activism. [Web log post]. Retrieved from <http://www.pacificapost.com/embodied-activism>.

Caldwell, C. and Johnson, R. (in press). Embodying difference: Addressing issues of diversity and social justice in dance/movement therapy research. In C. Berrol and R. Cruz (Eds.) *Dance movement therapists in action: A working guide to research options*, 3rd Ed. Springfield, IL: Charles C. Thomas Publishers.

Johnson, R. (in press). Queering/querying the body. In C. Caldwell and L. Leighton (Eds.) *Oppression and the body: Roots, resistance, and resolutions*. Berkeley, CA: North Atlantic Books.

Johnson, R. (in press). Body as home: A critical somatic approach to working with homeless youth. In P. Dunn (Ed.) *Holistic healing: Research, theories, and practices*. Toronto, ON: Canadian Scholars Press.

- Johnson, R., Leighton, L., and Caldwell, C. (in press). The embodied experience of microaggressions: Implications for clinical practice. *Journal of Multicultural Counseling and Development*.
- Johnson, R. (in press). *Embodied social justice*. London, UK: Routledge.
- Johnson, R. (in press). Oppression and embodiment in somatic psychotherapy. In H. Payne (Ed.) *Embodied Perspectives in Psychotherapy*. London, UK: Routledge.
- Johnson, R. (2017). *Contacting gender in body psychotherapy*. In P. Stambolis (Ed.) Conference Proceedings from the 15th European Association of Body Psychotherapy Congress (pp. 122-124). Athens, Greece.
- Johnson, R. (2015, February 9th). Becoming an embodied ally [Web log post]. Retrieved from <http://www.pacificapost.com/somatic-psychology/becoming-an-embodied-ally>.
- Caldwell, C and Johnson, R. (2015). Research 101 for body psychotherapists. *International Body Psychotherapy Journal*. 14 (2), 47-54.
- Johnson, R. (2015). Grasping and transforming the embodied experience of oppression. *International Body Psychotherapy Journal*. 14 (1), 80-95.
- Johnson, R. (2014). Contacting gender. *Gestalt Review*. 18 (3), 207-225.
- Johnson, R. (2014). Somatic psychotherapy and research: Walking the common ground. *Body, Movement and Dance in Psychotherapy: An International Journal for Theory, Research and Practice*. 9(2), 82-92.
- Caldwell, C. and Johnson, R. (2012). Research 101 for body psychotherapists: Cultivating a somatically-informed research mind. In C. Young (Ed.) *About the science of body psychotherapy*. Galashiels, UK: Body Psychotherapy Publications, pp.27-35.
- Caldwell, C. and Johnson, R. (2012). Embodying difference: Addressing issues of diversity and social justice in dance/movement therapy research. In C. Berrol and R. Cruz (Eds.) *Dance movement therapists in action: A working guide to research options*, 2nd Ed. Springfield, IL: Charles C. Thomas Publishers, pp. 121-140.
- Johnson, R. (2011). *Knowing in our bones: The embodied knowledge of somatic educators*. Saarbrücken, Germany: Lambert Publishers.
- Johnson, R. and Caldwell, C. (2010). *Oppression embodied*. Conference Proceedings from the 6th Annual United States Association of Body Psychotherapy Conference, October 2010.
- Caldwell, C. and Johnson, R. (2010). *Research 101 for somatic psychotherapists*. Conference Proceedings from the 6th Annual United States Association of Body Psychotherapy Conference, October 2010.
- Johnson, R. (2009). The artful body: A narrative of embodied relationship with the arts. In M. Beattie (Ed.), *The quest for meaning: Teaching, learning and the arts*. Boston: Sense Publishers.
- Johnson, R. (2009). Oppression embodied: Exploring the intersections of somatic psychology, trauma, and oppression. *United States Association of Body Psychotherapy Journal*. 8(1), 19-31.
- Johnson, R. (2004). Book review: Sport, dance, and embodied identities. *International Review for the Sociology of Sport*, 39(4), 472-475.
- Johnson, R. (2001). Beyond talk therapy. *Association of Humanistic Psychology Perspective*, April/May 2001, 20.

- Johnson, R. (2000). *Elemental movement*. Boca Raton, FL: Universal Press.
- Johnson, R. (2000). Sound therapy. *Association of Humanistic Psychology Perspective*, Oct/Nov 2000, 14-15.
- Johnson, R. (1999). Sorting the mixed bag: Grounding and integrating an interdisciplinary somatic practice. *Somatics Journal*, 12 (3).
- Johnson, R. (1997). *From Aquarius, to Pisces*. *Contemporary Verse II*, 15 (2), 37.
- Johnson, R. (1996). *Untitled*. *Contemporary Verse II*, 18 (3), 9-10.

P R E S E N T A T I O N S

- | | |
|---|------------------------|
| <p><i>Researching and Performing the Embodied Experience of Oppression</i>
Somatic Counseling Program
California Institute of Integral Studies
San Francisco, CA</p> | <p>November, 2017</p> |
| <p><i>Body, Soul, and Social Justice</i>
Depth Psychology Program
Sonoma State University
Rohnert Park, CA</p> | <p>October, 2017</p> |
| <p><i>Embodied Activism (with Christine Caldwell)</i>
Graduate School of Psychology
Naropa University
Boulder, CO</p> | <p>September, 2017</p> |
| <p><i>Queering/Querying the Body</i>
Response at the Edge Conference
Pacifica Graduate Institute
Santa Barbara, CA</p> | <p>June, 2017</p> |
| <p><i>Elemental Movement</i>
The Retreat at Pacifica
Pacifica Graduate Institute
Santa Barbara, CA</p> | <p>May, 2017</p> |
| <p><i>Contacting Gender in Body Psychotherapy</i>
Round Table: The Female Body in Society and Body Psychotherapy
European Association of Body Psychotherapy Congress
Athens, Greece</p> | <p>October, 2016</p> |
| <p><i>Embodied Social Justice</i>
Introducing the Pacifica Experience
Pacifica Graduate Institute
Santa Barbara, CA</p> | <p>August, 2016</p> |
| <p><i>Embodied Microaggressions in Clinical Practice</i>
Introducing the Pacifica Experience
Pacifica Graduate Institute
Santa Barbara, CA</p> | <p>April, 2016</p> |
| <p><i>Transforming the Embodied Experience of Oppression</i>
California Institute of Integral Studies
San Francisco, CA</p> | <p>November, 2015</p> |
| <p><i>Critical Perspectives on Modern Western Psychotherapy (panelist)</i></p> | <p>April, 2015</p> |

Graduate School of Psychology
Naropa University
Boulder, CO

Researching the Embodied Experience of Oppression (podcast)
www.whatsustainsme.com

March, 2015

Embodying Social Justice
Introducing the Pacifica Experience
Pacifica Graduate Institute
Santa Barbara, CA

February, 2015

Feminist, Queer, and Trans Perspectives on Embodiment (panelist)
Graduate School of Psychology
Naropa University
Boulder, CO

November, 2014

Researching and Performing the Embodied Experience of Oppression (keynote address)
American Dance Therapy Association Regional Conference
Boulder, CO

April, 2014

Body Stories: A Performed Ethnography of the Embodied Experience of Oppression
Somatic Arts Community Concert
Naropa University
Boulder, CO

January, 2014

Perspectives on Multicultural Counseling (panelist)
Martin Luther King Jr. Day Community Event
Naropa University
Boulder, CO

January, 2014

Oppression Embodied (with Christine Caldwell)
Community Conversations in Diversity and Inclusivity
Naropa University
Boulder, Colorado

October, 2013

*Embodying Difference: Understanding and Transforming
the Embodied Experience of Oppression*
California Institute of Integral Studies
San Francisco, CA

June, 2013

Engaging Strategic Curiosity: An Embodied Relational Approach to Research
Gestalt Research Symposium
Cape Cod, MA

April, 2013

Learning and Unlearning Gender as Embodied
Breaking New Ground Conference
University of Toronto
Toronto, Ontario

March, 2013

Program Interviewer
The Mystery of Embodiment Tele-summit
Meridian University
Online at www.meridianuniversity.edu

December, 2012

Cultivating an Embodied Research Mind (with Christine Caldwell)
European Association of Body Psychotherapy Scientific Symposium
Cambridge University, UK

September, 2012

<p><i>The Poetic Body (podcast with Laurie Rappaport)</i> United States Association of Body Psychotherapy and the European Association of Body Psychotherapy <i>Conversations Series</i> Online at www.usabp.org</p>	January, 2012
<p><i>Queering the Body (webcast)</i> The Mystery of Embodiment Tele-summit Meridian University Online at www.meridianuniversity.edu</p>	December, 2011
<p><i>An Embodied Relational Approach to Research</i> Embodied Relational Gestalt Symposium Esalen Institute Big Sur, CA</p>	August, 2011
<p><i>The Poetic Body Symposium (host)</i> Meridian University Petaluma, CA</p>	March, 2011
<p><i>Oppression Embodied: The Intersecting Dimensions of Trauma, Oppression, and Somatic Psychology</i> United States Association of Body Psychotherapy Conference Pleasant Hill, CA</p>	October 2010
<p><i>Research 101 for Body Psychotherapists</i> United States Association of Body Psychotherapy Conference Pleasant Hill, CA</p>	October 2010
<p><i>Current Research in Body Psychotherapy</i> United States Association of Body Psychotherapy Conference Pleasant Hill, CA</p>	October 2010
<p><i>(Un)Learning Oppression through the Body</i> East West Somatics Conference Santa Barbara, CA</p>	May, 2009
<p><i>The Research Mind (podcast with Christine Caldwell)</i> United States Association of Body Psychotherapy and the European Association of Body Psychotherapy <i>Conversations Series</i> Online at www.usabp.org</p>	November, 2008
<p><i>When Past Is Present: A Day Long Conference with Four Therapists</i> Santa Barbara City College Santa Barbara, CA</p>	May, 2008
<p><i>The Embodied Educator (invited presentation)</i> United States Association of Body Psychotherapy Conference Philadelphia, PA</p>	July, 2008
<p><i>The Embodied Psychotherapist (invited presentation)</i> Human Dimensions of Psychotherapy Conference Toronto, ON</p>	July, 2008
<p><i>Consciousness, Science, and the Nature of Being</i> Santa Barbara City College Santa Barbara, CA</p>	September, 2008
<p><i>Embodied Knowledge: Implications for Diversity and Equity in Teaching and Learning</i> Society for Teaching and Learning in Higher Education (STLHE) Annual Conference</p>	June, 2006

Toronto, ON

<i>The Politics of Embodiment</i> Faculty of Physical Education and Health Conference University of Toronto	May, 2004
<i>Making Connections in Graduate Education: Interacting and Enacting Narratives</i> American Educational Research Association Annual Conference Chicago, IL	April, 2003
<i>Somatics North – A Report from the Field in Canada</i> Eleventh Annual Somatics Conference Ohio State University	May, 2001
<i>Crisis Intervention from a Somatic Perspective</i> Tenth Annual Somatics Conference Ohio State University	May, 2000
<i>Somatic Alchemy: The Theory and Practice of Elemental Movement</i> International Symposium on Integrative Medicine and Expressive Therapies Omega Institute	May, 1999
<i>Moving Heaven and Earth: The Theory and Practice of Elemental Movement</i> International Expressive Arts Therapy Association Conference Toronto, ON	October, 1998
<i>Moving Toward Healing: Movement Therapy and the Somatic Effects of Trauma</i> Eighth Annual Somatics Conference Ohio State University	May, 1998
<i>Boundaries and the Body</i> The Seeded Circle Summer Program Okotoks, AB	August, 1996
<i>Moving Toward Healing: Using Movement with Survivors of Childhood Trauma</i> CREATE Conference for Creative and Expressive Arts Therapies Toronto, ON	March, 1992
<i>Feminist Perspectives in Dance Movement Therapy</i> Dance Movement Therapy Association of Ontario Annual Meeting Toronto, ON	February, 1992
<i>Moving Toward Healing: Using Movement with Survivors of Childhood Trauma</i> No More Secrets Conference Toronto, ON	October, 1991
<i>The Body Alive</i> Gestalt Institute of Chicago Summer Program Chicago, IL	June, 1987

PROFESSIONAL ACTIVITIES

Member, Editorial Board <i>Body Psychotherapy Publications</i>	2014-present
Faculty Mentor The Chicago School of Professional Psychology	2014
Peer Reviewer	2012 - present

International Journal of Body Psychotherapy

Special Member, Scientific Committee
European Association of Body Psychotherapy 2011

Member, Editorial Advisory Board 2010-present
Canadian Journal of Integrative Psychotherapy and Counseling

Co-Chair, Research Committee 2009-2011
United States Association of Body Psychotherapy

Member, Academic Council 2008-2011
United States Association of Body Psychotherapy

External Reviewer, Academic Program Review Self-Study 2009
Master of Arts in Counseling Psychology Program
John F Kennedy University

Member, University Affairs Board 2006-2007
University of Toronto

Peer Reviewer 2004-present
Body and Society Journal

President 2001-2003
Ontario Society of Psychotherapists

Founding Member 2001-2004
Ontario Coalition of Mental Health Professionals

Co-Chair, Task Force on Ethical Considerations in Somatic Psychotherapy 2000-2002
Ontario Society of Psychotherapists

Chair, Research Committee 2000
International Somatic Movement Education and Therapy Association

Co-Chair, Education Committee 1990-1993
Dance Movement Therapy Association of Ontario

Brad J Kammer, MA, MFT, LPCC, SEP
MFC #48686, LPCC #106
206 Mason St., Suite E
Ukiah, CA 95482
(707) 462 2133
bradkammer@body-mindtherapy.com

EDUCATION

UNION INSTITUTE & UNIVERSITY (VERMONT COLLEGE), Montpelier, Vermont
Master of Arts in Counseling Psychology [Emphasis: Somatic Psychology], April 2004

UNIVERSITY OF TEXAS, Austin, Texas
Bachelors Business Administration, May 1994

WORK/LIFE EXPERIENCE

PSYCHOTHERAPIST, EDUCATOR & CONSULTANT, Private Psychotherapy Practice, Ukiah, California
January 2006-Present

- Provide psychotherapy and counseling, consulting, and educating for individuals, couples, families, and groups
- Design and teach Body-Mind classes, provide consultation and trainings for various groups and agencies

ADJUNCT PSYCHOLOGY ASSOCIATE PROFESSOR, Mendocino College, Ukiah, California
August 2006-Present

- Designed, maintain and teach the following courses: *Introductory Psychology* (PSY 205), *Health Psychology* (PSY 175), *Psychology of Loss/Death* (PSY 181)
- Substitute instructor and guest lecturer for various psychology courses

ADJUNCT PSYCHOLOGY INSTRUCTOR, National University, Ukiah, California
July 2010-Present

- Designed, maintain and teach the following courses: *Introduction to Psychopathology* (PSY 430), *Health Psychology* (PSY 457), *Senior Project* (PSY 480)

MARRIAGE AND FAMILY THERAPIST, Redwood Children Services, Ukiah, California
February 2007-August 2012

- Provided psychotherapy and education for at-risk children, adolescents, couples, families and groups
- Co-clinician/Activity leader at Arrowhead Ranch working with “Severely Emotionally Disturbed” (SED) children, leading peer groups, therapeutic theatre groups, and other therapeutic recreational activities

ADJUNCT PSYCHOLOGY INSTRUCTOR, Community College of Vermont, Montpelier, Vermont and Online
August 2004-May 2007

- Designed, maintained and taught the following courses: *Introduction to Psychology* (PSY 101); *Human Growth and Development* (PSY 105); *Introduction to Counseling Theories and Practice* (PSY 237); *Family Violence* (SWK 202); and *Introduction to Alternative Therapies* (PSY 236)
- Substitute instructor and guest lecturer for courses at Community College of Vermont and Johnson State College.

PSYCHOTHERAPIST INTERN, Private Psychotherapy Practice, Montpelier, Vermont
June 2003-December 2005

- Provided psychotherapy and counseling, consulting, and educating for individuals, couples, families, and groups.

MENTAL HEALTH COUNSELOR INTERN, Johnson State College Counseling Center, Johnson, Vermont
September 2001-May 2003

- Individual, couples and group counseling, crisis intervention, seminars, and individual and group supervision.

CO-FOUNDER & COORDINATOR, Wildflower Land Support Group, Mae Sot, Thailand
October 1999-April 2000

- Co-founder and Coordinator of support co-operative with Burmese refugees, students and international volunteers.
- Aided Burmese refugees requiring physical, emotional and psychological support.
- Assisted various Burmese and International Aid Organizations.

TEACHING & TRAINING

- Founding teacher of Body-Mind classes through Mendocino County Free Skool (2012-Present)
- Co-Presenter on Somatic Experiencing to Health Care Professionals in Beijing, China (2012)
- Lead presenter on Somatic Experiencing to Health Care Professionals throughout the United States (2011-Present)
- Presenter on Interpersonal Neurobiology to Health Care Professionals in Northern California (2011-Present)
- Training Assistant for Dr. Peter Levine's annual workshops at Esalen Institute (2007-Present)
- Training Assistant and Coordinator for Somatic Experiencing Training Program and Workshops (2004-Present)
- Body-Mind educator for City of Ukiah Community Services Department (2006-Present)
- Training Assistant and Coordinator for Building Everyday Resilience Workshop with Ariel Giarretto (2009)
- Training Assistant for Trauma First Aide trainings in California and New Mexico (2006-2010)
- Lead Presenter on Trauma First Aide to various departments within Redwood Children Services (2007-2009)
- Training Assistant and Counselor for Trauma Outreach Program disaster relief trip in New Orleans, Louisiana (2006)
- Body-Mind educator for Central Vermont Hospital Community Education Program (2005)
- Lead Presenter on Somatic Psychotherapy at Johnson State College Counseling Center (2005)
- Co-facilitator for Embodiment Training for Activists Workshop (2005)
- Coordinator for Strengthening Attachments, Strengthening Families Workshop with Myrna Martin (2005)
- Co-author and guest lecturer of Body-Mind course for Vermont corrections G.E.D. program (2003)
- Created and facilitated experiential workshops for service learning students at Johnson State College (2001-2003)
- Conducted informational seminars and fund-raising activities for Burmese refugees (2000-2005)
- English Teacher for Burmese refugees, exiles and migrant workers in Mae Sot, Thailand (1999-2000)
- Meditation and Tai Chi private instruction (1997-1999)
- Youth basketball, baseball, football, and soccer referee/coach (1986-1990, 1993-1994, 2004-Present)

PUBLISHING & PRODUCING

- Featured guest and panelist on radio programs in California, Vermont and online
- Articles, essays, and poems published in: *The Ukiah Daily Journal*, *Mendocino Confluence*, *Isis Scrolls*, *The Times Argus*, *Mama Says*, *A Voice for Freedom*, *Johnson Horizons*, *Lucid Moon*, *On Level Ground*, *Irrawaddy*, *Wildflower Land Art Collection Journal*, and several web-based journals and blogs (1999-Present)
- Published and distributed two children's books written by my son, Koda Minz-Kammer (2008-2009)
- Self-published graduate thesis and produced video based on thesis entitled: *Trauma & Civilization: The Relationship Between Personal Trauma, Social Oppression, and the Transformative Nature of Trauma Healing* (2004)
- Produced weekly program: *A Language Older Than Words*, on community radio station WGDR (2002-2005)
- Co-produced documentary entitled *Burma: Technical Difficulties* (2001)
- Self-published and distributed poetry book entitled *Gemini Rising* (1999)

SPECIALIZED CERTIFICATION

- Neuro-Affective Relational Model (NARM) Practitioner Training (2013-Present)
- Certified HeartMath Practitioner (2012)
- Certified DARE (Dynamic Attachment Re-Patterning Experience) Level 1 Practitioner (2012)
- Trauma Focused Cognitive Behavioral Therapy (2010)
- Certified Somatic Experiencing Practitioner (2004)

BOARD MEMBERSHIP

- Northern California Somatic Experiencing Practitioner Association, Founding Board Member (2013-Present)
- Full Circle Wellness Resource Center, Board Member (2006-2007)

REFERENCES

- **Catherine Indermill, MS, MA**, Professor, Mendocino College Ukiah, California, (707) 468 3001
- **Stephen Synder, MA, MFT**, Psychotherapist and Clinical Case Manager, Redwood Children Services Ukiah, California, (707) 472 2922
- **Dave Berger, MA, MFT, LCMHC, PT, SEP**, Psychotherapist; Physical Therapist; Adjunct Faculty: Union Institute & University and Antioch Graduate College Concord, New Hampshire, (603) 228 7600

Additional References and Information available upon request.

JÜRGEN W. KREMER, Ph.D.

PO Box 1421
Sebastopol, CA 95473

Telephone: 707 827 3106

e-mail: jkremer@sonic.net; jkremer@santarosa.edu

Klinischer Fachpsychologe (clinical psychologist) #00972-1286, Germany

EDUCATION

Ph.D., Clinical Psychology, University of Hamburg, Federal Republic of Germany, 1980
Diplom (Masters), Psychology, University of Hamburg, 1973
Scholarship for study in psychology, Trinity College, Dublin, Republic of Ireland, 1971 - 1972
Graduate courses, Education, San Francisco State University, 1978 - 1980
Professional training, Casriel Institute and AREBA, New York, 1978
Professional training, Center for Studies of the Person, La Jolla, California, summer of 1974 and 1975
Professional training, Psychology Department III, University of Hamburg, person-centered therapy, 1970 - 1973

TEACHING AND ACADEMIC APPOINTMENTS

2005 to present	Full Time Faculty, tenured, Santa Rosa Junior College, Department of Behavioral Sciences. Courses: • Introduction to Psychology (in-class and online). • Ageing, Death, and Dying (in-class and online). • Abnormal Psychology (in-class and online). • Introduction to Psychological Research (in-class and online). • Childhood and Adolescent Development (online). • Social Psychology (online). • Theories of Personality (in-class and online approval).
2004 to present	Part Time Faculty, Sonoma State University, Psychology Department & Extended Education: • Introduction to Depth Psychology. • Art Based Inquiry. • Psychopathology and Art. • Creating Community. • Cross-Cultural Myths and Symbols. • Introduction to Psychology.
2003 to 2005	Part Time Faculty, Santa Rosa Junior College, Behavioral Sciences Department. Courses: • Introduction to Psychology. • Introduction to Sociology. • Abnormal Psychology. • Introduction to Psychological Research.
2003 to 2008	Part Time Faculty, Institute for Imaginal Studies. Courses: • Modern Consciousness and Indigenous Wisdoms A & B. • Research Practicum. • Psychology of Conflict Resolution.
2000 and 2001	Guest lectureship at the Burg Giebichenstein, Halle, Germany.
1999 to present	Part Time Faculty, Saybrook Institute, primary assignment: Socially Engaged Spirituality Certificate Program. Courses: • Theories of Inquiry. • Socially Engaged Spirituality (partial online delivery). • Nature of Consciousness. • Ethnoautobiography. • Cooperative Inquiry. • Personal Mythology and Dreamwork. • Modern consciousness and Indigenous consciousness. • Psychology of Shamanism. • Chair and committee member of dissertations and masters theses.
1998 to present	Adjunct Faculty, California Institute of Integral Studies. Dissertations and independent study courses. Courses: • Theoretical Research (EWP). • Indigenous Ways of Knowing (online). • Nonwestern psychologies and healing practices (online). • Healing stories: Personal, indigenous and postcolonial texts (online).
1993 to 1997	Co-Director, Traditional Knowledge Program and Center for Traditional Knowledge (graduate program for Native American and other indigenous students and students researching their indigenous roots). Program Director of the Integral Studies PhD program, an interdisciplinary doctoral program. Use of

	the internet as medium in the instructional process. Courses: • Indigenous epistemologies. • Shamanism and healing. • Star knowledge and rock knowledge. • Introduction to indigenous science research methodologies. • Philosophical terms of indigenous languages. • Narrative universe. • Indigenous mind - Eastern mindfulness, and Western psychology. • Ecological Critique. • Colloquium. Rank: Full Professor V.
1990 (June) to 1993	Academic Dean, California Institute of Integral Studies. Program Director of the Integral Studies PhD program, an interdisciplinary doctoral program.
1989 (July) to 1990	Program Director, East-West Psychology Program, California Institute of Integral Studies, San Francisco (graduate program dedicated to the scientific, religious and philosophical understanding of mind, consciousness and persons).
1989 to 1997	Professor, California Institute of Integral Studies, San Francisco. Courses: • Altered states of consciousness. • Transpersonal psychologies. • Shamanism and Eastern spiritual traditions. • Western personality theories. • Images of the artist East and West. • Psychology of shamanism. • M.A. and PhD Integrative seminars. • Chair and committee membership on dissertations and masters theses.
1988 to 1994	Adjunct professor, Saybrook Institute Graduate School, San Francisco.
1983 to 1987	Dean of Faculty and Vice President of Academic Affairs, Saybrook Institute, San Francisco, California.
1983 to 1990	Lectureship, John F. Kennedy University, Consciousness Studies Program. Courses: • Ethical problems in parapsychological research. • Experimental parapsychology. • Spontaneous cases. • Effective therapeutic communication. • Ethics. • Case Seminar. • Group process. • Shamanism as spiritual practice.
1982 to 1988	Professor, Saybrook Institute. Teaching of clinical psychology courses, development of Clinical Inquiry Concentration, Director of concentration. Courses: • Introduction to clinical inquiry. • Existential psychotherapies. • Epistemologies of sanity and insanity. • Toward a theory of emotions. • Functional and dysfunctional behavior. • Ethics and ideology critique. • Critical theory. • Experimental parapsychology. • Supervision of dissertations and masters theses in the clinical inquiry and consciousness studies areas (chairs and committee memberships). National Meeting presentations and workshops on transpersonal issues.
1982 to 1985	Research project in cooperation with the Psychology Department III of the University of Hamburg on the psychotherapeutic effects of the New Identity Process.
1981 to 1985	Lectureship, University of Hamburg, School of Education, Department of Special Education. Course: • Play therapy - theory, training, supervision.
1976 to 1977	Lectureship, College of Education, Mainz, Germany. Courses: • Counseling with parents of physically disabled children. • Play therapy with emotionally disturbed children. • Conflict resolution in the school situation. • Theories of perception and learning. • Socialization and the process of perception.
1975 to 1976	Lectureship, Psychology Department III, University of Hamburg. Courses: • The person-centered theory of Carl Rogers. • Introductory and advanced courses in client-centered therapy.
1975 to 1976	Lectureship, College of Special Education, Cologne, Germany. Courses: • Student-centered teaching. • Counseling with adolescents. • The application of Rogers' person-centered concept in the education of physically disabled children. • Therapeutic strategies with behaviorally disturbed children.
1974 to 1975	Lectureship, Department of Social Education, University of Hamburg. Course: • Psychology of architecture. Research work as a part of a project on drug addiction.
1973 to 1977	Lectureship, Psychology Department III, University of Hamburg. Courses: • Beginning and advanced level courses in clinical practice and supervision.

1973 to 1977 Supervision of masters theses (Diplomarbeiten) at the Psychology Department III, University of Hamburg.

PSYCHOTHERAPEUTIC EXPERIENCE

1983 Recognized as Teaching Fellow with the International Society for the New Identity Process (a cathartic group therapy).
 1982 Klinischer Fachpsychologe (#00972-1286) [clinical psychologist]
 1979 to 1982 Co-director Facilitator Development Institute Germany.
 1978 to 1983 Co-director of the New Identity Process Center, Cologne, Federal Republic of Germany. Group, couple, and individual therapy, workshops. Also work in Spain and the Netherlands. Use of humanistic and transpersonal approaches.
 1973 to 1978 Senior therapist at the counseling center of the University of Hamburg. Supervision of therapists.

CONSULTING, SUPERVISION, TRAINING

2008 & 2009 Primary organizer of the 25th & 26th International Conference of the Society for the Study of Shamanism, Healing, and Transformation
 2008 to present President, Society for the Study of Shamanism, Healing, and Transformation.
 2008 to present President, ReVision Publishing.
 1998 Project development for the UNESCO World Heritage Site, with Ajtte Museum, Jokkmokk, Sweden
 1998 Consultation and development of book projects for Davvi Girji, Saami language publisher in Karasjohka, Norway.
 1995 to present Consultant, faculty at Institut für ökologische Ästhetik at the Kunsthochschule Burg Giebichenstein, Halle, Germany; ecological restoration project of the Geiseltal brown coal pits; lectureships at the Universität Halle; grant development.
 1986 to 1990 Co-director Swedish Training Program for *Identitetsterapi*, Stockholm.
 1984 to 1986 Co-director psychotherapy training program at the Family Relations Institute, Falls Church, VA.
 Workshops on the spiritual dimensions of psychotherapy.
 1983 to 1986 Co-director European Training Program for the New Identity Process.
 1978 to 1982 Supervision of university practicums of psychology students at the Cologne New Identity Process Center
 Summer 1976 Staff member of the summer program of the Center for Cross-Cultural Communication in York, England (directors: Mearns, Thorne, Devonshire).
 Summer 1976 Staff member at the International Conference for Group Dynamics in Bad Gleichenberg, Austria (director: Prof. Pakesch).
 April 1976 Training for teachers: Conflict situations in schools for special education; a program offered at STIL, a state organization for postgraduate teachers' training in the Saarland, Federal Republic of Germany.
 1974 to 1982 Work with the Center for Cross-Cultural Communication (San Francisco), director: Charles Devonshire, consultant: Carl Rogers.
 Continuous involvement with their European programs until 1982.
 1979 to 1980 Consultant, Fesch (state supported organization for postgraduate teachers' training), North Rhine Westfalia, Federal Republic of Germany. Seminars included: psychological problems in teaching social studies, attitude change and perception, shamanism.
 Spring 1978 Staff member at cross-cultural workshop in Madrid, Spain (with Ch. Devonshire, C. Rogers, R. Tausch, and others).
 1977 (May to October). Consultant, School for Disabled Children in Coblenz, Rheinland-Pfalz, Federal Republic of Germany. Development of play therapy program (development of counseling center, training, supervision).
 1976 to 1977 (October to June). Consultant, supervisor, therapist at School Counseling Center, Siegburg, North Rhine Westfalia, Federal Republic of Germany. Play therapy, therapy with adolescents, supervision, training in client-centered

	therapy and play therapy.
Summer 1975	Facilitator at the La Jolla Program of the Center for Studies of the Person, La Jolla, California, directors: Meador, Land, and Coulson.
Summer 1975	Staff member, Education Innovation Project, Frankfurt, Federal Republic of Germany, directors: Moore, Devonshire.
1974 to 1976	Organization and facilitation of person-centered encounter groups and group psychotherapy at the counseling center of the University of Hamburg. Research project on effectiveness.
1973 to 1978	Supervising therapist at the counseling center of the University of Hamburg (Psychology Department III).

JOURNALS AND BOARD MEMBERSHIP

2009	Editor of <i>ReVision</i> issue vol. 30, #1 & 2
2008 to present	Editor/owner of the journal <i>ReVision</i> .
2006	Guest editor of <i>ReVision</i> issue vol. 29, #1 on <i>Dreams and Place</i> .
2006	Guest editor of <i>ReVision</i> issue vol. 28, #4 on <i>Dreaming</i> .
2004	Guest editor of <i>ReVision</i> issue vol. 27, #1.
2004	Guest editor of a <i>ReVision</i> issue (vol. 26, #2) on <i>Identity and Peace – Transpersonal Perspectives</i>
2002	Guest editor of a <i>ReVision</i> issue (vol. 24, #3) on <i>Paradigmatic Challenges</i>
2000	Guest editor of a <i>ReVision</i> issue (vol. 23, #2) on <i>Prophecy and Historical Responsibility</i> (with Mary Gomes)
2000	Guest editor of a <i>ReVision</i> issue (vol. 23, #3) on <i>The New Millennium</i> (with M. Gomes, J. Marler, J. Prabhu, D. Rothberg)
1999	Guest editor of a <i>ReVision</i> issue (vol. 22, #1) on <i>Collective Shadow Work</i> (with D. Rothberg)
1998	Guest editor of a <i>ReVision</i> issue (vol. 21, #1) on <i>Narrative Explorations of Culture, Roots, and Ancestry</i>
1997	Guest editor of a <i>ReVision</i> issue (vol. 20, #1) on <i>Transformative Learning</i>
1997	Guest editor of a <i>ReVision</i> issue (vol. 19, #3) on <i>Indigenous Science</i> .
1996	Guest editor of a <i>ReVision</i> issue (Vol. 18, #3) on <i>Indigenous Science</i> .
1994 to 2008	Executive Editor, <i>ReVision</i>
1993	Co-guest editor (with Jean Achterberg) of a <i>ReVision</i> issue (Vol. 16, #4) on <i>Trance and Healing – Psychology, Biology, and Culture</i> .
1992	Guest editor of two <i>ReVision</i> issues (Vol. 14, #4 and Vol. 15, #1) on <i>Culture and Ways of Knowing</i>
1989 to 90	Board of Editors, <i>AASC Quarterly</i>
1988 to 90	Board of Editors, <i>Journal of Learning about Learning</i>
1987 to 89	Board of Editors, <i>Jahrbuch der Gesellschaft für wissenschaftliche Gesprächspsychotherapie</i> (Yearbook of the Association for Scientific Client-Centered Psychotherapy)
1986 to 90	Consulting Editor, <i>Journal of Phenomenological Psychology</i>
1985 to 1988	Board of Editors, <i>Saybrook Review</i>
1985 to 1987	Editor, <i>Metanoia</i> , Journal of the International Society for the New Identity Process
1984 to 89	Member of Board of Directors, International Society for the New Identity Process
1975 to 1985	Member of the Advisory Board, Center for Cross-Cultural Communication (San Francisco)

PUBLICATIONS

- (2009a) Northern light ancestors. *ReVision*, 30(1&2), 32-43.
- (2009b) Shamanic Healing, Psychotherapy, and the Affirmation of Indigenous Approaches to Healing, Center for Medical Anthropology, Moscow. (Published in Russian)
- (2009c) Shamanic Healing, Psychotherapy, and a Multi-Sense Perspective on Hypnotic-like Procedures. Center for Medical Anthropology, Moscow. (Published in Russian)

- (2009d) *Angels Fear* and the understanding of aesthetic rationality. *Continuing the Conversation*, Winter 1987, Number 11, 6-7. Reprint available at www.pctrresources.com and www.asc-cybernetics.org.
- (2008a) Hypnotic-like procedures in indigenous shamanism and mediumship. (with S. Krippner). (At press, *Handbook of Hypnosis*)
- (2008b). *Bearing Obligations*. In K. Kailo, *Women and Bears: The Gifts of Nature, Culture and Gender Revisited* (pp. 219-272). Toronto: Inanna.
- (2008c) *Selected readings in introductory psychology* (editor). Boston: Pearson Custom.
- (2008d) Hypnotic-like procedures in indigenous shamanism and mediumship. (with S. Krippner). In J. W. Kremer, *Selected readings in introductory psychology* (pp. 41-60). NY: Pearson.
- (2007a) Dreaming with the ancestors. In Bogzaran, Jaenke, & Johnson. (In preparation)
- (2007b) Ironies of true selves in trans/personal knowing (Part II). *ReVision*, 29(4), 23-33.
- (2006a). Dreams and Visions in Initiation and Healing. *ReVision*, 29(1), 34-45.
- (2006b) Freyja – The Great Shaman Spirit of the North. In: *Proceedings of the 24th International Conference on the Study of Shamanism and Alternate Modes of Healing*. Berkeley: Independent Scholars of Asia.
- (2005a) Tricksters of the Trans/Personal – Mythic Explorations of Constructions of Self. *ReVision*, 27(3), 34-43.
- (2005b) Sámi Plant Names. Baiki – The North American Sami Journal. (At press.)
- (2004a) Identity and Peace - *Hiroshima Bugi* as Trickster of Personal And Transpersonal Perspectives [Review of Gerald Vizenor's novel *Hiroshima Bugi*.] *ReVision*, 26(2) (pp. 2-4).
- (2004b) Ethnoautobiography as Practice of Radical Presence - Storying the Self in Participatory Visions. *ReVision*, 26(2) (pp. 5-13).
- (2004c) Icons and Idolatry - A Conversation with Aftab Omer. *ReVision*, 26(2) (pp. 37-40).
- (2004d) Editor of: *Blackfoot Ways of Knowing - The worldview of the Siksikaitsitapi*, by Betty Bastien. Calgary: University of Calgary Press.
- (2004e) Remembering ancestral conversations. Afterword in Betty Bastien, *Blackfoot Ways of Knowing - The worldview of the Siksikaitsitapi* (pp. 184-193). Calgary: University of Calgary Press.
- (2004f) Glossaries *Siksikaitsipowahsin* – English & English – *Siksikaitsipowahsin*. (Duane Mistaken Chief with Jürgen W. Kremer). In Betty Bastien, *Blackfoot Ways of Knowing - The worldview of the Siksikaitsitapi* (pp. 194-230). Calgary: University of Calgary Press.
- (2004g) Mythic storytelling – Re-envisioning stories from the north. *ReVision*, 27(1), Summer, 19-30.
- (2004h) Shamanic practice and cultural healing. Forthcoming in: *Proceedings of the 20th International Conference on the Study of Shamanism and Alternate Modes of Healing*. Berkeley: Independent Scholars of Asia.
- (2003a) Healing the impact of colonization, genocide, and racism on Indigenous populations. In: S. Krippner & T. M. McIntyre, *The psychological impact of war trauma on civilians – an international perspective* (pp. 25-37). NY: Praeger. (With B. Bastien, R. Kuokkanen & P. Vickers)
- (2003b) *Trance als multisensuelle Kreativitätstechnik*. In: P. Luckner, *Multisensuelles Design. Eine Anthologie* (pp. 591-620). Halle, Germany: University Press of Burg Giebichenstein – Hochschule für Kunst und Design.
- (2003c) *Entfremdungsgeschichte der Sinne - Zur kulturellen Genese normativer Anosmie und visueller Dominanz in modernen Persönlichkeitsstrukturen* [History of sense alienation – The cultural genesis of normative anosmia and visual dominance in modern personality structures]. In: P. Luckner, *Multisensuelles Design. Eine Anthologie* (pp. 37-52). Halle, Germany: University Press of Burg Giebichenstein – Hochschule für Kunst und Design.
- (2003d) *Sinnesgeschichte in interkultureller und etymologischer Sicht* [History of the senses – Crosscultural and etymological perspectives.]. In: P. Luckner, *Multisensuelles Design. Eine Anthologie* (pp. 53-66). Halle, Germany: University Press of Burg Giebichenstein – Hochschule für Kunst und Design.
- (2003e) The spirit of integration – Mythic androgyns and the significance of shamanic trance. *ReVision*, 26(1), 40-48. (With R. Beyman)
- (2002) Radical presence. *ReVision*, 24(3), 11-20.
- (2001a) *Zur Geschichte der Entfremdung der Sinne -- Die Olfaktorik und andere Sinne in historischer und interkultureller Sicht* [Toward a history of the alienation of the senses -- the olfactory and other senses in historical and intercultural perspective]. In: *Verständigungen zu Akustik und Olfaktorik*

- als Material im Designprozeß [Clarifications about acoustics and olfaction as material in the design process], 68-87. Halle: University Press of Burg Giebichenstein-Hochschule für Kunst und Design Halle.
- (2001b) Androgyns in Norse mythology. In: *Proceedings of the 18th International Conference on the Study of Shamanism and Alternate Modes of Healing*. Berkeley: Independent Scholars of Asia, pp. 188-212. (With R. Beyman)
- (2001c) Coming to presence. In: *Proceedings of the 18th International Conference on the Study of Shamanism and Alternate Modes of Healing*. Berkeley: Independent Scholars of Asia, pp. 233-241. (With Rebecca Beyman, Linda Sartor, Jacqueline Whitmore, and Annie Wildwood).
- (2000a) The cosmology of healing in vanir Norse mythology. In: H. Kalweit & S. Krippner (eds.), *Yearbook of Cross-Cultural Medicine and Psychotherapy 1997*, 127-176. Mainz, Germany: Verlag für Wissenschaft und Bildung. (With Valgerður H. Bjarnadóttir)
- (2000b) Shamanic initiations and their loss -- decolonization as initiation and healing. *Ethnopsychologische Mitteilungen*, 9(1/2), 109-148.
- (2000c) Sámit, Vanir and Giants. In: *Proceedings of the 17th International Conference on the Study of Shamanism and Alternate Modes of Healing*. Berkely, CA: Independent Scholars of Asia, pp. 66-97.
- (2000d) Mjandasj-pyrre and Mjandasj Woman -- Translation of Kola Saami stories (from German). *Baiki - The North American Sami Journal*, #22, pp. 14-16.
- (2000e) The Maya shape of time. Interview with Maya priest and Daykeeper OmeAkaEhekatl. *ReVision* 23(2), 24-37.
- (2000f) Hopi prophecies: The way of balance is an individual responsibility. Interview with Hopi Elder Martin Gaswesheoma and Emery Holmes. *ReVision* 23(2), 10-18.
- (2000g) Foreword to *Prophecy and Historical Responsibility* (with M. Gomes). *ReVision* 23(2), 2.
- (2000h) Millennial twins: An essay into time and place. *ReVision* 22(3), 29-42.
- (2000i) The wisdom of Uncertainty: Living with the Shambhala prophecy. Interview with Joanna Macy (with Mary E. Gomes). *ReVision*, 23(2), 19-23.
- (1999a) Reconstructing indigenous consciousness - Preliminary considerations. *Ethnopsychologische Mitteilungen*, 8(1), 32-56.
- (1999b) Review of *The Sun, My Father* by Nils-Aslak Valkeapää. *Baiki - The North American Sami Journal*, #19, 21-22.
- (1999c) Facing the collective shadow (with D. Rothberg). *ReVision*, 22(1), 2-4
- (1999d) The genocide of Native Americans (with B. Bastien, J. Norton, J. Rivers-Norton, & P. Vickers). *ReVision*, 22(1), 13-20.
- (1998a) *Dego dačča* – like a white man. *ReVision*, 21(1), 47-56.
- (1998b) The shadow of evolutionary thinking. In D. Rothberg and S. Kelly, *Ken Wilber in Dialogue* (237-258). Wheaton, IL: Quest. (Reprint of 1996b)
- (1998c) Lingering Shadows. In D. Rothberg and S. Kelly, *Ken Wilber in Dialogue* (391-393). Wheaton, IL: Quest. (Reprint of 1996c)
- (1998d) Introduction to *Narrative Explorations of Culture, roots, and Ancestry*. *ReVision* 21(1), 2-3.
- (1998e) Revisioning ReVision: A Statement from the Executive Editors (with Mary Gomes, Joan Marler, Joseph Prabhu and Donald Rothberg). *ReVision*, 20(4), 3-6.
- (1998f) *The Sami People*. Editor of updated edition, contributor. Karasjok, Norway: Davvi Girji. (Funding pending.) (Manuscript)
- (1998g) *The arrows of Malinallitzin* (translation from the Spanish of *Las flechas de Malinallitzin*, by Temilotzin). Translator. Trilingual edition (with the addition of Sámegiella) to be published in Karasjok, Norway: Davvi Girji. (Funding pending). (Manuscript)
- (1998h) *La scienza indigena* [Indigenous science]. *Pluriverso: biblioteca della idéa per la civitta planetaria*, 3(3), 30-40.
- (1997a) Shamanic inquiry as recovery of indigenous mind: Toward an egalitarian exchange of knowledge. In: *Was ist ein Schamane/What is a shaman*, eds. A. Schenk & Ch. Rätsch, special issue of the *Journal for Ethnomedicine – curare*, 13/97, 127-142.
- (1997b) Recovering indigenous mind. *ReVision*, 19(4), 32-46.
- (1997c) Transforming learning transforming. *ReVision*, 20(1), 7-14.
- (1997d) *Probleme mit Ken Wilber's evolutionären kognitionspsychologischen Annahmen. Teil II*. *Ethnopsychologische Mitteilungen*, 6(2), 132-158.

- (1997e) *Noaidi - Jemand, der sieht*. Translation of article by Biret-Máret Kallio. *Ethnopsychologische Mitteilungen*, 6(1), 59-77.
- (1996a) The Possibility Of Recovering Indigenous European Perspectives On Native Healing Practices. *Ethnopsychologische Mitteilungen*, 5(2), 149-164.
- (1996b) The shadow of evolutionary thinking. *ReVision*, 19(1), 41-48.
- (1996c) Lingerings shadows. *ReVision*, 19(2), 43-44.
- (1996d) Mind on fire. *ReVision*, 19(3), 42-48.
- (1996e) Introduction to special issue on indigenous science. *ReVision*, 19(3), 2-3.
- (1996f) *Probleme mit Ken Wilber's evolutionären kognitionspsychologischen Annahmen. Teil I.* *Ethnopsychologische Mitteilungen*, 6(1), 41-58.
- (1995a) Evolving into what and for whose purpose?. *ReVision*, Winter 1996, 18(3), 27-36.
- (1995b) On understanding indigenous healing practices. *Ethnopsychologische Mitteilungen*, 4(1), 3-36.
- (1994a) *Seidr* or trance? *ReVision*, Spring 1994, 16(4), 183-191
- (1994b) Trance postures (with Stanley Krippner). *ReVision*, Spring 1994, 16(4), 173-182.
- (1994c) Foreword (with Jean Achterberg). *ReVision*, Spring 1994, 16(4), 147
- (1994d) Indigenous and euro-american science - Two perspectives on Native American healing. *ISSSEEM Newsletter*, 5
- (1994e) Shamanic tales of power. In: van Quekelberghe (ed.), *Trance, Possession, Healing Rituals, and Psychotherapy / Yearbook of Cross-Cultural Medicine and Psychotherapy 1994* (153-180). Mainz, Germany: Verlag für Wissenschaft und Bildung.
- (1994f) Perspectives on indigenous healing. *Noetic Sciences Review*, Spring 1995, 13-18.
- (1994g) BEforE Marija Gimbutas. [Published in Italian in 1998.]
- (1994h) Indigenous science for euro-americans. In R. I. Heinze (Ed.), *Proceedings of the 11th International Conference on the Study of Shamanism And Alternate Modes of Healing*. Berkeley, CA: Independent Scholars of Asia.
- (1994i) Traditional Knowledge Leads to a Ph.D. [Interview with Pamela Colorado and Jürgen Kremer, by Richard Simonelli] *Winds of Change* 9(4), 43-48.
- (1994j) Practices for the postmodern shaman? In R. I. Heinze (Ed.), *Proceedings of the 10th International Conference on the Study of Shamanism And Alternate Modes of Healing*. Berkeley, CA: Independent Scholars of Asia.
- (1994k) *Looking for Dame Yggdrasil*. 182pp. Red Bluff, CA: Falkenflug Press. [Reader containing selected publications from 1992 - 1997 plus new material.]
- (1993) The past and future process of mythology. In R. I. Heinze (Ed.), *Proceedings of the 9th International Conference on the Study of Shamanism And Alternate Modes of Healing* (pp. 21-34). Berkeley, CA: Independent Scholars of Asia.
- (1992a) Culture and ways of knowing. *ReVision*, Spring 1992, 14(4), 167. [Foreword]
- (1992b) The dark night of the scholar. *ReVision*, Spring 1992, 14(4), 169-178.
- (1992c) Lifework: Carlos Castaneda. *ReVision*, Spring 1992, 14(4), 195-203.
- (1992d) Culture and ways of knowing - Part II. *ReVision*, Summer 1992, 15(1), 3. [Foreword]
- (1992e) Whither dark night of the scholar? *ReVisions*, Summer 1992, 15(1), 4-12.
- (1991a) Contemporary shamanism and the evolution of consciousness - Reflections on Owen Barfield's *Saving the Appearances*. *Open Eye*, 8(3), 4-5,9.
- (1991b) Book review: Felicitas Goodman, *Where the Spirits Ride the Wind, Shaman's Drum*
- (1990a) Vincent Van Gogh: "Great artist and failure in initiation?". In R. I. Heinze (Ed.), *Proceedings of the 6th International Conference on the Study of Shamanism And Alternate Modes of Healing* (151-161). Berkeley, CA: Independent Scholars of Asia.
- (1990b) Sacred crafts (with Debra White). In R. I. Heinze (Ed.), *Proceedings of the 6th International Conference on the Study of Shamanism And Alternate Modes of Healing* (176-185). Berkeley, CA: Independent Scholars of Asia.
- (1989a) The shaman's body. In R. I. Heinze (Ed.), *Proceedings of the 5th International Conference on the Study of Shamanism And Alternate Models of Healing* (375-384). Berkeley, CA: Independent Scholars of Asia.
- (1989b) Authentic traditions and their confrontations with Western knowledge. *Journal of Navajo Education*, Winter 1989, VI, 3-12.
- (1989c) Invasions of the visionary. *New Florida*, 2(7), 10-11.

- (1989d) (April). From the emotional to the spiritual. *International Society for the New Identity Process*, 1-5.
- (1988a) Tales of Power. In R. I. Heinze (Ed.), *Proceedings of the 4th International Conference on the Study of Shamanism And Alternate Models of Healing* (31-49). Berkeley, CA: Independent Scholars of Asia.
- (1988b) Shamanic tales as ways of personal empowerment. In G. Doore (Ed.), *Shaman's Path: Healing, Personal Growth, and Empowerment* (189-199). Boston, MA: Shambala.
- (1988c) Metanoia - Tales of power and epistemological learning. *Journal of Learning*, 1(1), 28-43.
- (1988d) Whatever happened to scholarly discourse? A reply to B.F. Skinner. (with Krippner, Achterberg, Bugental, Banathy, Collen, Jaffe, Hales, Stigliano, Giorgi, May, Michael and Salner). *American Psychologist*, 43(10), 819.
- (1987a) The shaman and the epistemologist. In R. I. Heinze (Ed.), *Proceedings of the 3rd International Conference on the Study of Shamanism And Alternate Models of Healing* (7 - 21). Berkeley, CA: Independent Scholars of Asia.
- (1987b) [Gregory Bateson's] *Angels Fear* and the understanding of aesthetic rationality. *Continuing the Conversation*, #11, 6-8
- (1986a) (January). The problem with certain theoretical assumptions in the New Identity Process. *Catharsis. Newsletter International Society for the New Identity Process*, 2-5.
- (1986b) The human science approach as discourse. *Saybrook Review*, 6, 65-105.
- (1986c) (April). The problem with certain theoretical assumptions in the New Identity Process. Five primary emotions or how many? *Newsletter International Society for the New Identity Process*, pp.2-4.
- (1985a) Toward a systemic analysis of art. In B. Banathy (Ed.) *Systems inquiring* (Vol. 2, 554-559). Seaside, CA: Intersystems Publications.
- (1985b) Saybrook Institute dissertations, 1977 - 1983. *Journal for Humanistic Psychology*, 25, 109 - 128.
- (1984) Second reprint of (1978c). In H. Ernst (Ed.) *Grenzerfahrungen* [Border experiences] (145-151). Weinheim, W. Germany: Beltz.
- (1982a) Plädoyer für eine Debatte um einen Gesundheitsbegriff [Arguments for the development of an adequate model of health]. *Musiktherapeutische Umschau*, 3, 21-28.
- (1982b) Zum Beispiel Petra - Kindzentriertes Spielen als Verarbeitungshilfe bei körperbehinderten Kindern [Child-centered play as a help in coping with a physical handicap]. *Musiktherapeutische Umschau*, 3, 231-240.
- (1982c) Abstract of (1982a). *Psychologischer Index*, 2.
- (1981a) (February). *Uta Schattenburg und Thomas Ziehe: Psychische Konflikte Jugendlicher in der Pubertät*. *psychologie heute*, 80-81. [Book review].
- (1981b) *Existentialismus und Erlebenstherapie* [translation of Eugene T. Gendlin: Existentialism and Experiential Therapy]. In H. Goetze (Ed.), *Personenzentrierte Spieltherapie* (64-94). Göttingen, W. Germany: Hofgrete.
- (1981c) *Erfahrungen in der personenzentrierten Spieltherapie mit körperbehinderten Kindern* [Person-centered play therapy with physically disabled children]. In H. Goetze (Ed.), *Personenzentrierte Spieltherapie* (109-130). Göttingen, W. Germany: Hofgrete.
- (1981d) *Interviews mit den Autoren*. In H. Goetze (Ed.), *Personenzentrierte Spieltherapie* (169 - 187). Göttingen, W. Germany: Hofgrete.
- (1981e) (May). Interview with Stanislav Grof on lsd psychotherapy. With A. L. Kremer. *psychologie heute*, 54-60.
- (1981f) (May). *Grenzüberschreitung Richtung Kosmos - über Stanislav Grof* [Transcending the borders toward the cosmos - on Stanislav Grof]. *psychologie heute*, 60-61.
- (1981g) (May). *Alice Miller: Am Anfang war Erziehung* [For your own good]. *psychologie heute*, 75-77. [Book review].
- (1981h) Reprint of (1978c). In *Auf den Spuren Carlos Castanedas - Studien zu einer anderen Sicht der Welt* (110-124). Dortmund, W. Germany: Zero Verlag.
- (1980a) *Neue Formen des kirchlichen Unterrichts* [New approaches to confirmation instruction]. With Ch. v. Lowtzow. 246pp. Gütersloh, W. Germany: Gütersloher Verlagshaus.
- (1980b) (April). *Gefühle machen niemanden verückt*. With A.L.Kremer. *psychologie heute*, 63. [Interview with Daniel Casriel].

- (1980c) Psychische Änderungen bei den Teilnehmern an einem Workshop im New Identity Process [Effects of participation in a workshop of the New Identity Process]. With E. Becker and A.L.Kremer. 9pp. Cologne, W. Germany: New Identity Process Center.
- (1980d) Das Fach Gesellschaftslehre im Zusammenhang mit Prozessen der Identitätsentfaltung [Instruction in social studies and processes of identity formation]. 12pp. Dortmund, W. Germany: pad Verlag.
- (1980e) Toward a person-centered resolution of intercultural conflicts. With Ch. Devonshire. Introduction by Carl Rogers. 54pp. Dortmund, W. Germany: pad Verlag.
- (1980f) Psychische Änderungsprozesse in personenzentrierten Gesprächsgruppen mit verschiedenen Teilnehmern [Effects of person-centered encounter groups]. 257pp. Dortmund, W. Germany: pad Verlag.
- (1980g) (December). Richard de Mille: Die Reisen des Carlos Castaneda. psychologie heute, 76-78. [Book review].
- (1979a) Therapeutisches Spielen mit verhaltensgestörten Kindern [Therapeutic play with behaviorally disturbed physically disabled children]. In H. Dennerlein & K. Schramm (Eds.), Handbuch der Behindertenpädagogik (Vol. 2, 433-436). München, W. Germany: Kösel. [Article in German encyclopedia of the pedagogy of disabled children].
- (1979b) Hilfe bei der Behinderungsverarbeitung bei körperbehinderten Kindern [Facilitation for physically disabled children in coping with their handicap]. In H. Dennerlein & K. Schramm (Eds.), Handbuch der Behindertenpädagogik (Vol. 2, 436-439). München, W. Germany: Kösel. [Article in German encyclopedia of the pedagogy of disabled children].
- (1978a) Die Anwendung personenzentrierter Encountergruppen zur Förderung interkultureller Kommunikation wie in verschiedenen gesellschaftlichen Untergruppen [Applications of person-centered encounter groups in cross-cultural communication and different with subunits of society]. (With Ch. Devonshire). In L.J.Pongratz (Ed.), Handbuch der Psychologie, klinische Psychologie, Bd. 8/2 (3002- 3036). Göttingen, W. Germany: Hofgreffe. [Article in the German encyclopedia of psychology, volume on clinical psychology].
- (1978b) Abstract of (1978a). German Journal of Psychology, 2, # 285.
- (1978c) (December). Meister seines Lebens werden. psychologie heute, 28-35. [Article on Carlos Castaneda's fifth book in the German edition of psychology today].
- (1977) Gemeinsam alles erfahren. In: Encounter-Debatte (9-14). Weinheim, W. Germany: Beltz Leserdienst. [Reprint of (1976).]
- (1976) (May). Gemeinsam alles erfahren. psychologie heute, 29-34. [German Psychology Today article on person-centered encounter groups.]

Silvio Machado, Ph.D. (he | his | him)

Sonoma State University
Department of Counseling
1801 East Cotati Avenue
Rohnert Park, CA 94928

silvio.machado@sonoma.edu | 707.664.4067

EDUCATION

Ph.D.	Saybrook University Clinical Psychology Dissertation Title: <i>Gay men and the poetics of facing negative parental reactions to the disclosure of gay identity.</i> Chair: Willson Williams, Ph.D. Rollo May Scholar	2011
M.A.	Sonoma State University Psychology, Depth Psychology Emphasis Culminating Project: <i>Faggot speaks: A poetic inquiry into the experience of antigay mistreatment and sexual prejudice.</i> Chair: Linda Cunningham, Ph.D.	2015
M.A.	Saybrook University Psychology Thesis: <i>HIV/AIDS stigma in India.</i> Chair: Sal Nuñez, Ph.D.	2010
M.A.	Sonoma State University Counseling (CACREP-Accredited)	2007
B.A.	Sonoma State University Psychology Summa Cum Laude	2005

PROFESSIONAL LICENSURE & CERTIFICATIONS

Licensed Psychologist State of California, PSY 25053	2012-Present
---	--------------

PROFESSIONAL AFFILIATIONS

Brainmaster Neurofeedback Affiliate¹

American Psychological Association, Division 17: Society of Counseling Psychology
American Psychological Association, Division 29: Society for the Advancement of Psychotherapy
American Psychological Association, Division 32: Society for Humanistic Psychology
American Psychological Association, Division 56: Trauma Psychology
Sandplay Therapists of America, Associate
Redwood Psychological Association

¹ Items in bold are new since my last RTP evaluation.

ACADEMIC APPOINTMENTS

Assistant Professor, Department of Counseling 2017-Present
 Sonoma State University

COUN 501 Theory & Practice of the Professional Counselor
 COUN 502 Whole Lifespan Development
 COUN 510A Applied Counseling Techniques & Assessment
 COUN 503 Clinical Diagnosis & Treatment Planning
 COUN 515A CMHC Field Experience I
 COUN 515B CMHC Field Experience II

Core Faculty, Depth Psychology Program 2017-2019
 Sonoma State University, School of Extended & International Education

PSY 511A Theories of Depth Psychology
 PSY 542B Methods & Applications of Depth Psychology

Adjunct Instructor, Department of Counseling 2012-2017
 Sonoma State University

COUN 502 Whole Lifespan Development
 COUN 503 Clinical Diagnosis & Treatment Planning
 COUN 510A Applied Counseling Techniques & Assessment
 COUN 512 Theory & Practice of Group Counseling
 COUN 596 Supervised Field Experience

Core Faculty, Clinical Social Work 2012-2017
 Sanville Institute for Clinical Social Work & Psychotherapy

101 Mentorship
 110 Foundations of Doctoral Study
 150 Convocation
 517 Attachment Theory & Psychotherapy
 Dissertation Committee Chair & Member

Adjunct Instructor, Department of Humanistic & Clinical Psychology 2016-2017
 Saybrook University

PSY 7510 Social Psychology
 Dissertation Committee Member

Adjunct Instructor, Department of Counseling 2016-2017
 Saybrook University

COUN 2709 Introduction to Mental Health
 COUN 2050 Psychopathology & Diagnosis
 COUN 2562 Crisis & Trauma Intervention

Adjunct Instructor, Department of Psychology 2016
 Sonoma State University
 PSY 490 Counseling Sexual & Gender Minorities

Adjunct Instructor, Clinical Psychology 2015
 Meridian University
 PSY 629 Psychotherapy Integration II: Couples Therapy

PUBLICATIONS

Peer-Reviewed Publications

Machado, S. (under review). The experience of LGBTQ+ identity as spiritual identity. *Journal of Humanistic Counseling*.

Machado, S. (2020). Jungian psychotherapy for anxiety and OCD. *Journal of Humanistic Psychology*, 0(00), 1-32. doi: 10.1177/0022167820926828

Machado, S. (2020). I surrender to the sacred ways and walk the inner places: Donovan's poem. *Qualitative Inquiry*, 26(10), 1244-1247. doi: 10.1177/1077800419898488

Machado, S. (2019). Interpretive poetry and the family coming out crisis. *Qualitative Inquiry*, 25(9-10), 851-861. doi: 10.1177/1077800418786317

Machado, S. (2016). Faggot speaks: A poetic inquiry into antigay mistreatment and sexual prejudice. *Art/Research International: A Transdisciplinary Journal*, 1(1), 65-87.

Machado, S. (2015). Faith, family, & coming out: Andrew's poem. *Journal of Poetry Therapy*, 28(3), 1-9. doi: 10.1080/08893675.2015.1051301

Machado, S. (2015). The poetics of parent-son encounters following negative parental reactions to the disclosure of gay identity. *Journal of Humanistic Psychology*, 55(1), 30-52. doi: 10.1177/0022167814522911

Machado, S. (2010). The existential dimensions of surviving HIV: The experience of gay long-term survivors. *Journal of Humanistic Psychology*, 52(1), 6-29. doi: 10.1177/0022167810389049

Other Publications

Machado, S., & Shulman, J. (2021). Sonoma State University master of arts in counseling self-study for the Masters in Psychology and Counseling Accreditation Council.

Machado, S. (2012). *Dolphins*. Poem published in *Depth Insights: Seeing the World with Soul*.

PROFESSIONAL PRESENTATIONS

Peer-Reviewed Presentations

- Machado, S. (2021, November 6-7). *The possibility of queer spiritual identity: Beyond reconciliation*. Rocky Mountain Humanistic Counseling & Psychological Association Annual Conference, Online/Virtual.
- Machado, S. (2021, September 26). *Estranging from a parent and the implications for clinical work* [Conference presentation discussant]. Sanville Institute for Clinical Social Work & Psychotherapy, Berkeley, CA.
- Machado, S. (2021, June 4-5). *Queer spirituality: A qualitative study*. Association for Humanistic Counseling Annual Conference, Denver, CO.
- Machado, S. (2020, October 28-31). *Queer spiritual identity*. Western Psychological Association Convention, San Francisco, CA.
- Machado, S. (2020, May 28-31). *Dreams and individuation: An experiential session with a client dream series*. Association for Humanistic Counseling Annual Conference, Denver, CO. Presentation was accepted; however, due to COVID-19, the conference was canceled.
- Machado, S. (2019, March 21-24). *Queer identity as spiritual identity: Preliminary findings from a qualitative study*. 12th Annual Society for Humanistic Psychology Conference, Corvallis, OR.
- Machado, S. (2019, March 21-24). *Following the thread of individuation: The dream journey through anxiety, depression, and OCD*. 12th Annual Society for Humanistic Psychology Conference, Corvallis, OR.
- Machado, S. (2018, May 25). *Existential dimensions of surviving HIV: The experience of gay long-term survivors*. Presented at the Annual Association for Humanistic Counseling Conference, St. Petersburg, FL.
- Machado, S. (2013, January 24). *Thoughts on therapeutic beginnings with gay long-term survivors of HIV/AIDS*. Presented at the Annual Sanville Institute for Clinical Social Work and Psychotherapy Winter Convocation, Los Angeles, CA.
- Machado, S. (2012, June 24). *Facing negative parental reactions to the disclosure of gay identity: Therapeutic implications*. Presented at the Annual Sanville Institute for Clinical Social Work and Psychotherapy Spring Convocation, Berkeley, CA.
- Machado, S. (2011, August). *What is the lived experience of facing negative parental reactions to the disclosure of gay identity?* Poster session presented at the Annual Saybrook University Research Symposium, Milbrae, CA.

Machado, S. (2011, April). *The poetics of facing negative parental reactions to the disclosure of gay identity: One 20-year-old man's adolescent experience*. Presented at the 19th Annual American Men's Studies Association Conference, Kansas City, MO.

Invited Presentations & Guest Lectures

"*Letting Go Isn't Easy*." Invited presentation at Sandplay Training Worldwide, Online, August 2019.

"*I Wonder if I'll Let My Anger into the Tray... That's Scary to Think about*." Invited presentation at Sandplay Training Worldwide, Online, May 2019.

Depth Psychotherapy: Dreams & Individuation. Invited lecture for the Clinical Mental Health Speaker Series at Sonoma State University, Spring 2019.

Avoidance to grief, isolation to connection, and feminine to masculine: A transman's unfolding process. Invited presentation at Sandplay Training Worldwide, Petaluma, CA. August 2017.

Counseling LGBTQ+ Adolescents. Invited lecture in COUN 524: Counseling Children and Adolescents, Sonoma State University, Spring 2013.

LGBTQ+ Adolescents: Identity & Mental Health. Invited lecture in PSY 412: Adolescent Development, Sonoma State University, Fall 2012.

Counseling Sexual & Gender Minorities. Invited lecture in COUN 570: Cross-Cultural Counseling, Sonoma State University, Fall 2012.

ADDITIONAL SCHOLARSHIP

Reviewer

Journal of Humanistic Psychology	2018- Present
----------------------------------	---------------

Ad Hoc Reviewer

Conference Proposal Reviewer, Association for Humanistic Counseling	2018-Present
Qualitative Research in Psychology	2017
American Men's Studies Association Annual Review, Volume III	2011

UNIVERSITY SERVICE

Departmental

Lead Faculty, MPCAC Accreditation Committee	2020-Present
Member, MPCAC Accreditation Committee	2019-2020
Member, Faculty Search Committee	2019-2020
Student Advising	2018-Present
Chair, Faculty Search Committee	2018-2019

Member, Adjunct Faculty Search Committee	2018
Coordinator, Child & Adolescent Curriculum Assessment	2018-2020
Coordinator, Multicultural Curriculum Assessment	2018-2020
Coordinator, Clinical Mental Health Speaker Series	2017-2020
Student Advisor	2017-Present
Coordinator, Child Therapy and Sandtray Lab	2017-Present
Member, CMHC Student Admissions Committee	2017-Present
Adjunct Instructor Peer-Teaching Evaluation	2017-Present

School

Member, School of Social Sciences Social Justice Task Force	2020-2021
Member, School of Social Sciences Internship Task Force	2021-Present

University

Member, Voices to Action Group	2021-Present
Chair, Senate Diversity Faculty Evaluation Task Force	2021-Present
Member, Senate Diversity Subcommittee	2020-Present
Member, Graduate Studies Subcommittee	2019-Present
Member, University Graduate Studies Objective Working Group	2020
Member, Scholarship Committee	2018-2021

COMMUNITY SERVICE & AWARDS

Service

Nuts and Bolts of Private Practice	May 2021
Intern training for Humanidad Counseling Services, Santa Rosa, CA.	
Psychotherapy for Complex Trauma	November 2019
Intern training at Santa Rosa Junior College Student Psychological Services, Santa Rosa, CA.	
Shame in Psychotherapy: Foundations of Working with Estrangement from the Self. Intern training at SOS Counseling Services, Santa Rosa, CA.	March 2019
Sandplay Psychotherapy: Foundations of Practice	January 2019
Intern training at Lomi Psychotherapy Clinic, Santa Rosa, CA.	
Psychotherapy for Complex Trauma	October 2018
Intern training at Santa Rosa Junior College Student Psychological Services, Santa Rosa, CA.	
Sandplay Psychotherapy: Foundations & Key Interventions	January 2018
Intern training at SOS Counseling Services, Santa Rosa, CA.	
Shame in Psychotherapy: Interventions for Short-Term Counseling	November 2017
Intern training at Santa Rosa Junior College Student Psychological Services, Santa Rosa, CA.	

Shame in Psychotherapy: The Alchemical Transformation of Estrangement from the Self. Intern training at Chrysalis Counseling Center, Santa Rosa, CA.	March 2016
The DSM-5: An Overview of Changes. Continuing education training for mental health clinicians at West County Health Centers, Guerneville, CA.	September 2015
HIV/AIDS: Mental Health & Existential Dimensions of Experience Continuing education training for alcohol and other drug counselors at Santa Rosa Treatment Program, Santa Rosa, CA.	August 2012
Interviewing Skills for Medical Assistants Continuing education training for medical assistants at West County Health Centers, Sebastopol, CA.	June 2012
Chronic Illness & Depression Continuing education training for medical assistants at West County Health Centers, Sebastopol, CA.	January 2012
Sexual Minority Youth in Schools Professional development training for teachers in the Petaluma City Schools District, Petaluma, CA.	May 2007

Awards

Sonoma County Commission on AIDS Distinguished Service Award	2009
--	------

SERVICE TO THE PROFESSION

Research Advising

Master's Thesis Chair, Marc Schwartz. <i>The application of Eastern philosophy for internalized homophobia</i> . Saybrook University, School of Social Sciences.	2021-Present
Cognate project committee member, Gloria Melissa Lopez. <i>Trauma informed resources for educators</i> . Sonoma State University, School of Education.	2021
Article chair, Andrea Shane. <i>Organic inquiry with the moon: Living an authentic life</i> . In progress, Sonoma State University, Depth Psychology.	2019-Present
Article committee chair, Randi Withers. <i>The shame complex: A path toward trauma</i> . Sonoma State University, Depth Psychology.	2018-2019.
Thesis committee chair, Shannon Coleman. <i>The lived experience of endometriosis</i> . In progress, Sonoma State University, Depth Psychology.	2018-Present
Article committee chair, Brady Osborne. <i>Sharing and creating poetry</i> . In progress, Sonoma State University, Depth Psychology.	2018-Present

Dissertation committee chair, Catherine Cheyette. *The lived experience of estranging one's parent*. In progress, Chicago Institute for Clinical Social Work (formerly Sanville Institute). 2017-2021

Dissertation committee member, Clinton Pickett. *The training of gay-affirmative sex addiction specialists*. In progress, Saybrook University. 2016-2020

Dissertation committee member, Jim Badiner. *The experience of liminality among international adoptees*. In progress, Sanville Institute for Clinical Social Work and Psychotherapy. 2016-2017

Supervision and Consultation

Clinical Supervisor 2014-Present
Providing counseling supervision to pre-licensed professionals.

Clinical Consultant 2017-Present
Providing clinical case consultation on LGBTQ+ issues, complex trauma, personality disorders, pain management, depth psychotherapy, and adolescent counseling to licensed mental health professionals.

Clinical Consultant 2014-2015
Provided group clinical case consultation on depth psychotherapy theory and practice for early career mental health professionals.

Program Developer & Trainer 2004-2005
Developed and presented curriculum on same-sex sexual assault for community agencies and law enforcement with United Against Sexual Assault (now Verity), Santa Rosa, CA.

GRANTS

RSCAP Summer Fellowship, Sonoma State University. Summer 2019
Jungian Psychotherapy for Anxiety and OCD: A Clinical Case Study.

School of Social Sciences Travel Grant, Sonoma State University 2018-2019
Society of Humanistic Psychology Annual Conference
Corvallis, OR

School of Social Sciences Travel Grant, Sonoma State University 2017-2018
Association for Humanistic Counseling Annual Conference
St. Petersburg, FL

Instructionally Related Activities Grant, Sonoma State University 2018-2020
Counseling Department Clinical Mental Health Speaker Series
Initial funding 2018-2019. Funding continued 2019-2020.

Center for Teaching and Educational Technology, Instructional Innovation 2018
Grant, Sonoma State University Counseling Department Multicultural Competence Training.

CLINICAL EXPERIENCE

Private Practice, Santa Rosa, CA. Licensed Psychologist	2012-Present
Integrative depth psychotherapy and neurofeedback for children, adolescents, and adults, with a focus on trauma, LGBTQ+ issues, and anxiety/mood disorders in low-income populations. Supervision of psychological assistants and counseling interns. www.SilMachadoTherapy.com	
West County Health Centers, Russian River, Guerneville, CA. Psychological Assistant/Licensed Psychologist	2009-2014
Individual, couples, and group psychotherapy; crisis assessment and intervention; mental health case management; consultation with primary care physicians; staff wellness programs.	
West County Health Centers, Russian River, Guerneville, CA. HIV Social Work Case Manager	2008-2009
Medical and psychosocial intake assessment; coordination of in-house and community services; client referral and tracking; short-term counseling for HIV-specific concerns and self-management; support group facilitation.	
Sonoma County Department of Health Services, AIDS Unit, Santa Rosa, CA. LIFE Program Facilitator	2007-2009
Development and facilitation of 17-week health enhancement group based on principles of psychoneuroimmunology and behavioral health for people living with HIV/AIDS.	
Sonoma County Department of Health Services, AIDS Unit, Santa Rosa, CA. HIV Counselor/MFT Trainee	2002-2008
HIV/HCV pre- and post-test counseling; HIV/HCV health education and outreach focused on marginalized and underserved populations, including homeless, sex industry workers, incarcerated, undocumented, and sexual minority clients.	
Community Counseling Center, Rohnert Park, CA. MFT Trainee	2007-2008
Individual and couples counseling for children, adolescents, and adults; intake assessment; mental health report writing; crisis assessment and intervention.	

Positive Images, Santa Rosa, CA.	2002-2006
Intern/MFT Trainee	
Co-facilitation of weekly support group; facilitation of counseling and expressive arts groups for LGBTQ+ youth and young adults.	

PROFESSIONAL DEVELOPMENT

The following professional development activities directly support my teaching and scholarship.

Advanced Supervision Certificate Course, Zur Institute	2021
Biofeedback and Neurofeedback mentorship and training with Central Florida Biofeedback.	2021-Present
#racialtraumaisreal: Assessment & Treatment of the Psychological Consequences of Racism Across the Lifespan with Maryam Jernigan Noesi, Ph.D.	2021
LENS Neurofeedback Practitioner Advanced Training	2020
LENS Neurofeedback Practitioner Foundations Training	2020
EMDR for Racial Trauma, EMDRIA Conference	2020
Ongoing Sandplay Consultation, Sandplay Training Worldwide with Linda Cunningham, Ph.D.	2019-Present
Jungian & Post-Jungian Clinical Concepts Yearlong Training, Center for Applied Jungian Studies.	2019-2020
Nigredo Confession & Catharsis: The First State of Transformation, Center for Applied Jungian Studies	2019
AEDP Level II Therapist Certification, AEDP Institute	2016-2020
UNtraining: Unlearning White Liberal Racism, The Untraining Institute	2018
Shame in Psychotherapy Core Workshop, Center for Healing Shame	2018
Advanced Topics in Clinical Supervision, Zur Institute	2018
Suicide Assessment, Treatment & Prevention, Zur Institute	2018
Divorce Mediation Training Program, Divorce Mediation Training Inc.	2018
NeuroOptimal Neurofeedback Certification, Cognitive Connections	2016
High Performance Neurofeedback Certification, The Dubin Clinic	2015
Advanced Sandplay Therapy, Sandplay Training Worldwide	2014-Present
Accelerated Experiential Dynamic Therapy Immersion, Essential Skills I and II, and ongoing training, AEDP Institute	2013-Present
Jungian Psychotherapy & Expressive Arts, Kate Donohue, Ph.D.	2012-2013
EMDR Basic Training, Sonoma Psychotherapy Institute	2012
Psychodynamic Psychotherapy Certificate, Sanville Institute for Clinical Social Work & Psychotherapy	2010-2011
Beginning and Advanced Existential-Humanistic Psychotherapy, International Institute of Humanistic Studies	2008-2012
Existential-Integrative Psychotherapy, Kirk Schneider, Ph.D.	2008-2011

Felicia Matto-Shepard, MS

10 Queens Lane

Petaluma, CA 94952

(707) 765-2518. office

(707) 762-2756. home

FeliciaMattoShepard@comcast.net

FeliciaMattoShepard.com

2008- present

San Francisco Jung Institute

Advanced Candidate, Analyst Training

1993 Marriage and Family Therapist licensure, MFC31225

1991 M.S. San Francisco State University

Major: Clinical Psychology

1987 B.A. San Francisco State University, Magna cum laude

Major: Psychology

Clinical Experience

1994 Private Practice, Petaluma, CA

- present *Psychotherapist*

- Jungian oriented depth psychotherapy
- Child, adult and group therapy.
- Developed and implemented group therapy programs for children in several Petaluma public schools.
- Developed and implemented curriculum for educational/support group "Stepmothers: Wicked No More".
- Developed and implemented "The Friendship Club", an ongoing social skills group for children.

1994 Hospice of Petaluma, Petaluma, CA

- 2012 *Counseling Services Supervisor*

- Coordinate services and provide emotional support for dying patients and their families.
- Supervision of clinical staff.
- Manage daily operations of counseling services

- Develop and teach ongoing staff and volunteer trainings
- 1987-1994 Asian American Residential Recovery Services, San Francisco, CA
Expressive Arts Counselor
- Creation and implementation of art and drama therapy component of long-term drug rehabilitation for adults.
 - Development and implementation of intensive clinical workshops.
 - Individual, group and milieu therapy.
- Psychodrama production Coordinator*
- Co-creator and director of the “I Can Do That” Theater – autobiographical theater for drug education and prevention.
 - Co-produced/created award winning docudrama on expressive art therapy and substance abuse.
- 1992-1994 Petaluma Learning and Guidance Center, Petaluma, CA
Family Therapist
- Family, child and individual therapy.
 - Group therapy with adolescents and children in various Petaluma schools.
- 1991-1992 Catholic Charities, San Rafael, CA
Psychotherapist, MFCC intern
- Individual therapy with adults.
 - Group therapy for women abused as children.
- 1989-1991 Community Mental Health Services, San Rafael, CA
Psychotherapist, MFCC intern
- School-based counseling with children and teens.
 - Assessment, play therapy, and teen group therapy.

Teaching Experience

- 2006-present After the Honeymoon Retreats and Workshops
Teacher/Facilitator
- Co-creator of “After the Honeymoon” programs for couples.

- Create and implement workshops and retreats teaching relationship skills based in attachment and embodiment practices.

2012 Body as Living Presence
Assistant

- Year long course in embodiment, movement and Gestalt Awareness Practice.

2001- Sonoma State University
2003 *Adjunct Faculty, MA Counseling Program*

- Instructor for Practicum

1994- Professional Advancement Success Systems
1997 *Trainer*

- Taught preparation courses for the MFT Oral Exam in various settings including small groups and large workshops.

Curriculum Vita

Laurel M. McCabe, Ph.D.

(707) 664-2130 Office

(707) 664-3113 Fax

Academic Positions

- Professor, Department of Psychology. Sonoma State University, Rohnert Park, CA. 1994-current. Teaches undergraduate and graduate courses in Jungian psychology, Psychology of Religion, Psychology of Film; Psychology of Self-Discovery; Introductory and Advanced Counseling, Group Process, History of Psychology, and Psychology of Women. Supervises Master's Theses and Master's Culminating Papers.
- Chair, Department of Psychology. Sonoma State University, Rohnert Park, CA. 2005-2008; Interim Chair Spring 2020.
- Coordinator, Psychology M.A. Program, Depth Psychology emphasis. Sonoma State University, Rohnert Park, CA. 1997-2020. Developed and coordinate M.A. program emphasis in theories, methods, applications, and research in depth psychology.
- Supervise Master's Theses. Chair 4-7 Master's thesis a year. 2001-2020
- Chair, Graduate Studies Subcommittee of EPC. 2017-2019. Led and facilitated discussion and decision-making around academic issues for 16 SSU graduate programs. Authored and organized first SSU survey of graduate students and graduate faculty around issues of program satisfaction, work, funding, resources, and needs fall 2017. Authored 2019 Graduate Studies Report on Graduate Education delivered to Faculty Senate, May 2019. Authored GSS Annual Report for AY 2017-18 and 2018-19.
- Supervision of Graduate-Student-Instructed Courses, Psychology Department, Sonoma State University, Rohnert Park CA. 2002-2019.
- Coordinator, Public Programs in Depth Psychology / Visiting Scholars Lecture Series, Depth Psychology emphasis of M.A. in Psychology, Sonoma State University, Rohnert Park CA. Monthly lecture series. 2001-2020.
- Researcher. Mills Longitudinal Study, Institute of Personality and Social Research (formerly Institute of Personality Assessment and Research), Berkeley, CA. 1989-1993. Study of women's adult development from a longitudinal perspective.
- Supervision of undergraduate research. Department of Psychology, University of California, Berkeley, Berkeley, CA. 1986-1992.
- Staff Assessor. Institute of Personality Assessment and Research, University of California, Berkeley, Berkeley, CA. 1987-1991. Part of team conducting intensive 3-day personality assessments. These include interviews, personality questionnaires, and behavioral ratings.
- Graduate Student Instructor. Department of Psychology, University of California, Berkeley, Berkeley, CA. 1987-1991. Courses included Personality Psychology, Social

Psychology, Socialization and Personality, Psychology of Gender, History of Psychology, Introductory Psychology.

Professional Work

- Western Association of Schools and Colleges (WASC), Assistant Chair, 2010, 2012, 2014, 2017, 2018, 2020; Editor, 2008; Team, 2007, 2011.
- Conference Host. International Association for the Study of Dreams 24th Annual Conference. June 28-July 4, 2007. Five day conference, 378 conference attendees, 181 presenters, 152 sessions, 209 individual presentations.
- Board Member, International Association for the Study of Dreams. 2005-2008. Education committee. Conduct annual conference assessments and data analyses, report and recommendations. Developing online resources for education in teaching and researching dreams, with applications to the medical and patient care field.
- Post-Doctoral Intern. Counseling and Psychological Services, Sonoma State University, Rohnert Park, CA. 1998-1999. Brief and long-term counseling and psychotherapy, conflict resolution, cross-cultural counseling, liaison with residence halls, Re-Entry Program using assessment research.
- Co-Chair, Reweaving the Broken Web: An Interdisciplinary Conference on Family Violence. Sonoma State University, Rohnert Park, CA. March 14-16, 1997. A three-day, interdisciplinary conference on family violence utilizing Sonoma County and national experts, oriented to health care and mental health care professionals.
- Psychological Assistant. Santa Rosa, CA. 1996-2002. Private practice in psychotherapy and testing for adults and adolescents. Work with Child Protective Services in psychological evaluations of children and adults involved in abuse.
- Psychological Assistant. Berkeley, CA. 1994-1995. Private practice in psychotherapy for adults.
- Psychology Intern. California Pacific Medical Center, Department of Psychiatry, San Francisco, CA. 1993-1994. Training in long-term psychoanalytic psychotherapy, group psychotherapy, brief psychotherapy, psychological assessment, crisis intervention, suicide assessment, and liaison with psychiatry. Full-time.
- Psychology Intern. Psychological Services Center, Berkeley, CA. 1992-1993. Training in long-term psychodynamic psychotherapy, psychoanalytic case formulation.
- Psychology Intern. Cancer Support Community, San Francisco, CA. 1992-1993. Training in psychotherapy with terminally ill persons, support groups for cancer patients, grief support groups, and groups for friends and family members of people with cancer. Existential, humanistic, and psychodynamic orientations.

Conference and Professional Presentations

- American Association of University Women StartSmart Workshop, Sonoma Valley

- Room, Student Center. Sonoma State University, Rohnert Park CA. Nov 6. 2018.
- Psychology of Dreams. Invited presentation at Petaluma Women's Club, Petaluma, CA.
 - God, image and imagination. Invited presentation at the Journey to Wholeness annual conference, Laurel Ridge, NC. Oct 22, 2011.
 - Jung's *Red Book*: Themes and images. Invited Paper at the International Association for the Study of Dreams Psiber Dreaming Conference, Online. Oct 2, 2010.
 - Jung's *Red Book*: Text and image in the Spirit of the Depths. Special event presentation at the International Association for the Study of Dreams, Asheville, NC. June 28, 2010.
 - Embodied dreamwork: Finding the dream in the body. Invited workshop presented at the Creativity and Dreaming Conference, Luther Seminary, St. Paul MN, Oct. 13-14, 2006.
 - Honoring the feminine: Embodied learning in the classroom. Paper presented at the International Association of Jungian Studies, Old Royal Naval College, University of Greenwich, London, United Kingdom, July 6-9, 2006.
 - The dark aspect of disturbing dreams. Paper presented at the International Association for the Study of Dreams, Bridgewater State College, Bridgewater, MA, June 20-25, 2006.
 - Depth inquiry as depth research methodology. Paper presented at the Joint Conference of the International Association of Jungian Studies and the International Association of Analytical Psychology, Texas A&M University, College Station, TX. July 7-10, 2005.
 - Experiential techniques in teaching dreamwork. Paper presented at the International Association for the Study of Dreams, Berkeley, CA. June 24-28, 2005.
 - Panel Chair, Experiential techniques in teaching dreamwork. Panel presented at the International Association for the Study of Dreams, Berkeley, CA. June 24-28, 2005.
 - Finding the dream in the body. Workshop presented at the International Association for the Study of Dreams, Berkeley, CA. June 24-28, 2005.
 - Teaching Dreamwork in a Depth Psychology Master's Program. Panel presentation at the International Association for the Study of Dreams, Copenhagen, Denmark, June 18-21, 2004.
 - The Individuating Group: Transpersonal Psychology in Group Development. Paper presented at the Association of Transpersonal Psychology Conference, Palo Alto, CA. Feb. 13-15, 2004.
 - Winnicottian Holding, Potential Space, and Creativity: Psychological Transformation in the Classroom. Paper presented at the International Federation for Psychoanalytic Education Annual Conference, Pasadena, CA. Nov. 8, 2003.
 - The Serpent: Cross-Cultural Meanings and its Functions in Dreams. Paper presented at the Association for the Study of Dreams, Tufts University, Medford, MA. June 18, 2002.
 - Embodying the dream: The dream in the body. Workshop presented at the Association for the Study of Dreams, Tufts University, Medford, MA. June 17, 2002.
 - Depth Psychological Applications in the Community: A panel. Consortium for Diversified Psychology, Sonoma State University. June 13-14, 2002.
 - Parenting our daughters. Expanding your Horizons Conference, Santa Rosa Junior College, Santa Rosa, CA. March 27, 1999.
 - Parenting our daughters: The challenges of pre-adolescence. Expanding your Horizons Conference, Santa Rosa Junior College, Santa Rosa, CA. March 27, 1998.
 - Emotional development in adult married women. Western Psychological Association, Albuquerque, NM. April 18, 1998.
 - Parenting our pre-adolescent daughters. Expanding your Horizons Conference, Sonoma State University, Rohnert Park, CA. March 18, 1998.

- Pre-adolescent girls and self-esteem issues. Power, Promise, and Possibility: A conference on pre-adolescent girls, Sonoma State University, Rohnert Park, CA. Oct. 1996.
- Exploring the mother-daughter relationship. Power, Promise, and Possibility: A conference on pre-adolescent girls, Sonoma State University, Rohnert Park, CA. Nov. 1996.
- Pre-adolescent girls and relationships. Hahn School, Rohnert Park, CA. June 1996.
- Pre-adolescent girls and relationships. Hahn School, Rohnert Park, CA. April 1996.
- The Other and Differentness: A clinical case study. Grand Rounds clinical presentation, California School of Professional Psychology, Alameda, CA. April 1993.
- Moral Exemplars: A Case Study of Jane Addams. Berkeley-Stanford Personality Talks, University of California, Berkeley, Berkeley, CA. April 1989.

Publications

- McCabe, L. (2012). *Red Book (Jung's)*. In D. Barrett & P. McNamara (Eds.), *Encyclopedia of sleep and dreams*.
- McCabe, L. (2011). Jung and Winnicott in the classroom: Holding, mirroring, potential space and the Self. In K. Bulkeley & C. Weldon (Eds.), *Teaching Jung*. Teaching Religious Studies Series, American Academy of Religion, S. Henking (Series Ed.). Oxford University Press.
- McCabe, L. (2002). Review of Russack's *Animal Guides*. *Somatics*, 13, 61.
- Helson, R. & McCabe, L. (1994). The social clock project in middle age. In B. Turner & L. Troll (Eds.), *Women growing older: Psychological perspectives*. Thousand Oaks, CA: Sage.
- McCabe, L. (1994). Emotional development in adult married women. *Dissertation Abstracts*. University of California, Berkeley, Berkeley, CA.

Research Grants

- German language classes preparatory to work on the psychological significance of alchemical images in 17th century European manuscripts. Social Sciences Research Grant. Summer 2003.
- Principal Investigator, Study on symbolic development. Faculty Diversity Development Grant. Sonoma State University, Rohnert Park, CA. 1997-1998.

Professional Development Conferences

- California State University Psychology Departments Assessment Conference, Bakersfield, CA. February 25-26, 1999.
- Human Sexuality. University of California, Berkeley Extension, Berkeley, CA. June 27-28, 1998.
- Child Abuse and Incest: Assessment, reporting, and treatment. University of California, Berkeley Extension, San Francisco, CA. June 26, 1998.
- Reweaving the Broken Web: An interdisciplinary conference on family violence (Co-Chair). Sonoma State University, Rohnert Park, CA. March 14-16, 1997.
- Substance Abuse Training Workshop. Redwood Psychological Association, Santa Rosa, CA. Feb. 3, 1996.
- Collaborative Learning. Sonoma State University, Rohnert Park, CA. 1995.

- Robert Stolorow Workshop. California School of Professional Psychology, Alameda, CA. 1993.
- DSM-III-R Workshop. California School of Professional Psychology, Alameda, CA. 1993.

Professional Affiliations

- American Association of University Women. 2018-2020.
- International Association of Jungian Studies. 2004-2020.
- American Academy of Religion. 2004-2005.
- International Federation for Psychoanalytic Education. 2003-2005.
- International Association for the Study of Dreams. Board Member. 2001-2020.
- American Psychological Association. 1987-2000.
- Western Psychological Association. 1997-2000.
- Sonoma County Association of Women in Psychology. 1996-2001.
- Redwood Psychological Association. 1996-1997.
- Continuing Education Committee. 1996-1997.
- Northern California Society for Psychoanalytic Psychotherapy. 1993-1996.

Psychology Department Service

- Program Review, Psychology M.A., Depth Psychology Concentration. 2022.
- Interim Psychology Department Chair. Spring 2020.
- Coordinator, Public Programs in Depth Psychology Lecture Series, 2001-2020. (Formerly Visiting Scholars Lecture Series)
- Psychology Master's Degree Discontinuance. 2020.
- Graduate Studies Subcommittee of the Educational Policies Committee. 2009-2020; Chair 2017-2019.
- Psychology Department Program Review. 2006-07, 2013-14.
- Program Review, Master's in Psychology Degree Program. 2013-2014.
- Program Review Subcommittee of the Educational Policies Committee. 2012-2014.
- Psychology & Spirituality Lecture Series. Xx IRA funded.
- Curriculum Committee, School of Social Sciences. 2005-2008.
- Psychology Department Chair. 2005-2008.
- The Labyrinth Project. 2004-current.
- Assessment Committee. 2004-current.
- Catalog Committee. 2003-05.
- Multicultural Issues Committee. 2003-4.
- Retention, Tenure, Promotion Committee. 2003-2005. 2008-2012.
- Vice-Chair, Psychology Department. 2002-03.
- Tenure-Track Hiring Committee, 2000-01, 2001-02, 2002-3. Chair, 2000-01.
- Executive Committee, 1998-1999. 2000-2003.
- Psychology Graduate Coordinator Committee. 1999-current.
- Part-Time Faculty Hiring Committee, 1998-1999.
- Western Psychological Association Representative, April 1998.
- Coordinator, Depth Psychology Master's Program. 1997-current.
- Slide Archive Project, 1997-current.
- Curriculum Committee, Chair, 1996-1997. Member, 1997-current.

- Psychology Dialogue Series, Coordinator, 1996-2000.
- Special Sessions Advisory Committee, 1996-1998.
- Master's Programs Committee, 1996-1998.
- Student Advising Handbook Project, Coordinator. 1996-current.
- Retreat Planning Committee, 1996-1997.
- Jungian Psychology Graduate Reading Group, 1996-1997.
- GE Curriculum Committee, 1995-1996.
- Executive Committee, 1994-1996.
- Professional Development Committee. 1996.
- Re-Engineering Committee. 1996.
- Women's Development Reading Group, 1995-1996.

University Service

- Graduate Studies Subcommittee. 2009-2020. Chair, 2017-2019.
- Program Review Subcommittee of the Educational Policies Committee, 2012-13.
- Psychology and Spirituality Lecture Series Coordinator. 2010-2018.
- Public Programs in Depth Psychology Coordinator. 2010-current.
- Chair, Psychology Dept. 2005-2008.
- The Labyrinth Project. 2004-current.
- Vice-Chair, Psychology Department. 2002-03.
- University Travel Committee. 2000-2001.
- Post-Doctoral Intern, Counseling and Psychological Services, Sonoma State University. 1998-1999.
- Graduate Studies Committee. 1997-2009.
- Coordinator, Depth Psychology Master's Program. 1997-current.
- Co-Chair, Reweaving the Broken Web: An Interdisciplinary Conference on Family Violence. Sonoma State University, March 14-16, 1997.
- Affirmative Action Committee, 1996.
- Academic Senate, Social Sciences Representative. 1995-1996.

Education

- University of California, Berkeley. Berkeley, CA.
 - M.A. 1987, Psychology.
 - Ph. D. 1994, Psychology.
- California School of Professional Psychology, Alameda, CA. 1992-1993.
 - Clinical Re-training Program.
- Wesleyan University, Middletown, CT.
 - B.A. Magna cum Laude, English Literature. 1976.
- Smith College, Northampton, MA. 1972-1974.

Scholarships, Fellowships, Awards

- University of California, Berkeley Grant. 1989-1992.
- Macarthur Foundation Graduate Researcher. 1987.
- Regents University Fellowship. 1986-1987.
- Wesleyan University Scholarship. 1974-1976.

- Smith College Scholarship. 1972-1974.
- Westinghouse Scholarship. 1972-1973.

Chair, Master's Degree

- Marjorie Bauman, In the depths of the hive: Beekeeping and the transcendent function. May 2020.
- Michael Constantino, Ecology to cosmology: A psychospiritual inquiry into human evolution. May 2020.
- Al'Lisha Farris, A journey of going back and getting it: Exploring ancestral influence through dream work and active imagination. May 2020.
- Darleen McEntagart, Images of grief: A heuristic exploration of motherloss. December 2019.
- Maya Dincin, Stepping onto the circle. December 2019.
- Rita Shahrokhshahi, Remembering the sacred feminine through the motherline: A quest toward wholeness. Master's Thesis, Sonoma State University. December 2018.
- Danyae Spada-Chasse, The impact of a sensory-based art intervention in 6th to 8th grade boys with attention-deficit hyperactivity disorder. Master's Thesis, Sonoma State University. December 2018.
- Susan Coleman, Calling all nations: A celebration of water and belonging. Publishable-Quality Article, Sonoma State University. August 2018.
- Gili Eliaz, The mandala for transformation: A Jungian and Buddhist approach. Publishable-Quality Article, Sonoma State University. August 2018.
- Lisa McCool, Constellation of the therapeutic self. Publishable-Quality Article, Sonoma State University. August 2018.
- Liz Mueller, Archetypal presence: The healing of a traumatic adolescence. Publishable-Quality Article, Sonoma State University. August 2018.
- Susan Sides, Finding the feminine. Master's Thesis, Sonoma State University. August 2018.
- Kehaulani Aspen, Encounters with the Self: One woman's individuation journey. Publishable-Quality Article, Sonoma State University. May 2018.
- Tim Olejniczak, Exploring allergies in children from a biopsychosocial perspective: A review of the existing research. Publishable-Quality Article, Sonoma State University. May 2018.
- Genevieve Hagopian, Analytical psychology in post-gender discourse. Publishable-Quality Article, Sonoma State University. December 2017.
- Mark Konezny, Why live? The Self, the shattering, *fermentatio*, and Horus. Publishable-Quality Article, Sonoma State University. December 2017.
- Danny Thompson, The psychological journey of a non-resident father. Publishable-Quality Article, Sonoma State University. December 2017.
- Cynthia Meiswinkel, Finding the key: A symbolic comparison of the effects of early childhood trauma and Type 1 Diabetes. Publishable-Quality Article, Sonoma State University. May 2017.
- Bailey Murphy, Beyond the veil: Relationship with alcohol as guardian of the threshold to grief. Publishable-Quality Article, Sonoma State University. December 2016.
- Somer Shook, Healing the motherline. Publishable-Quality Article, Sonoma State University. December 2016.
- Romy-Michelle Unger, From soul to serotonin: Neoliberalism, existential depression, and what's missing in psychology. Publishable-Quality Article, Sonoma State University. December 2016.

- Susan Audrey, Reclaiming the sacred feminine within: An inner mythic journey toward wholeness. Master's Thesis, Sonoma State University. August 2016.
- Delinke Freed, Personal awakening and transformation through encounters with collective memory. Publishable-Quality Article, Sonoma State University. May 2016.
- Anne Convery, A bright blooded cord: Healing shame's lineage through storytelling. Publishable-Quality Article, Sonoma State University. August 2015.
- Marie Judson-Rosier, The alchemical *coniunctio* of individuation: Transformation during a Ph.D. program as seen through dreams. Publishable-Quality Article, Sonoma State University. August 2015.
- Deborah Silverblatt, The phenomenal woman project: A pilot study of body image dissatisfaction among midlife women. Publishable-Quality Article, Sonoma State University. August 2015.
- Hamish Eassie, Painted soul: Using symbolic responses to works of art. Publishable-Quality Article, Sonoma State University. May 2015.
- Samantha Black, *Icaros*: The role of healing songs in Amazonian *Curanderismo*. Publishable-Quality Article, Sonoma State University. December 2014.
- Lauren Farrell, Dreaming for Gaia: Nature dreams of ecologically sensitive people. Publishable-Quality Article, Sonoma State University. December 2014.
- Kevin Glaz, The anima and music: A narrative study of the music of Devin Townsend. Publishable-Quality Article, Sonoma State University. December 2014.
- Joslyn Swinger, Dancing to my depths: A journey into the soul through dance and performance art. Creative Project, Sonoma State University. August 2014.
- Tomoko Sekitani, Integrating the wisdom of two cultures: Analysis of grief and bereavement in collectivistic and individualistic societies of Japan and the United States. Publishable-Quality Article, Sonoma State University. May 2014.
- Denise Denington, The poetic self: Retrieving the symbolic voice from dreams of motherloss. Publishable-Quality Article, Sonoma State University. May 2014.
- Cristina J. Perea Kaplan, Weaving of the wild heart. Publishable-Quality Article, Sonoma State University. December 2013.
- Shelby Pudwell, Grief and the dark feminine. Master's Thesis, Sonoma State University. August 2013.
- Chris Schnabel, Mythologizing as *nekyia*. Master's Thesis, Sonoma State University. May 2013.
- Martine C. Bouvard, Divine Sophia: Psycho-spiritual studies of the Divine Feminine in Corbin, Ibn' Arabi, the *fedele d'amore*, Jung's anima, and alchemical symbolism. Master's Thesis, Sonoma State University. December 2012.
- Rosemary Lloyd Freeman, The heart in the crossfire: An inquiry into awakening the heart to the nature of divine love. Master's Thesis, Sonoma State University. December 2012.
- Jacqueline Johansen, Women, media, image, art: A heuristic journey to meet the body ensouled. Master's Thesis, Sonoma State University. December 2012.
- Chaz Gormley, When Gods die: The destruction of the collective father archetype, psychic wounding, and the quest for healing. Master's Thesis, Sonoma State University. December 2011. □
- Teddy Pawloski, Erotic ecology: Earth-based image, identity, and soul. Master's Thesis, Sonoma State University. December 2011.
- Megan Ingrassia, Transformation through the reconciling symbol: A Jungian investigation of art as spiritual practice. Master's Thesis, Sonoma State University. May 2011.
- Niko Whitmire, Julian Assange, WikiLeaks, and the trickster: A case study of archetypal influence. Publishable-Quality Article, Sonoma State University. May 2011.

- Eileen Angotti, *The weaver's shed: Engaging with the threshold*. May 2010.
- Marie T. Cantrell, *The Loyal Amicus* archetype. Master's Thesis, Sonoma State University. May 2010. □
- Ross Higerd, *The leaving place: Curative poisons and the alchemy of chemotherapy*. Master's Thesis, Sonoma State University. May 2010.
- Joe Houle, *The breath of the soul: Walking the ancient path of the seeker*. May 2010.
- Matilde Torallas, *My journey and Winnicott*. Master's Thesis, Sonoma State University. May 2010. □
- Colby Gillette, *An oral portrait of my grandfather*. Creative Project, Sonoma State University. May 2009.
- Vanessa Metcalf, *Conscious embodiment: A depth inquiry exploring the psychological and emotional undercurrents of compulsive eating and obesity*. Master's Thesis, Sonoma State University. May 2009.
- Nanci Haines, *Embodied mythology: A somatic exploration of the descent of Inanna*. Master's Thesis, Sonoma State University. May 2008.
- Tamara Long, *Transforming the Prince Charming complex*. Master's Thesis, Sonoma State University. May 2008.
- Rachel McKay, *She picks the fruit from the tree that she is: On becoming a poet and finding healing through writing*. Creative Project, Sonoma State University. May 2008.
- Danielle Kelleher, *The green of winter: Growth in darkness*. Master's Thesis, Sonoma State University. December 2007.
- Lisa Kubiak, *A book of shadows: The wounding of the dark feminine*. Master's Thesis, Sonoma State University. December 2007.
- Erin Needham, *The wisdom of not knowing: A journey into emptiness*. Master's Thesis, Sonoma State University. December 2007.
- Glenna Zogg, *Conscious descent into the underworld: A path toward wholeness*. Master's Thesis, Sonoma State University. December 2007.
- Catherine Bargfrede-Norris, *Tracking unconscious energy: A process of self-exploration that follows unconscious energy through dream to creative energy*. Master's Thesis, Sonoma State University. May 2007.
- Julie O'Neill, *Reclaiming the embodied feminine voice*. Master's Thesis, Sonoma State University. May 2007.
- Jake Kaminker, *The psychology of relativity: An alchemical model of consciousness, cosmology, and transformation*. Master's Thesis, Sonoma State University. December 2006.
- Aline Dietel, *Essential fire: Redeeming the struggle of conflict for intimacy and transformation in marital relationships*. Master's Thesis, Sonoma State University. May 2006.
- Amy Jessen, *Nature assemblage: Reconnecting to the feminine through art and ritual in nature*. Master's Thesis, Sonoma State University. May 2006.
- Abdelmalek Yamani, *Individuation and Ihsan: A cross-cultural perspective*. Master's Thesis, Sonoma State University. May 2006.
- Tonio Garcia-Romero, *Following my bliss: A heuristic journey into the libidinal drive of a musician*. Master's Thesis, Sonoma State University. December 2005.
- Purvinder Kaur, *My search for the inner Goddess: An exploration of Durga, Kali, Saraswati, and Lakshmi*. Master's Thesis, Sonoma State University. December 2005.
- Tony Marano, *The gift of Ariadne: Seeking the inner stranger*. Master's Thesis, Sonoma State University. December 2005.

- Lori Peterson, Eating disorders from an inner world perspective. Master's Thesis, Sonoma State University. December 2005.
- Kathleen Sutton, The heart of the feminine: Connecting spirit and matter. Master's Thesis, Sonoma State University. December 2005.
- Silver Love, Empty mind — full belly: A conceptual exploration and depth inquiry into a reflection process of somatic instinctual responses in the area of the hara and solar plexus. Master's Thesis, Sonoma State University. May 2005.
- Jay Redelsperger, Harvesting James: Music as an expression of human truth. Master's Thesis, Sonoma State University. May 2005.
- Claudia Holt, Vessels of transformation: Birthing a personal myth. Master's Thesis, Sonoma State University. December 2004.
- Karen Danielson, The transformative power of the labyrinth. Master's Thesis, Sonoma State University. May 2004.
- Lora Robertson, Creative process as a path toward individuation. Master's Thesis, Sonoma State University. May 2004.
- Nagomi Ito, Weaving story into meaning: Warp and weft of my Japanese soul. Master's Thesis, Sonoma State University. December 2003.
- Michelle Glaubiger, Unearthing my soul: A woman's quest to understand her true spiritual nature. Master's Thesis, Sonoma State University. May 2003.
- Sissa Nelson Harris, Disquiet as guide: One woman's experience of liminality in mid-life. Master's Thesis, Sonoma State University. May 2003.
- Shelly Horan, Developing inner authority: An exploration of identity, voice, and self. Master's Thesis, Sonoma State University. May 2003.
- Felicia Dobrinen Hyllested, Falling down the blowhole of a whale: A heuristic account of an identity crisis. Master's Thesis, Sonoma State University. May 2003.
- Catherine Alexander, Becoming gold: An alchemical journey through cancer. Master's Thesis, Sonoma State University. May 2002. □
- Vicki Bailey, Journaling as access to the soul. Master's Thesis, Sonoma State University. May 2002.
- Brian Beckwith, A barefooted pilgrim: Manifesting wholeness through ego development. Master's Thesis, Sonoma State University. May 2002.
- Sandra Beddow, Redefining soul: My personal journey. Master's Thesis, Sonoma State University. May 2002. □
- Cathy J. Decker, Mandala: An artistic journey into self. Master's Thesis, Sonoma State University. May 2002.
- Lisa Gilberti, Between homes: The quarter-life crisis experienced as a rite of passage. Master's Thesis, Sonoma State University. May 2002.
- Juliana Marie Holmstrom, The self-defining feminine: A lesbian woman's exploration of her subjective reality. Master's Thesis, Sonoma State University. May 2002.
- Bethany Mulholland, Understanding self-injury: Building bridges to our inner world. Master's Thesis, Sonoma State University. May 2002. □
- Judi Radloff, The mother, the moon, and the muse: Exploring the wounds of abandonment through the archetypal Great Mother. Master's Thesis, Sonoma State University. May 2002.
- Tracy Whitaker, Ritual: A container for transformation. Master's Thesis, Sonoma State University. May 2002.
- Robert Abbot-Florez, Masculine identity as transformed through the vision quest. Master's Thesis, Sonoma State University. May 2001.

Jane Ferris, *The lightning way: Dreams, art and transformation*. Master's Thesis, Sonoma State University. May 2001.

Lya Marie Lithgow, *Guided by mystery: Dreams and the process of individuation*. Master's Thesis, Sonoma State University. May 2001. □□

Sara Eve Martin, *Chaos to creativity: Archetypal death and rebirth cycles in my life as a daughter of a mother with dissociative identity disorder*. Master's Thesis, Sonoma State University. May 2001.

Peggy McMahon, Master's Thesis, Sonoma State University. May 2001.

Jane Nakasako, *A creative synthesis of East and West: Finding balance in paradox*. Master's Thesis, Sonoma State University. May 2001. □

Leslie Paige, *Coming home to myself: A heuristic study of mother-daughter separation*. Master's Thesis, Sonoma State University. May 2001.

External Reader, Doctorate in Psychology

Judy Radloff, *Affect and archetype in early infancy*. Doctoral Dissertation, Pacifica Graduate Institute, Carpinteria, CA. June 2014.

Daniel Joseph Polikoff, Ph.D.

833 Spring Dr.
Mill Valley, CA 94941
DJPolikoff@gmail.com
415-381-1427

CURRICULUM VITAE

**EDUCATION
and AWARDS:**

Rudolf Steiner College, Sacramento, CA
Diploma in Waldorf Education (HS specialization), 2000

Sunbridge College, Spring Valley, NY
Foundation Studies in Anthroposophy/Waldorf Ed., 1996-97

Cornell University, Ithaca, NY
Dept. of Comparative Literature
PH.D. May, 1996

(Dissertation: *Of Rhetoric, Truth, and the Times: Steps Towards an
Emersonian Criticism*)

Free University of Berlin, Berlin, Germany
German Academic Exchange Service (DAAD) Scholarship
Studies in Philosophy, 1980-1981

Cornell University, Ithaca, NY
College Scholar/Intellectual History
B.A. summa cum laude, May, 1979

— additional awards received at Cornell include Foreign
Language and Areas Studies Fellowship; (1986-87); Sage
Fellowship (1983-84); College Scholar Honors Program (1978)

**TEACHING/
EMPLOYMENT:**

Private Seminars on Rilke and other literary and philosophical topics
Marin County, 2003—2012 (*monthly day or half-day long sessions*)

Steiner College Waldorf Teacher Training, San Francisco, CA
Instructor, Creative Writing/Poetics 2003, 2004 (*poetic education
for future Waldorf teachers*)

**East Bay Waldorf High School; Kimberton, PA Waldorf HS;
Toronto Waldorf HS**
Guest Instructor, Literature, 1999-2002 (*intensive courses on Parzival,
American Transcendentalism, Ancient Epics*)

Hermes' Wand Philosophical Counseling; Marin Practice 1997-2001
(*practical application of archetypal astrology to biography*)

Cornell University, Ithaca, NY

* Writing Workshop Instructor, 1991/92

* Freshman Seminars, 1981-90

(*9 courses in Comp. Lit., History, and Romance Studies depts. including "Literature of the Quest," "Semiotics," and "The Styling of Thought," a self-designed course accepted into the Cornell Curriculum*)

Ithaca College, Ithaca, NY

English/Composition Instructor, 1987

PUBLICATION: *BOOKS*

In the Image of Orpheus: Rilke—A Soul History

Chiron Publications, 2011

The Hands of Stars (full-length poetry collection)

Conflux Press, 2008

Dragon Ship (full-length poetry collection)

Tebot Bach Press, 2007

Parzival / Gawain: Two Plays from "The Grail" by A.M. Miller

translated and adapted for the stage by Daniel Joseph Polikoff

Rudolf Steiner College Press, 2003

JOURNALS AND ANTHOLOGIES

Poetry and translations published in **over 70 literary journals**, including *The Literary Review*, *Nimrod*, *The Texas Review*, *Stand*, *Southern California Review*, *Gulf Coast*, and others. Work also appears in the anthologies *Cloud View Poets: Master Classes with David St. John* from Arctos Press (2005) and *The Place That Inhabits Us* (Sixteen Rivers Press, 2010) and was nominated by the *Louisiana Review* for a Pushcart Prize.

LECTURES/
WORKSHOP
PRESENTATIONS:
(*selective*)

C. G. Jung Institute, San Francisco/Asheville Jung Center, 2013

Rilke: Poetry and Alchemy (lecture and webinar)

Catholic University of Mainz, Germany, 2013

Die Unerhörte Mitte: Rilke's Gottvorstellung aus der Perspektive Joseph Campbell's vergleichende Mythologie

California Institute of Integral Studies, 2013

In the Image of Orpheus: Rilke and Archetypal Psychology

Marin Poetry Center, 2012

Not God, Apollo: Two Contrary Mythologies in the Life and Work of Rilke

Temple Sinai, Oakland, 2012

Rilke and the Old Testament

International Rilke Society Conference, Boston, 2011

Im Bild Orpheus

Book Passage author series, 2011

In the Image of Orpheus: Rilke and Myth

San Jose Poetry Center, 2010

Rilke and Rodin (lecture/reading)

Marin Poetry Center, 2004

Rilke's Life and Work (Poets and Writers sponsored lecture)

The Art of Translation (day-long translation workshop)

Napa Valley Writer's Conference, 2004

On Translating Rilke (craft lecture segment
at the invitation of Forrest Gander)

C. J. Jung Institute, San Francisco, 2003

Rilke's Malte and the Job Archetype (lecture)

Rudolf Steiner Center, Toronto, 1999

Gawain: In Quest of Love (lecture)

California Institute of Integral Studies, 1997

*Rilke's Orpheus: Towards a Synthesis of Neoplatonic Philosophy and
Jungian Psychology* (a lecture for the Philosophy-Cosmology Forum)

Festival of Archetypal Psychology, U. of Notre Dame, 1992

Rilke/Hillman: Poetry, Psychology, and Renaissance America

POETRY
READING

Book Passage Book Store, Albany Library Poetry Series,
Londonderry Literary Salon, Belvedere-Tiburon Library
—featured reader, 2008-2011

—numerous other readings in NY and CA, 1996-2013

THEATRE:

Dramaturge and lead roles (Trevrizent, Parzival) in Chrysalis

Productions' *Parzival*, Santa Rosa and San Rafael, CA 1998, 2009

Dramaturge and actor in Chrysalis Productions'
The Mystery of Love, San Rafael, CA 2005

ASSOCIATION/ International *Rilke-Gesellschaft*; SF C.G. Jung Society Friends;
CONFERENCE Napa Valley Writer's Conference (6 years, 2001-2008);
PARTICIPATION: David St. John Cloud View Poets Master Classes (2002-2011);
many workshops with James Hillman as well as Jung Society
(NY, SF) conferences/events, 1991-2013

REFERENCES AVAILABLE UPON REQUEST

RELEVANT
TRAVEL:

“Rilke pilgrimage” in 1993 visiting numerous Rilke-related sites in Paris, Chartres, Provence, and Switzerland

Visit to Worpswede art colony and environs in 2001

Attendance at the *International Rilke-Gesellschaft* annual meeting in Freiburg, Germany, in 2003 (devoted to *The Book of Hours*)

Visit to Duino Castle and environs in 2005

Century House Readings, Pleasanton, CA 2004
Rainer Maria Rilke (lecture presentation)

(lecture and a series of workshops on Rilke and Hillman)

Curriculum Vitae
James J. Preston

Address: 328 Singing Brook Circle, Santa Rosa,
California 95409

Phone: Home: (707) 538-3940
Office: (707) 538-3940
prestonj@sonoma.edu

Degrees:

B.S. California State University, San Francisco,
(psychology) 1967
M.Ed. University of Vermont, (education) 1970
Ph.D. The Hartford Seminary Foundation, (Human Nature and
Religion) 1974

Additional Education:

Summer Institute, Department of Religious Studies,
University of North Carolina, Chapel Hill (National
Endowment for the Humanities), 1977.

Summer Institute, The Center for the Study of World
Religions, Harvard University, (National Endowment for
the Humanities), 1988.

Fieldwork:

Twelve months in Orissa, India (1972-1973 and 1979) on
patterns of psychological and religious change in an
urban goddess temple. (Dissertation Advisor: Dr. Cora
Du Bois, Harvard University)

Additional fieldwork conducted on (1) Catholic pilgrimage
shrines in North America, (2) the devotion to Blessed
Kateri Tekakwitha in New York State and Quebec,
Canada, (1982-2009), (3) the Vatican Archives and
among members of the Curia, Rome (Summer 1990), (4)
pilgrimage in the Maritime Alps (Spring 1995) and
(5) religious experience among Native American and non-
Indian Catholics (2000-2009).

Area Specialties:

Courses in Cultural Anthropology; Culture and Personality;
Psychological Anthropology; Comparative Child Development;
Death and the Transformation of Consciousness; Comparative

Religion; Spirituality and Healing; World Religions;
Sociology of Religion: Comparative Mythology

Academic Appointments:

Instructor, Anthropology, Northwestern Connecticut
Community College, Winsted, Connecticut (1973-1974).
Assistant Professor, Anthropology, State University of New
York, College at Oneonta (1974-1979).
Associate Professor, Anthropology, State University of New
York, College at Oneonta (1979-1984).
Professor, Anthropology, State University of New York,
College at Oneonta (1984-2005).

Visiting Professor, Department of Anthropology, University
of Pittsburgh, Semester at Sea (Fall 1988).
Adjunct Professor, Department of Anthropology, State
University of New York, Binghamton (1989-1990).
Lecturer, Life Long Learning Institute and Department of
Anthropology, Sonoma State University (2005 to 2016)
Lecturer, Psychology Department, Sonoma State University,
Rohnert Park, Ca. (2006-2007)
Lecturer, Osher Life Long learning, University of
California, Berkeley (Fall 2007)
Lecturer, Santa Rosa Junior College, Religious Studies and
Behavioral Sciences Departments, (2005 to present)
Lecturer, Sonoma State University, Sociology Department,
(2005 to present).

Administrative Appointments:

Chair, Department of Anthropology, State University of
New York, College at Oneonta (1975-1978; 1996-1998).
Duties include: curriculum development, hiring of new
faculty, establishment of the major in anthropology,
assessment and annual reports.

Founding Chair, Religious Studies Program, State University
of New York, College at Oneonta (1984 to 2005). The
establishment and coordination of an interdisciplinary
minor in religious studies, development of an
extensive speaker program including Elisabeth
Kubler-Ross, Joseph Campbell and Huston Smith..

Research Affiliations and Awards:

Research Assistant, Harvard University, National Science Foundation (1973).
 Distinguished Alumnus Award, The Hartford Seminary Foundation (Fall 1989).
 Chancellor's Award for Excellence in Teaching, State of New York (1993).

Post-doctoral Seminars, Research and Travel:

- 1977 Visiting Scholar, Department of Religion, University of North Carolina, Chapel Hill. Fellowship, National Endowment for the Humanities.
- 1978 Director, Community Program on Coping with Death (SUNY Oneonta). Federal Grant, New York State Office for the Aging.
- 1979 Visiting Lecturer and Resource Consultant, The National Science Foundation Anthropology/Education Workshop, SUNY Plattsburgh. Topic: "The Anthropology of South Asia." A workshop to train secondary social science teachers and assist in curriculum design.
- 1984 Walter B. Ford Professional Development Grant. Research project: "Pilgrimage in New York State."
- 1985 Dewar Fund Grant from St. James Episcopal Church. Research project: "Pilgrimage in New York State."
- 1987 Research Grant, Bureau of Catholic Indian Missions.
- 1988 Walter B. Ford Professional Development Grant (to attend NEH Seminar, Harvard University).
- 1988 Visiting Scholar, Center for the Study of World Religion, Harvard University. Fellowship, National Endowment for the Humanities.
- 1990 Research Grant, The American Academy of Religion (to conduct research in the Vatican archives).

- 1992 Quebec Study Grant, Ministry of International Affairs, Quebec Government, "The devotion to Blessed Kateri Tekakwitha among Native and Non-native Peoples in Quebec."

Membership in Professional Societies:

American Anthropological Association

American Academy of Religion
 Institute of Structural Neuropsychology and Medicine (Board
 of Directors)

Papers and Symposia:

- "Folk Medicine in India." (lecture) The Johns Hopkins School of Public Health and Hygiene, 1972.
- "Possession and the Cult of the Mother Goddess." (lecture) The Johns Hopkins Center for Medical Research and Training, Calcutta, India, 1973.
- "The Tantric Tradition in Urban India: An Orissan Case Study." (paper) American Academy of Religion, Boston, 1974.
- "A Survey of Goddess Temples in Orissa." (paper) Conference on Religion in South India, The University of Chicago, 1974.
- "The Anthropology of Trust: Cross Cultural Exchange in a Hindu Temple." (paper) Northeastern Anthropological Association, Potsdam, New York, 1975.
- "The Goddess Chandi as an Agent of Change." (paper) American Anthropological Association, San Francisco, 1975.
- Chairman of Symposium, "Anthropological Inquiries into Mother Worship." American Anthropological Association, San Francisco, 1975.
- Chairman of Symposium, "Death and Aging in Cross-Cultural Perspective." American Anthropological Association, Washington, D.C., 1976.
- Invited paper, "Sacred Centers and Symbolic Networks in India." Xth International Congress of Anthropological and Ethnological Sciences, New Delhi, India, 1978.
- Chairman of Session, "Religion, Ritual, and Belief in South Asia." South Asia Regional Workshop, Cornell University, February, 1980.
- Discussant, panel entitled "Perspectives on Modern India." New York State Association of Asian Studies Meeting, Hartwick College, October, 1981.
- "Creation of the Sacred Image." Conference on Religion in South India, University of Pennsylvania, May, 1981.
- Keynote Speaker, "Sacred Places: Schemes of Classification." Pilgrimage Conference, University of Pittsburgh, May, 1981.

- "Pilgrimage in America: An Address to the Catholic Shrine Directors of the United States." Sponsored by the Committee on Refugees and Tourism, National Conference of Catholic Bishops, National Shrine of the Immaculate Conception, Washington, D.C., September, 1985.
- Moderator, "Space for War/Space for Peace: Present Capabilities." Conference on War and Peace, SUNY Oneonta, Spring 1986.
- Panel Member, "Cross Cultural Aspects of International Business." New Approaches to International Business Conference, SUNY Oneonta, Spring 1986.
- Lecture, "The Anthropology of Pilgrimage," SUNY Binghamton, Department of Anthropology, Spring, 1987.
- Program Chairman and Discussant, "Sacred Networks and the Shrine Complexes of South Asia." Conference on Religion in South India, McGill University, Montreal, Spring, 1987.
- Keynote address, "The Pastoral Needs of Pilgrims in the Shrines of North America." Second National Convention of Shrines, Places of Pilgrimage and Diocesan Coordinators, sponsored by the Conference of Catholic Bishops, Office of Migration and Tourism, Orlando, Florida, October, 1987.
- "Tracing the Sacred Journey: A Methodological Challenge." (paper) In session entitled "Pilgrimage: The Search and Expression of Meaning." The Middle East Studies Association, Convention Center, Baltimore, November, 1987.
- "Festering Wounds: The Mission as Instrument of Contact among the Iroquois," in seminar series entitled "Anthropology and Archaeology of the Contact Period, Department of Anthropology, SUNY Binghamton, Fall, 1989.
- "Divine Encounters: Aspects of the Feminine in Hinduism, public lecture sponsored by the Department of Religious Studies, Hamilton College, Spring, 1990.
- "The Role of the Imagination in the Social Sciences," in session entitled "Epistemic Foundations of the Social Sciences," Baruch College of the City University of New York, Fall, 1990.
- "Sacred Biographies as Models for Contemporary Spirituality: A Mohawk Candidate for Sainthood," public lecture,

- Hamilton College, Clinton, New York, Spring, 1991.
- "The Mohawk Devotion to Blessed Kateri Tekakwitha," lecture, Religion Department, Bucknell University, Lewisburg, Pennsylvania, Spring, 1991.
- "The Politics of Sainthood: Blessed Kateri Tekakwitha." (Paper delivered at conference) "The Secular Becomes the Sacred," Colgate University, Hamilton, New York, Spring, "Missionary Contact Among Native Americans: Imp of the Perverse: The Poetics of Imagining in the Social Sciences," public lecture, Syracuse University, sponsored jointly by the Anthropology and Religious Studies Departments, Syracuse, New York, Fall 1991.
- "Death in Hinduism and Buddhism." Lecture at Hartwick College, Oneonta, New York, Spring 1992.
- "Beyond Cartesian Dualism: Anthropology and the Imagination." (paper) Society for Phenomenology and the Human Sciences, Boston University, Fall 1992.
- "Pilgrimage as a Dimension of 'Self' in Catholic Spirituality." (paper) Institute of Global Studies, Columbia University, New York, Fall 1992.
- "Trouble in Paradise: Christianity Among Native American Populations." (public lecture) sponsored by the Department of Anthropology, University of South Florida, Tampa, Spring 1993.
- "The Roman Catholic Church as an Instrument of Empire in Native American Cultures." (paper) Conference on Human Rights, Ethics and Justice, New York University, Spring 1993.
- "The Canonization of a Native American saint." (paper) Meeting of the American Academy of Religion, Washington, D.C., Fall 1993.
- "Changing Patterns of Canonization in Roman Catholicism." (paper) Meeting of the American Anthropological Association, Washington, D.C., Fall 1993.
- "The Creation and Destruction of the Hindu Sacred Image," Religion Department, Hartwick College, Oneonta, New York, Spring 1996.
- Chair, session entitled "Upheaval, Disintegration, and Reconfigured Identities," joint meeting of the American Ethnological Society and the Canadian Anthropological Society. University of Toronto, May 1998.
- "The Disintegration of 'Cultures' in the World System,"

joint meeting of the AES and the CAS, University of Toronto, May 1998.

"Miraculous Healing and the Religious Imagination."

International conference on spirituality, Healing and Health, University of Arizona, Tucson, April 1999.

"Disappearing Boundaries: Religious Imagination in an Imploding World system." Plenary Session, Society of the Anthropology of Religion, Providence, April 2002.

Publications:

Books:

Community, Self, and Identity: Styles of Communal Living in World Cultures. Editor with B. Misra. World Anthropology Series. The Hague: Mouton Publishers, 1978.

Cult of the Goddess: Religious Change in a Hindu Temple. American Edition. Prospect Heights, Illinois: Waveland Press, 1985.

Mother Worship: Theme and Variations. Editor. Studies in Religion Series. Chapel Hill: The University of North Carolina Press, 1982. (This book is now in a second printing paperback edition.)

Monographs:

The Oneonta Faculty Convivium: Collected Essays I (1983-1984). Editor. Oneonta, New York: State University of New York, 1985.

Sacred Centers: Development of a Classificatory Scheme. Bhubaneswar, Orissa, India: Mayur Publications, 1987.

Miraculous Experience: A Study of Orissan Hinduism. Bhubaneswar, Orissa, India: Mayur Publications, 1990.

Articles:

"Religion and Political Process in the Writings of Gandhi and Tolstoy," Gandhi Marg (October, 1972):1-11.

"Anthropological Inquiries into Mother Worship." Symposium paper reproduced in summary by Robert Trotter in Science News 109:7 (1976):97-112.

"Commentary on 'New Uses for Old Ethnography,'" Human Organization 35:3 (Fall, 1976):328 & 329.

- "Toward an Anthropology of Death," Intellect (April, 1977):343 & 344.
- "The Commercial Economy of an Urban Temple in India." In Community, Self, and Identity, edited by B. Misra and James J. Preston. The Hague: Mouton Publishers, 1978, pp. 27-36.
- "Master Symbols and Cultural Codes." In Critical Essays in Religion and Culture, edited by John Morgan. Washington, D.C.: University Press of America, 1979, pp. 35-57.
- "Two Urbanizing Orissan Temples" (written with James Freeman). In Transformation of a Sacred City: Bhubaneswar, India, edited by Susan Seymour. Boulder, Colorado: Westview Press, 1980, pp. 96-117.
- "Sacred Centers and Symbolic Networks in South Asia." Mankind Quarterly 20:3 & 4(1980):259-293.
- "The Goddess Chandi as an Agent of Change." In Mother Worship: Theme and Variations, edited by James J. Preston. Studies in Religion Series. Chapel Hill: University of North Carolina Press, 1982, pp. 210-226.
- "New Perspectives on Mother Worship." In Mother Worship: Theme and Variations, edited by James J. Preston. Studies in Religion Series. Chapel Hill: University of North Carolina Press, 1982, pp. 325-343.
- "Goddess Temples in Orissa: An Anthropological Survey." In Religion in Modern India, edited by Giri Raj Gupta. Main Currents in Indian Sociology. Vol.V. New Delhi: Vikas Publishers, 1983, pp. 229-247.
- "The Hindu Sacred Image: Its Creation and Destruction." Anima 10 (1)(Fall 1983):34-50.
- "World Civilization: An Anthropological Perspective." Cultural Futures Research VII:4 (Summer,1984):17-25.
- "Empiricism and the Phenomenology of Religious Experience." Mentalities 2:2 (1984): 10-20.
- "Creation of the Sacred Image: Apotheosis and Destruction in Hinduism." In Gods of Flesh, Gods of Stone: The Embodiment of Divinity in India, edited by Joanne Punzo Waghorne and Norman Cutler in association with Vasudha Narayanan. Chambersburg, Pennsylvania: Anima Press, 1985, pp. 8-30.
- "Culture Shock and Invisible Walls." SUNY International Quarterly I: 3-4 (Spring/Summer 1985):28-34.
- "Goddess Worship: An Overview." The Encyclopedia of

- Religion, edited by Mircea Eliade. Vol. 6. New York: Macmillan Publishing Company, 1986, pp. 35-45.
- "Goddess Worship: Theoretical Perspectives." The Encyclopedia of Religion, edited by Mircea Eliade. Vol. 6. New York: Macmillan Publishing Company, 1986, pp. 53-59.
- "Purification." The Encyclopedia of Religion, edited by Mircea Eliade. Vol. 12. New York: Macmillan Publishing Company, 1986, pp. 91-100.
- "Expulsion." The Encyclopedia of Religion, edited by Mircea Eliade. Vol. 5. New York: Macmillan Publishing Company, 1986, pp. 233-236.
- "Cosmic Implosion: Miraculous Experience in Hinduism." Anima 12:2 (Spring 1986): 144-160.
- "The Worship and Veneration of Female Sacred Images." South Asian Social Scientist III:2 (July - December, 1987): 77-110.
- "Necessary Fictions: Healing Encounters with a North American Saint." Literature and Medicine 8 (1989): 42-62.
- "The Rediscovery of America: Pilgrimage in the Promised Land." In Pilgrimage in the United States, edited by Gisbert Rinschede and Surinder Bhardwaj. Geographia Religionum. Vol. 5. Berlin, Germany: Dietrich Reimer Verlag, 1991.
- "The Trickster Unmasked: Anthropology and the Imagination." In Anthropological Poetics, edited by Ivan Brady. Savage, Maryland: Rowman and Littlefield, 1991, pp. 69-103.
- "Spiritual Magnetism: An Organizing Principle for the Study of Pilgrimage." In Sacred Journeys: The Anthropology of Pilgrimage, edited by Alan Morinis. Westport, Conn.: Greenwood Press, 1992, pp. 31-46.
- "Sacred Centers and Symbolic Networks in India." In The Realm of the Sacred: Verbal Symbolism and Ritual Structures, edited by Sitakant Mahapatra. Calcutta: Oxford University Press, 1992, pp. 79-112.
- "Blessed Kateri Tekakwitha." In Sacred Journeys: an Illustrated Guide to Pilgrimages Around the World. Edited by Jennifer Westwood. New York: Henry Holt and Co., 1997, pp. 45-55.
- "Kateri Tekakwitha 1636-1680." In Reader's Guide to Women's Studies, edited by Eleanor Amico. Chicago: Fitzroy

Dearborn Publishers, 1998, p. 558.
 "Preface." Guru Devotion and the American Buddhist Experience by Daniel Capper. Lewiston, New York; the Edwin Mellen Press, 2002, pp. vii-xi.

References:

- Dr. Michael Merilan, Dean of Liberal Studies, State University of New York, Oneonta, New York 13820 (607-436-2125) merilamp@oneonta.edu
- Dr. John Relethford, Professor of Anthropology, State University of New York, Oneonta, New York 13820 (607-436-2017) relethjh@oneonta.edu
- Dr. Brian Haley, Chair, Department of Anthropology, State University of New York, Oneonta, New York 13820 (607-436-2001) haleyb@oneonta.edu
- Dr. John Wingard, Professor, Department of Anthropology, Sonoma State University, Rohnert Park, California 94928
- Dr. Eric Thompson, Religious Studies and Humanities, Santa Rosa Junior College, Santa Rosa, California 95401
- Dr. Laurel McCabe, Chair, Psychology Department, Sonoma State University, Rohnert Park, Ca. 94928

301 Petersen Lane
Petaluma, Ca
94952

707-529-5318

Academic Positions:

- Lecturer: Department of Early Childhood Studies, Sonoma State University, Rohnert Park, CA. 2016- Present.
- Program Coordinator & Internship Coordinator, Psychology MA Program, Sonoma State University, 2016-present.
- Professor of Psychology for MA Psychology program, Sonoma State University, Rohnert Park, CA. Spring 2013- Present.
- Early Childhood Educator, Marin County Office of Education San Rafael, CA. 2011-2016.
- Teaching Assistant: Autism Theory and Interventions Class, Sonoma State University, Rohnert Park, CA. Spring 2008.

Professional Work:

- Program Coordinator, Internship Coordinator, Psychology M.A. Program, Sonoma State University, CA
- Faculty, Psychology MA, Sonoma State University, CA.
- Lecturer, Department of Early Childhood Studies. Sonoma State University, CA.
- Trauma Informed Care and Self-Care Practices for Early Childhood Professionals, Trainer and Consultant.
- Neurosequential Model of Therapeutics Phase 1 Certified, Dr. Bruce Perry, The Neurosequential Network, Houston, TX
- Neurosequential Model of Reflection and Supervision Certification, Dr. Kristi Brandt & Dr. Bruce Perry, Parent, Infant, and Child Institute, Napa, CA
- Early Mental Health Consultant. Marin and Sonoma County, CA
- Subject Matter Expert, Curriculum Designer and Course Development for MA in Educational Leadership Program, Walden University, Minneapolis, MN
- Early Childhood Consultant, Early Learning Institute, Rohnert Park, CA
- Clinical Developmental Psychologist, Early Childhood Educator, Consultant
- Marin Head Start and Early Head Start Internal Quality Coach and Professional Development Trainer. San Rafael, CA.
- Program Associate, New Teacher Center. Oakland Head Start, Oakland Unified School District, Oakland, CA. 2017-2018.
- Early Childhood Educator Expert focused on early mental, social and emotional health, Marin County Office of Education, San Rafael, CA. 2012-2016.

- First School Data Collector – working with a team of researchers collecting data, focusing on the role of oral language and metacognition in early development. Marin County Office of Education, San Rafael, Ca. Present.
- Lead Psychology Intern, Partners – Psychodynamic clinical work with children and families, Novato, CA. 2013-2015.
- Psychology Intern, California Parenting Institute, Santa Rosa, CA. Fall & Spring 2009. Working with Child Protective Services in psychological evaluations of children and adults involved in domestic violence and child abuse.
- Program Director and Master Teacher, Papermill Creek Children’s Corner, Point Reyes, CA. 2008-2012.
- Lead Teacher, Step One School, Berkeley, CA. 2003-2007.

Publications:

- Radiloff, J. (2014). *Affect and archetype in early infancy*. Doctoral Dissertation, Pacifica Graduate Institute, Carpinteria, CA.
- Radiloff, J. (2003). *The mother, the moon, and the muse: Exploring the wounds of abandonment through the archetypal great mother*. Masters Thesis, Sonoma State University, Rohnert Park, CA.
- Brisden-Smith, Moreno, Peliquin, Radiloff & Wachtel. (2018). Growing opportunities: Collaboration nurtures and supports early learning educators. *The Learning Professional*, 38 (3).

Professional Affiliations:

- American Psychological Association, 2007-Present.
- California Faculty Association, 2016-Present.

Education:

- Ph.D., 2015, Clinical Psychology, Pacifica Graduate Institute, Carpinteria, CA
- California Commission on Teaching Credentialing Program Director’s Credential, Sacramento, CA. Awarded 2008 - Present.
- Master Teacher’s Permit, California Department of Education, Sacramento, CA. 2008.
- M.A., 2002, Psychology, Sonoma State University, CA.
- B.A., 2000, Humanistic and Existential Psychology, Sonoma State University, Rohnert Park, CA.
- A.A., 1997, Early Childhood Education, Cuesta College, San Luis Obispo, CA.

CURRICULUM VITA

Name: Liza Jill Ravitz, Ph.D. California License: PSY-6295

Address: 1401 Spring Hill Road
Petaluma, Ca 94952

Phone: O - (415) 931-6135
O – (707) 762-7828
H- (707) 769-1441

EDUCATION

Jungian Child Psychoanalyst	2009	C.G. Jung Institute, San Francisco, California
Jungian Psychoanalyst	2006	C.G. Jung Institute, San Francisco, California
Ph.D	1977	DePaul University, Chicago, Illinois (APA Approved) Major: Community Clinical-Child Psychology
M.A. (With Distinction)	1974	DePaul University, Chicago, Illinois Major: Community Clinical-Child Psychology
B.A.	1970	Case Western Reserve University, Cleveland, Ohio
	1969	City of London College, London, England

AWARDS AND HONORS

Outstanding Teacher of the Year – 2007. Dept. of Psychiatry, California Pacific Medical Center.
Honorable Mention - 1993. City Council of Petaluma.
Mental Health Traineeship - 1971-72; 1973-74. DePaul University
Pi Gamma Mu - National Honorary Society of Social Sciences- 1970. DePaul University.
Magna Cum Laude - 1970. Case Western Reserve University.
Phi Beta Kappa - 1970. Case Western Reserve University
Psi Chi National Honorary Psychological Society- 1969. Case Western Reserve University
Dean's List - 1966 - 1970. Case Western Reserve University.

WORK EXPERIENCE

Private Practice- 6/12-6/14: Taiwan Institute of Psychotherapy, Taipei, Taiwan

Private Practice - 9/80 – present; 2220 Fillmore St., San Francisco, CA 94115
318 Western Avenue, Petaluma, CA 94952

Individual, family, group psychotherapy and psychoanalysis with children and adults.
Parent training, sandplay therapy. Supervision of psychological assistants and MFT interns, ongoing sandplay, child therapy and adult therapy case consultation groups for professional therapists. Teaching courses, inservices and workshops. Presenting papers, workshops and clinical work nationally and internationally.

Associate Professor- 9/08-present; Sonoma State University, Rohnert Park, CA.

Core Faculty Master's Depth Psychology Program

Visiting Professor- 9/12-6/14- Shih Chien University, Master's Program, Taipei, Taiwan

Visiting Psychoanalyst- 9/12-6/14- Analyst Taiwan Jungian Developing Group, Taipei, Taiwan

Training Consultant – 9/07 – 6/09; Richmond Maxi Center, San Francisco, CA

Ongoing Group Sandplay clinical consultation and training for staff and interns.

Affiliate Staff – 6/87 - Present; California Pacific Medical Center
2340 Clay Street, San Francisco, California 94115

Clinical supervision of psychology interns and psychiatric residents. Sandplay Therapy Seminar.

Director of Training- 11/04 - 6//07; Petaluma Peoples Services- 1300 Petaluma Blvd., Petaluma

Development and implementation of specialized training program, training and supervision of interns and staff, inservice trainings

Adjunct Faculty - 9/93 - 6/99; Institute of Imaginal Studies, Petaluma, CA. 94952

Consulting Supervisor -7/92-8/95; Petaluma Peoples Services, Petaluma Blvd., Petaluma, CA

Clinical group supervision to staff and interns.

Psychological Consultant - 9/88 - 3/90; Big Brothers/Big Sisters, Consultation with staff.

Supervising Faculty - 7/81 – 7/85; California School of Professional Psychology:
1900 Addison Street, Berkeley, CA

Clinical supervision of psychology pre-doctoral students.

Consulting Supervisor – 3/83-6/90; Richmond Maxi Center, S.F., CA

Clinical supervision of staff and interns

Staff Psychologist - 5/80 - 5/82 Child and Adolescent Team
Richmond Maxi Center, 3626 Balboa, San Francisco, CA 94121

Individual, family, group psychotherapy with children, adolescents and adults.
Diagnostic
assessment. Crisis intervention, brief therapy, parent training, sandplay therapy.

Emphasis

with multicultural, especially Asian, clientele. Individual and group clinical supervision of staff, psychology interns, social work students. Inservice training. Consultation to Kai Ming
(Chinese Head Start), preschools, junior and senior high schools.

Child Psychologist - 3/80 - 10/80; Solano Community Mental Health Center, Fairfield, CA

Individual, family, group psychotherapy with children, adolescents and adults. Diagnostic assessment. Emphasis with sexually abused children and their families.

Assistant Director Child and Adolescent Program - 9/75 - 9/78;

Ravenswood Hospital Community Mental Health Center, Chicago, Illinois

Co-administration of program including: program development and evaluation, grant writing, refinement of internal operations, intake review, development of liaisons with other hospital units, development of referral network with community agencies, coordination of training, screening, selection, supervision and evaluation of staff and students, involvement in APA accreditation of psychology internship program. Individual and group clinical supervision of staff, psychology interns, social work students. Psychiatric training of medical students. Inservice training. Consultation to hospital Child Developmental Clinic, pediatric unit and emergency room. Consultation to schools and community agencies.

Individual, family, group psychotherapy with children, adolescents and adults. Diagnostic assessment. Crisis intervention, brief therapy, parent training. Sex therapy. Emphasis with ethnic and minority clientele.

Staff Psychologist - 7/74 - 9/75; Ravenswood Hospital CMHC:

Individual, family group psychotherapy with children, adolescents and adults. Supervision of staff and interns. Diagnostic assessment. Crisis intervention, brief therapy, parent training. Sex therapy. Consultation to schools, hospital emergency room, community mental health agencies. Emphasis with ethnic and minority clientele.

Psychological Consultant - 9/73-6/74 ; House of Good Shepherd, Chicago
(Residential treatment for adolescent girls)

Clinical supervision and inservice training of child care staff, teachers and social workers. Administrative consultation to principal. Program development including development of group therapy program.

Mental Health Traineeship - 9/73 - 6/74; 7/71 - 6/72

DePaul University Community Mental Health Center, Chicago, Illinois

Individual, family, group psychotherapy with children, adolescents and adults. Consultation and development of liaisons to urban schools and local mental health agencies. Emphasis with ethnic and minority clientele.

Clinical-Child Psychology Internship (APA Approved) - 9/72 - 9/73

Chicago Read Community Mental Health Center, Chicago, Illinois

Inpatient service to preadolescent (10-14) and adolescent (14-18) units. Outpatient service to local community mental health center. Services included individual, family, group psychotherapy with children, adolescents and adults. Emphasis with ethnic and

minority clientele. Consultation to schools, staff and parents. Development of parent participation program. Administration of volunteer program.

TEACHING EXPERIENCE

“Therapist as Witness”- Nov. 2013, University of Macau, Macau, China- Ph.D. Program
 “Jungian Theory and Practice”-Fall/Winter- 2012-2014- Shih Chien University, Taipei, Taiwan, MA program
 “Theories of Jungian Psychology”, Fall 2008-present. Core Faculty, SSU, M.A. Depth Program
 “Alchemy”- Spring, '09. Sonoma State University, M.A. Depth Psychology Program
 “Attachment and Separation Anxiety “- Spring '09, C.G. Jung Institute, S.F. Continuing Ed. Program
 “Infant Development, the Brain and Psychotherapy–Fall '07, C.G. Jung Institute, Continuing Ed. Program
 “Sandplay and Child Therapy” – Fall 2007, Guest Speaker, Sonoma State University
 Trauma, Sandplay and Healing”- Nov. 3-4, 2006, JFK University, Pleasant Hill, CA
 Adjunct Faculty - September 1993 –1999. Institute of Imaginal Studies; Petaluma, CA
 “Sandplay Therapy” Spring, 1999. Institute of Imaginal Studies; Petaluma,
 “Child Therapy” - Spring, 1998, Summer, 1997; Institute of Imaginal Studies; Petaluma, CA
 “Sandplay Therapy”–Spring, Summer, 1996. Institute of Imaginal Studies; Petaluma, CA
 “Countertransference” - Summer, 1995. Institute of Imaginal Studies; Petaluma, CA
 “Clinical Issues in Treatment of Single Women”, 7/85; Guest Speaker, Rosebridge University, Concord
 “Treatment Approaches with Children” - Spring Semester, 1984; Sonoma State University: Psychology Graduate Program
 “The Arts as Therapy” - Fall Semester, 1981; San Francisco State University.
 “Psychology of Human Behavior” - Spring Semester, 1981; San Francisco State University
 “Family Therapy Seminar” - November, 1980 - May, 1982; Richmond Maxi-Center
 “Sex Therapy Seminar” - Summer 1978; Ravenswood Hospital.
 “Family Therapy Seminar” - September, 1977 - August, 1978; Ravenswood Hospital.
 “Psychology of Exceptional Children” - Winter Quarter, 1975; DePaul University
 “Group Therapy Seminar” - Spring, 1974; House of Good Shepherd.
 “Personality Adjustment” - Winter Quarter, 1974; DePaul University.
 “Behavior Problems of Childhood” - Spring Quarter 1973; DePaul University.

INSERVICE TRAININGS

“Active Imagination and Dream Analysis”- July, '08. Kaiser, Santa Rosa. Dept. Psychiatry,
 “Infant Development and Psychotherapy”- April, '08. C.G. Jung Institute Whitney MH Clinic
 Director Inservice Trainings- Petaluma Peoples Services-November'04 to June '07
 “Sandplay Therapy”- Marin Mental Health Center, 2005-2008.
 “Interpreting Children’s Drawings- Petaluma Peoples Services, 2004
 “Sandplay Therapy”- September, '03,'04; Bay Area Community MHC
 “Sandplay Therapy”- October, 2003; CARE, Santa Rosa
 “Child Therapy”- December, 2001-2004: Marin Mental Health Center.
 “Child Therapy” - July, 1992 - 2003; Petaluma Peoples Services.
 “Sandplay Therapy”– April, 2000; Hospice of Petaluma
 “Sandplay Therapy and Brief Therapy”- Oct. 2000, Kaiser Permanente, Santa Rosa

"Sandplay Therapy" - July, 1992 - 1995; Petaluma Peoples Services
 "Sandplay Therapy" - October, 1995. McCauley Psychiatric Institute, San Francisco
 "Sandplay Therapy"- February, 1993. California Pacific Medical Ctr., San Francisco
 "Sandplay Therapy"- May 1990. Richmond Maxi Center, San Francisco
 "Play Therapy"- March 1989. Richmond Maxi Center, San Francisco
 "Bridging Behavioral and Psychodynamic Child Treatment"-April 1984. Richmond Maxi-Center,
 San Francisco,
 "Behavioral Treatment of Childhood Disorders." - March 1983. Richmond Maxi Center,
 "Stress Management Workshop" - August, 1980; UC Medical Center, Pediatric Unit.
 "Family Therapy with Children" - August, 1978; Ravenswood Hospital.
 "Family Therapy with Adolescents" - August, 1978; Ravenswood Hospital.
 "Diagnostic Assessment" - January, 1973; Chicago Read MHC

PRESENTATIONS

"An East-West Coniunctio: The Relational Field in Cross Cultural Analysis- Jung and China Conference, San Francisco, March 29, 2014
 "Sandplay with Children"- Hong Kong Sandplay Society Conference, Hong Kong, China, March 15, 2014.
 "Sandplay, Dreams and Active Imagination"-International Jungian Conference, Qingdao, China, October, 2013
 "A Western Analyst in Asia"- International Jungian Conference, Taipei, Taiwan- October, 2013
 "Transference-Countertransference"- September, 2013, TIP, Taipei, Taiwan
 "Transference-Countertransference in Sandplay", IAAP Conference, Aug. 2013, Copenhagen
 "Preschool Teacher's Conference"- Keynote, April, 2013, Shih Chien University, Taipei
 "The Archetypal Masculine"- March 2012, TIP, Taipei, Taiwan
 "Therapist as Witness"- Dec.8-9, 2012- National Conference-Taiwan Sandplay Society, Taipei, Taiwan
 "The Child Complex"- Nov. 2012, TIP, Taipei, Taiwan
 "Jung, Blake and the Book of Job", Sept. 2012, TIP, Taipei, Taiwan, April, 2013, Hong Kong, China
 "Sandplay as Multidimensional Space"- June, 2012. 5th Annual Chinese Analytical Conference, Macau
 "Witnessing Sandplay"- June, 2012. National Sandplay Conference, Berkely, CA.
 "Therapist as Witness" – Aug. 2011. Keynote, ISST Conference, Ittingen, Switzerland
 "Individuation- An Analytic Case Study"- May 2011 - Taipei, Taiwan
 "My Secret Garden- Attachment and Sandplay – March, 2011- RECAMFT
 "Symbolic Space"- March, 2011 - Child Colloquium, C.G. Jung Institute, San Francisco
 "Defenses of the Self and Sandplay" –Oct. 2010, TIP, Taipei, Taiwan
 "Attachment and Defenses of the Self" - Oct. 2010. Hong Kong, China
 "My Secret Garden- Attachment and Sandplay"- Nov. 2009. ISST Conference, Kyoto, Japan
 "Bette Boop: An Image of Child Mind" – March, 2007, North - South Conference of Jungian Analysts, Carmel, CA
 "What does the Child Analyst Bring to Jungian Thought?"- Sept. 2006- Child Colloquium, C.G. Jung Institute, San Francisco
 "A Child's Session- Insecure Attachment"- May, 2006- International Jungian Workshop on Children and Adolescents - Lucerne, Switzerland
 "A Child Sandplay Case"- Oct. 2001; C.G. Jung Institute Child Colloquium, San Francisco, CA

"The Symbol of Ganesh in Sandplay" – March, 2000; Child Therapy Institute of Marin
 "Developmental Tasks of 6-12 Year Olds"- Montessori Children's House, Petaluma, 11/92
 "Family Stress Management Surrounding the Birth or Adoption of a Child", University of California S.F., March 1983.
 "Stress Management During Pregnancy" - March of Dimes Conference. Chicago, Illinois, February, 1977.
 "Female Sexuality" - Symposium, March 1977; Ravenswood Hospital.
 "How to be an Effective Parent" - August, 1975; Ravenswood Hospital.
 "Should a Mother Go to Work?" Ravenswood Hospital, Chicago, Illinois, Aug. 1974
 "Mood and Mental Achievement as a Function of the Menstrual Cycle in Adolescents".
 Midwestern Psychological Association Convention - Chicago, Illinois, May 1974.

PUBLICATIONS AND RESEARCH

"An East-West Coniunctio: The Relational Field in Cross Cultural Analysis" in **Between Innovation and Tradition: Jungian Analysts Working in Different Cultural Settings**. Catherine Crowther and Jan Wiener, eds. (In Process 2015)
 "Therapist as Witness" - Journal of Sandplay Therapy- (Spring or Fall 2014. In process)
 "C.G. Jung's Red Book – A Review"- Journal of Sandplay Therapy, Vol.19, Number 1, 2010
 "The Way of the Dream: Conversations on Jungian Dream Interpretation with Dr. Marie-Louise von Franz: A Review". Journal of Sandplay Therapy, Vol. 18, Number 2, 2009.
 "Sandplay Therapy"- January 30, 2008- Podcast Shrink Rap Radio #135-
<http://www.shrinkrapradio.com/2008/01/30/135-jungian-sandplay-therapy/>
 "Bette Boop: An Image of Child Mind"- Proceedings of the North South Conference of Jungian Analysts, March, 2007. www.sfjung.org/nosoproceedings2007.pdf
 "Ganesa: Lord of Obstacles"- Journal of Sandplay Therapy, Volume IV, Number 2. Spring, 1995
 "The Dreidle as Symbol" - Journal of Sandplay Therapy. Volume III, Number 1. Fall, 1993.
 "Fear of Success in School Age Boys and Girls: Developmental Level, Sex Differences, and Parental Attitudes" - Doctoral Dissertation. DePaul University, 1977.
 "Mood and Mental Achievement as a Function of the Menstrual Cycle in Adolescent Females" Master's Thesis. DePaul University, 1974.

PROFESSIONAL AFFILIATIONS

C.G. Jung Institute of San Francisco – Analyst Member
 California Pacific Medical Center - Affiliate Staff
 National Register of Health Service Psychologists #42657
 American Psychological Association (APA), Member
 San Francisco Psychological Association (SFPA), Member, Treasurer 2004-2007
 Redwood Psychological Association (RPA), Member
 Northern California Sandplay Society (NCSS), Past President, Executive Council.
 Sandplay Therapists of America (STA), Teaching Member
 International Society of Sandplay Therapists (ISST) – Teaching Member
 Northern California Regional Sandplay Society (NCRSS) – Teaching Member

CIVIC POSITIONS

Petaluma City Council - Child Care Committee, Appointed Position - 1991-1993.

Montessori Children's House - Parent Satisfaction Committee, Appointed Representative - 1991-1993.

KIM ROSEN—RESUME

Education and Training

Yale University, B.A. Magna Cum Laude, 1980
Sarah Lawrence College Graduate School, MFA in Poetry, 2001
Institute of Core Energetics (New York), Training in Core Energetics Therapy, 1980
Gestalt Institute of New York, Training in Gestalt Therapy, 1977
The Work of Byron Katie, Certification in 1998
New York University, Graduate courses in Drama Therapy, 1981
Other Professional Training: Pathwork Helpership, Breathwork, Massage and Healing
Poetry Writing Intensives with Galway Kinnell, Marge Piercy, David Whyte and Sharn Olds
Squaw Valley Community of Writers, Summer 1998, 2001

Books and Other Publications

Saved by a Poem: The Transformative Power of Poetry, (Hay House, October 1, 2009)
Poetry Editor and “Saved by a Poem” column in *Spirituality and Health Magazine*
Articles published in various publications including *O Magazine*, *The Sun Magazine*, *Spirituality and Health*,
Shaman’s Drum, *Meditation Magazine*, *Horizons*, *Creation Spirituality*, *Body, Mind and Spirit*.
Consultant to Roger Housden in *Ten Poems to Open Your Heart* (Harmony Books, 2002) and *Ten Poems to Set You Free* (Harmony Books, 2003)
Poetry published in *Central Park Literary Magazine*, *The Current*, *Frontiers*, *The Dickens*, *Eclipse*, *The Texas Review*, and others.
Recipient of the *Robinson Jeffers Tor House Prize*, 2001
Beaten by the Angel, a chapbook of poems, self-published 1999.
Co-founder and editor: *Spark! The Worldwide Newsletter of the International Pathwork Foundation*
Chapter in *Animals as Teachers and Healers* edited by Susan MacElroy published by New Sage Press.

Discography

Only Breath – spoken poetry with music by Jami Sieber and other musicians, Out Front Music, 2008,
www.myspace.com/jamisieberandkimrosen
Vesica – spoken poetry with music by Jami Sieber, Out Front Music, 2004
The Fire and the Rose – spoken poetry with music by Jami Sieber, Out Front Music, 2002
Naked Waters – spoken poetry with music by Peter Kater, Earthsea Records, 1998
Delphys: Ocean Born – lyricist and co-producer, 1993
Delphys: Sacred Spaces for Inner Journeys – writer, lyricist, performer and co-producer, 1990

Workshops, Courses and Retreats

2012 – present Founder and Teacher of **The Poetry Depths Mystery School**

2001 – present Workshops, trainings and retreats on the transformational power of poetry in the U. S., Canada, Brazil, Argentina, Uruguay, Ireland, and throughout the UK.

2001 – present Faculty of **Kripalu, Esalen, Wisdom University, The International Pathwork Foundation, The Open Center, and the Omega Institute**, as well as other institutions in the US and abroad.

1985 - present Faculty member, Teacher and Pathwork Helper in the Pathwork of California, Brazil, Argentina, Uruguay, New York, Canada and the International Pathwork Foundation. Taught workshops, intensives and professional training throughout North and South America.

1995 - 99 Creator/Teacher of workshops, seminars, and retreats on writing, movement, sound, Breathwork and ritual as doorways to spiritual awakening -- including poetry readings, musical performances, group ritual and theatre.

1994 - 98 Designer and Teacher of the “Inner Unfolding” program in **The School for Enlightenment and Healing**, New York, NY and San Diego, CA.

Conferences and Multi-Media Events Include

- 2012 Featured speaker at TEDxMaui, “Remembering our First Language: Poetry’s Medicine for Our Times”
- 2006 – 2008 Featured spoken word artist in Jennifer Berezan’s *Praises for the World*, Masonic Temple, Oakland and Atlanta Georgia
- 2008 Featured spoken word artist in *V to the 10th*, New Orleans Superdome, sponsored by V-Day, a worldwide movement to stop violence against women.
- 2006 -- 2008 Featured spoken word artist in *Women and Power Conference*, featuring Eve Ensler, Maya Angelou, and others at the Omega Institute and New York Sheraton
- 2007 Presenter and featured spoken word artist at the Institute of Noetic Sciences (IONS) Annual Conference
- 2007, 2008 Presenter and featured spoken word artist in A Mourning Conference, sponsored by the JCC of San Francisco
- 2008 Presenter and spoken word artist in The Association for Professional Chaplains Annual Conference
- 2006 – present Inspirational presentations and spoken mystical poetry at various Unity Churches, The Center for Spiritual Enlightenment, The Church of Religious Science, and other spiritual organizations.

Performances

- 2008 – present “Only Breath” Poetry Concerts with Jami Sieber, Jennifer Berezan, Steve Gorn and other musicians in Conferences, Universities, Spiritual and Religious gatherings, Prison facilities, schools and retreat centers including Kripalu, Omega, IONS and Wisdom University.
- 2002 – 2007 “Vesica” Poetry Concerts with musicians Jami Sieber, Michaelle Goerlitz and others in Conferences, Universities, Spiritual and Religious gatherings, Prison facilities, schools and retreat centers.
- 1998 – present Various collaborations with musicians Peter Kater, Jennifer Berezan, Chloe Goodchild, David Darling, Ulali, Paul McCandless, Jami Seiber, Rhiannon, Gary Malkin, Caroline Myss and Roger Housden.. Venues include Grace Cathedral (San Francisco), Chartres Cathedral (France), Santa Rosa Juvenile Lock Down Facility, and others.
- 1998 “The Poemson Project” Multimedia Poetry/Music event performed throughout the U.S.
- 1995-1997 “Penumbra: the Illuminated Shadow” Multimedia Poetry/Music event performed in Eugene, Oregon, Los Angeles California and Woodstock, NY.

YouTube

You can view videos of Kim’s work on You Tube. <http://www.youtube.com/watch?v=ifZg87GBnq8>

Other Related Experience

For several years, Kim has also done humanitarian work in Kenya, leading trauma work in the Kibera Slum outside of Nairobi with groups of women with HIV, and traveling to the V-Day Safe House for Girls in the Rift Valley where she worked with the girls in poetry and performance, and traveled to the Maasai villages to document the fight against Female Genital Mutilation and Early Childhood Marriage. She returns to Kenya as frequently as possible to work with both communities.

Roxanna L. Rutter, Ph.D.

4833 REGENTS WALK, Shorewood, MN 55331

Post Office Box 142, Wayzata, MN 55391

TEL 510 495-5643

roxannalr@gmail.com

WEBSITE (under reconstructio): [HTTP://VESSELOFVOICES.COM](http://VESSELOFVOICES.COM)

OBJECTIVE

To work with a dynamic, caring team of professionals and individuals committed to wellness and living from the heart as well as the 'mind'; that values learning and mindfulness through relationship; who respect differences and connect through similarities.

To help people heal 'broken hearts' and unmet needs, to move beyond limiting beliefs into wholeness of Self; to help guide individuals and groups to identify, acknowledge, and tap into the wellspring of creative life force.

To teach life skills and integration of body-mind-heart-soul through 1) expressive arts, with a focus on voice-movement, and visual arts 2) contemplative arts guided visualization and meditation, Authentic Movement and spiritual mentoring.

To empower people to actively participate in their own life choices, healing, and creation of lives they imagine living through transformational personal and spiritual growth programs.

To actively engage in collective team work: to respect and further lifelong learning, serving, and celebrating life; to fully engage in what is possible in the present time.

EXPERIENCE

Authentic Movement and Voice Retreats

Application of Expressive Arts to Higher Brain Living Facilitators and Clients

MAY 2014 - present

Coordinate, teach, and facilitate small groups: embodiment of 'higher consciousness'

Master Facilitator, Higher Brain Living®

AWAKEN Higher Brain Living Center

Wayzata, Minnesota/ Littleton, Colorado

AUG 2013 - Present

Coordinate and Present Higher Brain Living System; how to shift from lower brain to higher brain, bridging latest in neuroscience and the brain with ancient mystical teachings.

Facilitation of gentle-touch technique, 22-step program.

Clinical Psychologist

ASLAN INSTITUTE

Integrative Mental Health Center 4141 Old Sibley Memorial Highway Eagan, MN 55122

FEB 2012 - JAN 2014

Provide individual counseling and in-depth psychotherapy for adults; part-time. In-service Facilitation and teaching quarterly.

FOUNDER AND DIRECTOR, *VESSEL OF VOICES*

AUTHENTIC TRANSFORMATION FOR SENSITIVE SOULS LIVES IN TRANSITION

Expressive Arts, Healing and Contemplative Arts; Individual, Groups, Retreats, Conference Calls

CALIFORNIA, ARIZONA, MINNESOTA MARCH 2007 - JAN 2015

Prior to Founding of *Vessel of Voices*

Private Practice in Jungian-oriented Psychotherapy and Mindfulness

Bay Area, California Minneapolis, Minnesota

1996 - 2005

Facilitate and counsel individuals and groups in psychotherapy, life enhancement training, and creative/spiritual expression; thereby helping people live more meaningful lives through their relationships with family and friends, expression, and how their contributions to their families, communities, and the world.

Instruct and guide individuals and groups in person and on teleconference in Heart Rhythm Practice, Guided Imagery, and breathing techniques to cope with modern day stressors, loss, and life transitions.

Lead Spiritual Development/Creativity Workshops for adults and children.

1994 - Present

Develop and facilitate Women's Retreats ~ to help women connect with their bodies and voices in a positive, active way; to slow down, listen and learn to trust signals from the body-voice and re-discover spontaneity and play.

1994 - Present

Create and maintain a safe, compassionate environment where relationship with other and with oneself is nurtured and cultivated, thereby forging deep trust, confidence, and sense of self/Self.

Studio Instructor, Meditation and Movement Clinical Psychologist

The Marsh Balance and Fitness Center Minnetonka, Minnesota 55345

1994 - 2003

Developed and Facilitated Integrative Meditation classes, workshops, retreats. **Identified needs of members;** developed annual workshop series based upon mission of living in balance with greater vitality and optimism.

Taught integrative meditation. Provided individual counseling and in-depth psychotherapy for wide variety of circumstances for adults and children; age range: 7 - 93 years old ~ life transitions (cultural adjustment for corporate job transfers, divorce, loss of loved one, midlife), release of creative and spiritual blocks, identification of personal strengths and purpose, etc.

Provided in-house meditation and movement workshops for studio instructors. Stimulated staff interest in stress reduction and application of meditation. Developed and facilitated Authentic Movement Retreats for Women Customized individual programs to inspire and motivate, enhance feelings of wellness, and help to create more fulfilling, deeper connections in life. Conducted research on members' response to meditation, breathing techniques.

!

EDUCATION

HIGHER BRAIN LIVING® Advanced and Mastery Level Training

Chicago, Illinois Taught by Dr. Michael Cotton

JULY - AUG 2013, JAN 2014, JULY - AUG 2014, JULY - AUG 2015

Comprehensive, in-depth training: Neuroscience and the human brain, human development and evolution; facilitation of gentle-touch technique, leadership skills for the change agent'.

VOICE MOVEMENT THERAPY Intensive Training

SAINT PAUL MN Taught by Carolyn Campfield, Ph.D. and Barbara Strasberg

SPRING 2004

Ten Week Intensive with additional classes, prior year of 1:1 VMT sessions with Dr. Campfield

AUTHENTIC MOVEMENT Intensive Training/Experiential and Didactic Seminars

BODEGA BAY, CA Taught by Janet Adler, ADTR

1989 - 1998

CALIFORNIA SCHOOL OF PROFESSIONAL PSYCHOLOGY

BERKELEY, CA

Ph.D.Clinical Psychology

JUNE 1989

SAN FRANCISCO STATE UNIVERSITY

M.A. Sculpture major, Psychology minor B.A Creative Arts Interdisciplinary

JUNE 1979

JAN 1976

SKILLS and STRENGTHS

Creative and innovative thinker; creatively applies training and techniques professionally and personally. Easily identify creative solutions to problems.

Empathic, sensitive to others' needs and communication/learning styles.

Excellent listening skills; great capacity for compassion.

Optimistic, positive outlook ~ easily perceive positive qualities and untapped potential for personal and professional development, creative expression.

Effective, clear communicator. Adaptable, flexible. Work with wide range of people, cultures, and settings. I thrive in situations that include 'the unknown', novel experiences, places, people.

Intuitive and insightful. Energetic and calm.

COMMUNITY CONTRIBUTIONS ~ since 2005

Community Support

People in transition: medical, new location, bereavement

As needed

Inspirational, Follow-Up Conference Calls
Optional (to clients and facilitators of HBL)
Follow-up to personal growth program and sessions
SPRING 2014 - Present

Marine Mammal Center, Marin Headlands, CA! Hospital/Clinic Volunteer
2005-2006

Meditation and Guided Imagery Instruction 'Scholarships' to people with health issues/lack
of funds. Teleconferences for Heart Health ~ offered free of charge
1998 - 2008

Reduced Fee Therapy
1986 - 2004

REFERRALS

Liz Anema, Studio Director
The Marsh Balance and Fitness Center, Minnetonka, MN Tel: 612-251-3631

Shirley Mayfield, Ph.D.
Licensed Psychologist Albany, California Tel: 510-527-1083

Sandy Dibbell-Hope, Ph.D.
Licensed Psychologist, Teacher Danville, California Tel: 925-824-2600

WORK EXPERIENCE

A) ACADEMIA

i) AREAS OF EXPERTISE: Consciousness, Creativity, Dreams, Holistic Health, Intuition, Personality, Relationships, Transpersonal Development.

ii) COURSES TAUGHT: Adult Development and Aging; Behavioral Psychology; Careers in Psychology; Cognition; Counseling Psychology; Creating Your Future; Critical Thinking; Cross-Cultural Communication; Death and Dying; Psychology of Diversity; Psychology of Dreams; Exceptional Human Experiences; Existential Psychology; Small Group Interaction; Health Psychology; History and Systems of Psychology; Holistic Studies; Humanistic Psychology; Human Relations; Introduction to Psychology; Intuition; Jungian Psychology; Life-Span Development; Psychology of Meditation; Motivation; Myth, Dream, and Symbol; Psychology of Peak Performance; Personality; Psychoanalysis; Psychopathology; Psychology of Religion; Psychology of Self-Discovery; Qualitative Research; Self (Soul) and Healing; Human Sexuality; Psychology of Stress; Social Psychology; Sports Psychology; Transpersonal Psychology.

iii) TEACHING AND ACADEMIC ADMINISTRATION:

SONOMA STATE UNIVERSITY, Rohnert Park, CA (1/02 – present). Adjunct Faculty for Department of Psychology and Osher Lifelong Learning Institute, and Associate Professor for Depth Psychology MA Program and School of Extended and International Education for undergraduate and graduate students, professionals receiving CEUs, and students 50 years of age and up; taught in-person and online; served on master's students' thesis committees as Chair or Committee Member.

DOMINICAN UNIVERSITY OF CALIFORNIA, San Rafael, CA (8/01 – 2/17). Psychology Instructor (Adjunct Faculty).

CITY COLLEGE OF SAN FRANCISCO, San Francisco, CA (8/93 – 8/05). Psychology Instructor (Adjunct Faculty).

INSTITUTE OF TRANSPERSONAL PSYCHOLOGY, Palo Alto, CA (9/92 – 3/03). Psychology Instructor (Adjunct Faculty) for master's and doctoral students; taught in the Global Program; taught in-person and online; Prerequisite Testing for incoming master's and doctoral students; Assistant Dissertation Coordinator; Admissions Committee Member.

JOHN F. KENNEDY UNIVERSITY, Campbell, CA (10/97 – 12/99). Adjunct Faculty for master's students in the Graduate School for Holistic Studies.

SAN JOSE STATE UNIVERSITY, San Jose, CA (1/95 – 6/95). Psychology Instructor (Adjunct Faculty) for undergraduate and graduate students; served on undergraduate student thesis committee.

iv) PUBLICATIONS:

Gorassini, D., Sowerby, D., Creighton, A., & Frey, G. (1991). Hypnotic suggestibility enhancement through brief cognitive training. *Journal of Personality and Social Psychology*, 61 (2), 289-297.

Sowerby, D. F. (2001). The light of inner guidance: A heuristic study of the recognition and interpretation of intuition. *Dissertation Abstracts International*, 62 (04A), 1444. (Publications No. 3011300)

Sowerby, D. F. (2012). *Intuition and dreams: How to realize your healing potential in all areas of life*. Infinity Publishing.

v) PRESENTATIONS:

Sowerby, D. F. (March 21, 2001). *The light of inner guidance: The recognition and interpretation of intuition*. Presentation at Sonoma State University.

Sowerby, D. F. (November 22, 2002). *Dream incubation and intuitive dreams*. Presentation at Sonoma State University.

Sowerby, D. F. (April 28, 2003). *Awakening intuition*. Presentation at Sonoma State University.

Sowerby, D. F. (September 27, 2005). *Dream incubation and intuition*. Presentation at Sonoma State University.

Sowerby, D. F. (May 11, 2007). *Dream incubation and intuition*. Presentation at Sonoma State University.

Sowerby, D. F. (February 23, 2009). *Dream incubation*. Presentation at Sonoma State University.

Sowerby, D. F. (September 21, 2009). *Dream incubation*. Presentation at Sonoma State University.

Sowerby, D. F. (November 9, 2013). *Intuition, dreams, and healing*. Presentation at Sonoma State University.

Sowerby, D. F. (December 7, 2013). *Intuition and dreams: How to realize your healing potential in all areas of life*. Presentation at *Book Passage* bookstore in Corte Madera, CA about my book.

Sowerby, D. F. (April 8, 2022). *Intuition, Dreams, and Healing*. Presentation at Antioch University

vi) PROFESSIONAL ASSOCIATIONS:

- Member of the California Faculty Association
- Member of the California Teachers Association
- Member of the American Association of University Professors
- Member of the National Education Association

B) CONSULTING

(1/90 – present). Consulting with individuals, groups, organizations, and agencies. Areas of expertise include: *Consciousness, Creativity, Dreams, Holistic Health, Intuition, Personality, Relationships, and Transpersonal Development*. Expert Outside Reader for Depth Psychology student's doctoral dissertation. Dissertation advising for doctoral students. Copy-editing books. Previous workshop topics: *Death and Dying; Dreams; Equality of the Genders; Creating a Healthy Life; Intuition; Intuition and Dreams: Healing Ourselves and Others; The Role of Intuition in Therapy; Creating Healthy Relationships; Stress Management; Transpersonal Development; Preventing Domestic Violence*.

C) PSYCHOTHERAPY AND GROUP LEADERSHIP

CATHOLIC FAMILY SERVICES OF TORONTO, Toronto, Ontario (1/90 – 8/92).

Psychotherapist for individuals, couples, and families; facilitated stress management and psychoeducational groups for clients and staff; family life education presentations for high schools; outreach to and networking with community agencies.

CATHOLIC FAMILY COUNSELING CENTER, Kitchener, Ontario (9/88 – 12/88).

Psychotherapist for individuals, couples, and families; facilitated a stress management group.

INTERFAITH PASTORAL COUNSELING CENTER, Kitchener, Ontario (1/88 – 6/88).

Psychotherapist for individuals, couples, and families; coled a marriage enrichment group.

FAMILY SERVICE ASSOCIATION OF TORONTO, Toronto, Ontario (5/87 – 8/87).

Facilitated workshops for single-parent mothers.

D) COUNSELING CHILDREN AND ADOLESCENTS

Various Camps, Ontario, Canada (6/84 – 8/89). Counselor for children and adolescents; served on head-staff committees; instructed tennis.

ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES, London, Ontario (9/85 – 4/86). Volunteer tutor for a 12-year-old boy.

YORK SUPPORT SERVICES NETWORK, Newmarket, Ontario (1/84 – 6/84). Mediator for an autistic youth; helped him develop appropriate social behavior in his community.

E) MANAGEMENT

ONTARIO MINISTRY OF TRANSPORTATION AND COMMUNICATIONS, Downsview, Ontario (1/84 – 4/84). Assistant manager of a fuel conservation program; included research, reports, surveys, liaison with managers, and committee work.

ATOMIC ENERGY OF CANADA, Mississauga, Ontario (4/83 – 8/83). Researched and prepared monthly report statistics; developed time-management systems.

EDUCATION

INSTITUTE OF TRANSPERSONAL PSYCHOLOGY, Palo Alto, CA (9/92 – 6/01). **Doctor of Philosophy in Transpersonal Psychology; Master of Arts in Transpersonal Psychology**. Dissertation topic: *The Light of Inner Guidance: A Heuristic Study of the Recognition and Interpretation of Intuition*. **Scholarships:** these awards (92/93, 93/94, 94/95, 95/96, 96/97, 97/98) were based on the school's assessment of my contributions to its community and to the field of Transpersonal Psychology.

WILFRID LAURIER UNIVERSITY, Waterloo, Ontario (9/87 – 6/89). **Master of Social Work**. Areas of Concentration: Individual, Couple, Family, and Group Therapy. Thesis topic: *The Integration of Spirituality and Psychotherapy: An Innovative Paradigm of Individual, Marriage, and Family Therapy*.

UNIVERSITY OF WESTERN ONTARIO, London, Ontario (9/85 – 4/87). **Bachelor of Arts**. Area of Concentration: Psychology. Research topics: *Attitude Change Regarding World Peace Feasibility*, and *Coping Strategies and Symptomatic Distress*.

UNIVERSITY OF WATERLOO, Waterloo, Ontario (9/82 – 4/85). Areas of Concentration: Engineering and Physics.

SOCIAL AND COMMUNITY DEVELOPMENT ACTIVITIES

- Presentations of a Peace Document to dignitaries and professors (86 – 91); this proposal has been presented to the United Nations and to virtually all states and governments throughout the world
- Appointed to serve on a National Committee for the Equality of Women and Men (1/89 – 8/92); this council was responsible for research and publication of equality issues, and coordinating national conferences
- Elected to serve on Local Councils in Waterloo (4/88 – 4/89) and Palo Alto (3/93 – 9/93); these assemblies were responsible for community development

- Delivered lectures and facilitated discussions at universities, conferences, and community centers (87 – present); topics included: *Equality of the Genders; Freedom; Human Nature; Intuition, Dreams, and Healing; Marriage and Family Life; Peace; Human Sexuality; Spiritual Development*
 - Interviewed on television, radio, podcasting, and for newspapers; topics included: *Death and Dying; Family Therapy; Freedom; Intuition; Intuition, Dreams, and Healing; Stress Management; Success*
-

ATHLETICS

Present Activities:

- Strength (weight) training
- Cardiovascular training
- Stretching

Previous Competition:

- University of Western Ontario Varsity Squash Team (international and interstate)
- Tennis (regional and local)
- Basketball (regional and local)

Previous Instructing:

- Squash (National Instructor Certification)
- Tennis (Provincial Instructor Certification)

Barry Spector is a mythologist, author and oral poem teller in the old traditions. He is the author of *Madness At The Gates Of The City: The Myth Of American Innocence*, and has published articles in *Jung Journal: Culture and Psyche*. He and his wife Maya perform in *The Great Night of Rumi*, *Rumi's Caravan* and *The Great Night of Soul Poetry*, regular celebrations of recited poetry and music. Although not a poet himself, Barry feels that the revival of spoken poetry and storytelling is a key to cultural renewal. He and Maya also present Oral Traditions Poetry Salons at their home and conduct an annual *Day of the Dead* grief ritual in early November.

ALEX WARDEN

5591 Volkerts Rd. Sebastopol, CA
415- 847 2814
essentialoneness@gmail.com

EDUCATION

- 2014-Present Interspiritual Meditation Program ISM
Mentor – US (currently enrolled)
- 2011 The American Institute of Health Care Professionals, Ohio, US
Certified Spiritual Counselor – US (1.5 years)
- 1992 Montessori Teacher Education Center, California, US
Montessori Elementary 6-12 Teaching Certificate (two years)
- 1981 Instituto Santa Ana y San Joaquín A-252 (CABA, Argentina)
Teaching Degree (three years)

Deleted: ¶

OTHER EDUCATION and SPIRITUAL TRAINING

- 1998-present *Student*, at The Golden Sufi Center under the direction of Llewellyn Vaughan-Lee, PhD., a Sufi Master in the Naqshbandiyya-Mujaddidiyya Order of Sufism from India. Areas of study: meditation of the heart, *dhikr* (mantra), dreamwork, sacred feminine and the world soul (spiritual ecology), and oneness
- 1989-1993 *Mentee*, of Frances Wolf, a disciple of Maria Montessori and Co-Founder of the Argentine Association of Music Therapy. Areas of study: Montessori philosophy and application and Waldorf philosophy and application.

Deleted: ¶

PROFESSIONAL

- 2015-present *Founder*, Essential Oneness Foundation (Fundación para la Unidad Esencial). Santiago, Chile.
- 2015-present *InterSpiritual mentor*, for groups and individuals. US and Latin America
- 2014-present *Lecturer at universities*. Latin America. See list below (2)
- 2014 *Author*, El Llamado de Mi Corazón (a spiritual autobiography based on dreams and mystical experiences)
- 2011-present *Sole instructor*, Online Spiritual Dreamwork (monthly group meetings with various Latin American countries)
- 2011-present *Director*, Essential Oneness: a Feminine Knowing, an interspiritual and multicultural project. CA. www.essentialoneness.org and www.launidadessencial.blogspot.com
- 2008-present *Online Sufi guide*. Latin America
- 2008-present *Spiritual director*. US and Latin America
- 2007-present *Workshop and retreat teacher*, US and Latin America. See list below (3)
- 2007-present *Lecturer for the general public*, Latin America. See list below (2)
- 2006-present *Coordinator*, of Spanish Office of the Golden Sufi Center, CA.
- 2005-present *Spanish translator*, for the work of Llewellyn Vaughan-Lee, PhD., and The Golden Sufi Center. CA.
- 1993-present *Writer*, articles for magazines. US and Latin America. See list below (1)
- 1989-1993 *Founder and director*, Greenfield, the first Montessori-inspired bilingual elementary and middle school in Argentina. Buenos Aires
- 1985-1989 *Founder and director*, Fantasyland, a Montessori-inspired bilingual pre-school and kindergarten which merged into Greenfield. Buenos Aires, Argentina

Deleted: ¶

(1) ARTICLES and BOOKS (authored unless specified)

- 1993 Departamento de Educación, “Educational Experience of the Integrated Open Classroom”, *Argentinean Department of Education*, Spanish. Argentina
- 1991-1993 *Editor and publisher*, “Greenfield,” an educational gazette. English and Spanish. Argentina

Deleted: ¶

ALEX WARDEN

5591 Volkerts Rd. Sebastopol, CA
415- 847 2814
essentialoneness@gmail.com

- 2007 *El Umbral* magazine, "Body and Soul: Healing the Heart of the World". Spanish. Argentina.
- 2007 *Encontrando Caminos* magazine, "Sufism and Oneness: A Feminine Understanding of the Unity of Life and the World". Spanish. Argentina.
- 2012 *Common Ground* Magazine, "Relational Consciousness: A Next Step in Human Evolution." US
- 2012 *Huffington Post*, articles on oneness and spirituality in politics. US
- 2013 *Light of Consciousness Journal*, "The Feminine Principle and Our Next Step in Evolution." US
- 2014 "El Llamado de Mi Corazón" (The Call of My Heart: A Spiritual Autobiography) 1st Edition. Spanish. Chile. 2nd edition published in 2015. 1st edition published in Argentina in 2016.
- 2014 *Contributor*, "How Do you Pray," by Celeste Yacoboni (prayer for the Earth). US
- 2014 *El Umbral* Magazine: "The Return of the Mystic and the Awakening of the Earth". Spanish. Argentina
- 2014 *Uno Mismo* Magazine: "Oneness, the Feminine and Dreamwork". Spanish. Argentina
- 2014 *Sophia Magazine*: "The Importance of Recognizing the Sacred in the Feminine." Spanish. Argentina
- 2014-Present *Visions for a New Earth* (a story of the journey of Love within matter) book in process. English and Spanish. US
- 2016 *Uno Mismo* Magazine: "The Sacred Feminine and the Soul of the World". Spanish. Argentina
- 2016 *Uno Mismo* Magazine: "The Sacred Substance in Women and the Earth". Spanish. Argentina.

(2) PUBLIC LECTURES and UNIVERSITY LECTURES (in all cases lecturer unless specified)

- 1989-1993 "Educational Techniques and Methodologies," talks and seminars at various schools. Argentina, Uruguay, Paraguay.
- 1991-1993 "Educational Techniques and Methodologies for Parents," Greenfield School. monthly talks. Buenos Aires, Argentina
- 1992-1993 "Montessori Education for Educators," weekly seminar, Greenfield School. Buenos Aires, Argentina
- 1992-1993 "Philosophy of Education," bi-monthly seminar, Greenfield school. Buenos Aires, Argentina
- 1993 "Montessori Math Educational Materials," Saint Andrew's Fair. Buenos Aires, Argentina
- 2007 "The Feminine and the Soul of the World," 3 public talks. Capital Federal, Argentina.
- 2011 "The Meaning of the Feminine," *panelist*, The Feminine Light in the Middle East Symposium. CA, US
- 2012 "Anima Mundi: The Awakening of the World," Argentina National Library. Capital Federal, Argentina
- 2013 "Soul Dreams," *speaker*, Women of Spirit and Faith Symposium: Alchemy: Occupy Your Sacred Self. CA, US
- 2013 "Relational Consciousness: A New Awareness of the Feminine," *speaker*, Sand 13: The Nature of Perception (Science and Non-Duality). CA, US
- 2013 "The Feminine and the World Soul," *speaker*, International Conference of Interspirituality (Dawn of Interspirituality). Seattle, US.
- 2013 "The Function of Dreams in Communicating with the Individual and the World Soul," Argentina National Library. Capital Federal, Argentina
- 2014 "Spiritual Ecology," La Serena Municipal Center. La Serena, Chile.
- 2014 "Feminine Consciousness in Spirituality," Universidad del Pacifico (Department of Psychology). Santiago, Chile

Deleted: ¶

ALEX WARDEN

5591 Volkerts Rd. Sebastopol, CA
415- 847 2814
essentialoneness@gmail.com

- 2014 “Being a Woman Today: The Role of Women and the Healing of the Earth,” Escuela de Medicina Energetica (School of Energetic Medicine). Santiago, Chile
- 2014 “The Transcendence of the Ego in Psycho-spiritual Evolution,” Universidad Diego Portales (Department of Psychology). Santiago, Chile
- 2014 “Messages of the Heart in the Language of Dreams,” Centro Tributierria (a transpersonal psychology center). La Serena, Chile
- 2015 “Eve and I,” Big I Conference: Ministering for the Earth. California, US.
- 2015 “How Do You Pray,” *speaker* CA. US
- 2015 “Conscious Education,” AIEP (Universidad Andrés Bello: Instituto Profesional). La Serena, Chile.
- 2015 “Dialogs and Reflections Regarding the Transpersonal,” *speaker*, Universidad Diego Portales (Department of Psychology).
- 2015 “Education and Spirituality,” *co-speaker*, Universidad de la Serena, Sala de Exposiciones. La Serena, Chile
- 2015 “The Child as a Spiritual Being,” Universidad de La Serena (Department of Education). La Serena, Chile
- 2015 “Spiritual Ecology,” IDMA (Institute of the Environment). Santiago, Chile
- 2016 “The Spiritual Meaning of Water,” IDMA (Institute of the Environment). Santiago, Chile
- 2016 “The Sacred Feminine and its Relation with the Anima Mundi,” Centro La Posada del Ser. Buenos Aires, Argentina.
- 2016 “Evolutive and Spiritual Differences between Traditional and Alternative Educational Systems,” Universidad Ibero, Aula Magna (open talk for professors). Tijuana, Mexico

(3) WORKSHOPS (sole instructor unless specified) AND RETREATS (teacher unless specified)

- 1989-1993 “Montessori Philosophy and Practice,” *bi-weekly workshops*, Greenfield School. Buenos Aires, Argentina.
- 2008 “Oneness and Feminine Consciousness,” *workshop*. Buenos Aires, Argentina
- 2009 “Dreamwork,” *workshop*. Buenos Aires, Argentina
- 2009 “Spiritual Dreamwork,” *retreat*. Buenos Aires, Argentina
- 2011-present “Online Spiritual Dreamwork,” *year-round monthly workshops*, for groups and individuals from Mexico, Colombia, Uruguay, Argentina and Chile
- 2011 “Women’s Power Circle,” a 10 Month (*twice a month*) *workshop*. CA, US
- 2012 “Marrying our Feminine and Masculine Consciousness,” *workshop*. Buenos Aires, Argentina.
- 2012 “Marrying our Feminine and Masculine Consciousness,” *workshop*. La Serena, Chile.
- 2012 “The Qualities of the Soul and the Prayer of the Heart,” *retreat*. Buenos Aires, Argentina
- 2012 “Finding Peace in a World in Crisis,” *co-teaching workshop*. Coquimbo, Chile
- 2012 “Stages of Mystical Prayer and their Expression through Dreams,” *retreat*. Valle del Elqui, Chile.
- 2012 “The Birth of a New World,” *workshop*. La Serena, Chile
- 2013 “The Soul of the World and the Inner Feminine,” *workshop*. San Rafael, CA, US.
- 2013 “Longing for Love,” *retreat*. Buenos Aires, Argentina
- 2013 “The Power of Love and its role in the Awakening of the World Soul,” *workshop*. Seattle, US.
- 2013 “The Voice of the Sacred Feminine and the Rebirth of the Earth in the language of Dreams,” *workshop*. Capital Federal, Argentina
- 2013 “Messages from the Heart in the Language of Dreams: When our Soul and the Soul of the Earth call,” *workshop*, Centro Gestaltsur (a Gestalt center). Montevideo, Uruguay
- 2013 “Feeling the Feminine,” *workshop* at International Conference of Interspirituality (Dawn of Interspirituality). Seattle, US.
- 2013 “Dreaming the Future,” *workshop*. Mezquite of La Serena. Santiago, Chile

Deleted: 1

ALEX WARDEN

5591 Volkerts Rd. Sebastopol, CA
415- 847 2814
essentialoneness@gmail.com

- 2013 “The Remembrance of God: The Mantra as a Transformer of Consciousness,” *retreat*. Coquimbo, Chile
- 2013 “Drops of Soul: Receiving the wisdom of our Soul through Dreams,” *retreat*. La Serena, Chile
- 2014 “Spiritual Dreamwork,” *workshop*, Universidad Diego Portales (Department of Psychology). Santiago, Chile
- 2014 “True Love: The Meditation of the Heart and its Role in the Awakening of Conscious Love,” *retreat*. Buenos Aires, Argentina
- 2014 “Removing the Veil,” *retreat*, La Serena, Chile
- 2014 “Spiritual Dreamwork and Feminine Consciousness,” *workshop*, Universidad del Pacifico (University of Psychology). Santiago, Chile
- 2014 “The Law of Love,” *retreat*. Morrillos, Chile
- 2014 “In the Name of Love,” *retreat*. Buenos Aires, Argentina
- 2014 “Infinite Love: the Experience of Love in Dreams and Waking Consciousness” *retreat*, Centro Gestaltsur. Punta del Este, Uruguay
- 2015 “Love, the only Quality Needed,” *retreat*. Coquimbo, Chile
- 2015 “Soul Love,” *retreat*. Buenos Aires, Argentina
- 2015 “The only Quality Needed,” *retreat*. Buenos Aires, Argentina
- 2015 “Listening to the Inner Voice, (level 1)” *workshop*, Fundación Columbia. Capital Federal, Argentina
- 2015 “From Heart to Heart: The Study of Dreams as Inner Guidance,” *retreat*. Villarrica, Chile
- 2015 “The Eye of the Heart,” *retreat*. La Serena, Chile
- 2015 “The Voice of the Soul through Dreams,” *retreat*. Buenos Aires, Argentina
- 2015 “Listening to the Inner Voice” *workshop*. Santiago, Chile
- 2015 “Listening to the Inner Voice (level 2),” *workshop*. Fundación Columbia. Capital Federal, Argentina
- 2015 “The Wings of Love,” *retreat*. Valle del Elqui, Chile
- 2015 “The Feminine Language of Dreams,” *workshop*. Santiago, Chile
- 2016 “Spiritual Dreamwork,” *workshop*. Buenos Aires, Argentina
- 2016 “Opening to Love,” *retreat*. Buenos Aires, Argentina
- 2016 “When the Soul Speaks in the Language of the Feminine,” *workshop*. Capital Federal, Argentina
- 2016 “Dreams: a Guidance from the Soul,” *workshop*. Buenos Aires, Argentina
- 2016 “The Oneiric Connection with the Soul,” *workshop*. Buenos Aires, Argentina
- 2016 “Dreams and the feminine language of the Soul,” *retreat*. Tijuana, Mexico
- 2016-present “The Feminine Nature of Dreams,” a 4 month *online monthly workshop*.

Monika Wikman, Ph.D., is a Jungian analyst, an astrologer and author of *Pregnant Darkness: Alchemy and the Renewal of Consciousness* (Nicolas Hays, 2005), along with various articles and poems in journals and periodicals. She coauthored an award-winning screenplay, *Rites of Passage* (Moondance Film Festival, 2010). She trained with the von Franz group of analysts in Switzerland after graduating from UC San Diego and the California School of Professional Psychology. She enjoys leading contemplative retreats on alchemy, dreams, healing, the *anima mundi*, active imagination and the creative process, both in the United States and abroad.

Education

Diplomate in Analytical Psychology, Research and Training Center for Depth Psychology according to Carl Jung and M. L. von Franz. Zurich, Switzerland.
Ph.D. Psychology, California School of Professional Psychology.

B.A., University of California, San Diego. San Diego, CA.

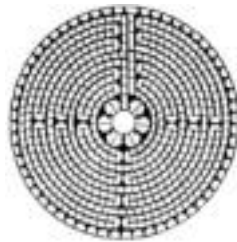
Publications

- Wikman, M. (2020). The human soul (lost) in transition at the dawn of a new era. *Psychological Perspectives*, 63, 3/4, 412-424. DOI: 10.1080/00332925.2020.1898868. , Database: Academic Search Complete
- Wikman, M. (2018). I only went out for a walk: Finding my wilderness soul on a California walk. *Psychological Perspectives*, 63, 3/4, 522-523. DOI: 10.1080/00332925.2020.1853398. , Database: Academic Search Complete
- Wikman, M.R. (2004). *The pregnant darkness: Alchemy and the rebirth of consciousness*. Berwick, ME: Nicolas-Hays, Inc.

Appendix P. Student Handbook



Student Handbook 2019-20



**Master of Arts In Psychology
Depth Psychology Emphasis**

Sonoma State University

2019-20 Academic Calendar

Check the Academic Calendar online for the most current dates and deadlines:
sonoma.edu/academics/academic--calendar .

Aug 22	Classes begin
Sept 2	Labor Day holiday (campus closed)
Sept 15	Graduation Application deadline for December graduation
Nov 11	Veteran's Day observed (campus closed)
Nov 27 - 29	Thanksgiving holiday
Dec 6	Last day of classes
Dec 6	GSO2 Thesis Deadline for December graduation
Dec 13	End of exam week
Dec 24 – 31	Winter Holiday (campus closed)
Jan 3	GSO2 Article Deadline for December graduation
Jan 20	Martin Luther King Day (campus closed)
Jan 23	Classes begin
Feb 1	Graduation Application deadline for May and August graduation
Mar 16 - 20	Spring Break
Mar 31	Cesar Chavez Day (campus closed)
May 1	GSO2 Thesis Deadline for May graduation
May 8	Last day of classes
May 14	Article Evening
May 15	End of exam week
May 15	GSO2 Article Deadline for May graduation
May 17	Commencement
July 10	GSO2 Thesis Deadline for August graduation
Aug 7	GSO2 Article Deadline for August graduation

M.A. in Psychology, Depth Psychology Directory

Depth Psychology emphasis

Laurel McCabe, Coordinator. Stev 3087, 664-2130 laurel.mccabe@sonoma.edu

Depth Psychology Faculty 2019 - 20

Robert Bosnak, Psy.A. rbosnak@mindspring.com

Greg Bogart, Ph.D. gbogart7@sbcglobal.net

Shoshana Fershtman, Ph.D., J.D. (707) 528-2441 drshoshanaf@gmail.com

Mary Gomes, Ph.D. Stev 3081, (707) 664-2173 mary.gomes@sonoma.edu

Brad Kammer, M.A. bradkammer@body-mindtherapy.com

Jurgen Kremer, Ph.D. jkremer@sonic.net

Sil Machado, Ph.D. Nichols 235, (707) 664-4067 silvio.machado@sonoma.edu

Laurel McCabe, Ph.D. Stev 3087, (707) 664-2130 laurel.mccabe@sonoma.edu

James Preston, Ph.D. prestonj@sonoma.edu

Judy Radiloff, Ph.D. Stev 3092A, (707) 529-5318 judy.radiloff@sonoma.edu

David Sowerby, Ph.D. Stev 3085, sowerby@sonoma.edu

Office of Extended & International Education Stevenson 1012, (707) 664-2394

Robert Eyler, Dean. Stevenson 1012 eyler@sonoma.edu

Damien Hansen, Academic Programs Director. Stev 1012, damien.hansen@sonoma.edu

Graduate Division Stevenson 1041

Karen Moranski, Graduate Dean. Stevenson 1041 moranski@sonoma.edu

Gillian King-Bailey, Administrative Analyst. (707) 664-2237 kingbail@sonoma.edu

Psychology Department

Elisa Velasquez-Andrade, Psychology Department Chair. Stev 3092D, (707) 664-2265
elisa.velasquez@sonoma.edu

Cara Stevens, Administrative Coordinator, Stev 3092, Psychology Department. (707) 664-2412 cara.stevens@sonoma.edu

Ashlyn Arend, Administrative Support Coordinator, Stev 3092, Psychology Department.
(707) 664-2411 ashlyn.arend@sonoma.edu

Tenured, Tenure-Track, Permanent Part-Time Psychology Faculty

Jesse Bengson, Ph.D. Stev 3045, (707) 664-2111 bengson@sonoma.edu

Glenn Brassington, Ph.D. Stev 3093, (707) 664-2111 glenn.brassington@sonoma.edu

Melissa Garvin, Ph.D. Stev 3092B, (707) 664-3397 chatham@sonoma.edu

Mary Gomes, Ph.D. Stev 3081, (707) 664-2173 mary.gomes@sonoma.edu

Laurel McCabe, Ph.D. Stev 3087, (707) 664-2130 laurel.mccabe@sonoma.edu

Teresa Nguyen, Ph.D. trsngn@gmail.com

Geri Olson, Ph.D. Stev 3075, (707) 664-2265 olsong@sonoma.edu (PT leave F&Sp2019)

Matthew Paolucci-Callahan, Ph.D. Stev 3091, (707) 664-2763 matthew.paolucci@sonoma.edu

Heather Smith, Ph.D. Stev 3089, (707) 664-2587 heather.smith@sonoma.edu (on leave F2019)

David Sowerby, Ph.D. Stev 3085, (707) 588-0725 sowerby@sonoma.edu

Elisa Velasquez-Andrade, Ph.D. (Chair) Stev 3092D, (707) 664-2401
elisa.velasquez@sonoma.edu

Table of Contents

ACADEMIC CALENDAR	2
M.A. IN PSYCHOLOGY, DEPTH PSYCHOLOGY DIRECTORY.....	3
UNIVERSITY INFORMATION.....	8 - 13
Psychology Department and Sonoma State University Information	
Registration	
SSU Email and Login / Password	
Student ID	
Library Card	
Canvas	
Depth Alumni Listserv	
Computer Protection	
Schulz Library	
Hours	
Services	
Tech Help Desk	
Digital Lab	
Graduate Student Study Room	
Student Presentation Room	
Group Study Rooms	
Group Media Viewing Room	
Printing & Xeroxing	
Borrowing a Laptop	
Computing	
Digital Lab	
Makerspace	
Parking Permits	
Campus Food & Coffee	
Wolf Den Plaza	
Student Services	
Campus Rec Center	
Swimming Pool	
Theater and Dance	
Green Music Center	
Performance Ensembles	
Art Gallery	
University Library Art Gallery	
Sonoma Film Institute	
Campus MovieFest	
Campus Bookstore	
Writing Center	
Course Readers	
Career Services	
Xeroxing	
Post Office	
Disability Services for Students	
Health Services	

- Counseling
 - Jungian
 - Local Clinics Staffed by Professionals
 - Community Counseling Clinics Staffed by Interns
- Forms Page

SCHOLARSHIPS AND FINANCIAL OPPORTUNITIES.....13 - 14

- University Scholarships
- American Association of University Women
- Depth Psychology Award
 - James L. Jarrett Award
- Financial Aid
 - Satisfactory Academic Progress

SSU POLICIES AND PROCEDURES..... 15 - 19

- Cohort Model
- Summer Intersession
- Academic Standards
 - University Academic Standards for Graduate Study
 - Program Academic Standards
- Attendance Policy
- University Policies and Codes of Conduct
- Graduate Studies
- Registration
- SSU Seawolf Account
- Completing the Degree
- Post-Coursework: Continuous Enrollment Policy
 - Psy 578: Project Continuation
 - Supplementary Courses
 - Non-Enrollment
- Leave of Absence
- Seven-Year Limit on Coursework
- Withdrawal
- Refunds
- Problems with the Program?
- University Publications and Resources

DEPTH PSYCHOLOGY INFORMATION & POLICIES..... 20 - 31

- M.A. in Psychology, Depth Psychology Directory
- M.A. in Psychology Depth Psychology Emphasis Information & Policies
- Program Learning Goals and Learning Outcomes
 - Knowledge Base in Depth Psychology
 - Depth Inquiry Practices and Skills
 - Self-Knowledge and Self-Reflection
 - Cultural Reflection
 - Applied Learning
 - Cultural Engagement
 - Analytical Skills
 - Fluency in Verbal & Written Communication
 - Use of Information Resources
- Curriculum Map (Cohort 20)

- Student Conduct
 - Class Standards
 - Attendance
 - Academic Standards
 - Plagiarism
 - Grade Appeals, Grievances and Dispute Resolution
- Faculty Responsibilities
- Student Responsibilities
- Research Sequence
 - Psy 575, Research Methods
 - Psy 599, Master's Thesis
 - Psy 597, Culminating Paper Tutorial
- Psy 581: Internship
- Psy 576: Seminar in Depth Psychology
- Master's Thesis Option
- Writing and Projects
- APA Style
 - Psychology Library Resources
 - Citing Jung, APA Style
 - Jung References
- The Writing Center
- Use of Editors
- Library Resources
- Graduate Study Room, Library
- ArtStor
- ARAS: Jung Institute Image Library
- Online Writing Tools and Software
- Sandplay Room, Stevenson 3048
- Audio Recorders & Transcription
- Digital Projectors for PowerPoint Presentations
- Media Equipment
- Public Programs in Depth Psychology
- First-Year Evaluation Meeting
- Article Evening
- Professional Associations
- C.G Jung Institute of San Francisco
- Graduate Student Publications and Conferences
- Jungian Psychology Online
- Jungian-Oriented Journals

PUBLISHABLE ARTICLE..... 32 - 35

- Article Committee: Chair and Second Reader
- Article Proposal
- Target Journal & Model Article
- Article Length
- Article Proposal Meeting
- Proposal Review Form
- Human Subjects Review
- Work on the Article

MASTER'S THESIS..... 35 - 38

- Master's Thesis
- Creative Project
- Thesis Committee

Thesis Proposal
SSU Thesis Guidelines
Thesis Proposal Meeting
Proposal Review Form
Human Subjects Review

ARTICLE AND THESIS..... 38 - 41

Proposal Meeting and Advancement to Candidacy (GSO-1)
 GSO1 Form Information
Article and Thesis Drafts
Final Committee Meeting
Article / Thesis Review Form
Payment for Committee Members
Application to Graduate
Completion of Requirements (GSO-2) Form
Article Submission
Thesis Submission
Graduate Thesis Review Committee

STUDENT FORMS AND PROCEDURES..... 41 - 44

Registration
Rights of Human Subjects Form
Advancement to Candidacy (GSO-1) Form
Completion of Requirements (GSO-2) Form
Application to Graduate Form
Important Dates and Time-Line for the Program
GSO-1 Advancement to Candidacy
GSO-2 Completion of Requirements

Psychology Department & Sonoma State University Information

The Psychology department is located in Stevenson Hall 3092, and the Master's classes will usually be close to this office. The office of the program Coordinator, Laurel McCabe, is in Stevenson 3087. You can direct questions about coursework, academic expectations and requirements, classes, and program content to her. Stevenson 3092 also houses the Psychology Department Chair, Dr. Elisa Velasquez, and the undergraduate administrative staff headed by Cara Stevens.

The Master's Program in Psychology is run by the Psychology Department and is administered through Special Sessions in the School of Extended Education. This arrangement enables the Psychology Department to offer its graduate program despite the financial constraints of the California State University (CSU) System. Questions about registration are addressed to the Special Sessions Program Coordinator in the office of Extended Education, Stevenson 1012, 664-2682.

Registration

For registration information, deadlines and procedures, visit this webpage <https://web.sonoma.edu/exed/registration/registration-basics.html> .

SSU Email and Login / Password

Once you're matriculated and in the system go to the PIN Master page at <https://ldaps.sonoma.edu/password/> and register as a new user. You'll receive your username and set your password.

To login: go to www.sonoma.edu and click Login. Enter your login and password. This takes you to a page where you can access your class schedule, email, Moodle, buy a parking pass, etc.

Depth Psychology program announcements about academic deadlines, program information, speakers, etc. are sent via emails that the Coordinator and faculty have for you. In addition, make sure that Extended Ed has your current email address (these don't need to be seawolf.sonoma.edu accounts).

Please note that Depth Psychology program emails and University emails are run through separate departments, and that you may thus have two different accounts for your email: your personal one for Depth program announcements, and a seawolf.sonoma.edu account for University announcements. *Make sure to check them regularly.*

Student ID

Once you've paid your registration (<https://web.sonoma.edu/exed/registration/registration-basics.html>) and are entered into the system as a student (usually takes 1-2 days), go to Customer Services on the first floor of Salazar Hall for your Student ID. You'll need a photo ID such as a driver's license (photo credit cards are not acceptable). They'll take your picture and give you your ID immediately.

Library Card

Your student ID is your library card. Your online SSU login and password are your online library logins.

Canvas

Canvas is an online systems for courses. Your instructors may post your course syllabus and assignments online on Canvas. To access, login to your Seawolf account and click on Canvas. If your class teacher has posted articles, syllabus, and assignments online and has opened the site, the class name and number appears on the webpage. Click on your class to bring you to the class page.

Depth Alumni Listserv

All current students and current and past faculty are members of the Depth Alumni listserv. New students are placed on it in the first few weeks of classes. Notices of events, discussions, and information are provided on the listserv. Send an email to the listserve by typing depth-alumni@lists.sonoma.edu in the To line of your email. If this doesn't work, send your email address to the program coordinator; your specific email address must be entered on the list in order for you to send emails to the list.

Computer Protection

Make sure that you have an anti-virus program installed on your computer, and that you run weekly or even daily virus checks. This protects your computer from being infected by viruses that run through the university system. See the IT pages at www.sonoma.edu/it/students/.

Schulz Library

Hours 7:30am-midnight Mon-Thu, 7:30am-5pm Fri, 10am-5pm Sat, noon-9pm Sun.

Services <http://library.sonoma.edu/services/>

Library Printers locations and directions <http://library.sonoma.edu/services/computers/printing>

Tech Help Desk Ground floor South wing, Library 664-help

Digital Lab 8 Scanners, 5 computers with photoshop, & powerpoint.

<http://library.sonoma.edu/services/computers>

Graduate Student Study Room Schulz 3065 A quiet study room with 12 chairs, couches, 3 tables. No reservation needed. <http://library.sonoma.edu/spaces/graduateroom>

Student Presentation Room Schulz 2014B Conference table, seats 12, MacMini, software, 32" LCD TV display. Reserve online for 30 minutes, maximum 4 hours

<http://library.sonoma.edu/spaces/presentationroom>. Use your Sonoma email, room will be confirmed via email. Key from front desk.

Group Study Rooms 3d floor. Table and chairs. No computers. Reserve online for 30 minute periods 2 hour limit/ day. <http://sonoma.libcal.com/booking/studyrooms> Use Sonoma email, room confirmed via email.

Group Media Viewing Room. 2015A seats 15, 38" TV VCR DVD. 2015B seats 30, 65" TV DVD. Reserve online <http://library.sonoma.edu/spaces/mediarooms> 2 hour limit. Use Sonoma email, room confirmed via email.

Printing & Xeroxing

Printing is 10 cents/ page, \$1/ color page, <http://library.sonoma.edu/services/computers/printing> .

There are 3 copiers on the 2nd floor, and 1 each on the 1st and 3rd floors. Print jobs can be sent to the 24-hour lab (Schulz, 1st floor south) or Library Information Commons (Schulz, 1st floor north).

Borrowing a Laptop

You may borrow a mac laptop first-come-first-served for 4 hours with your student library card and a photo ID from the 2nd floor Check-Out desk. Bring a flash drive so you can transfer or save your data. You must renew in person, possible only if no one else needs the laptop. Overdue charges are \$1/hour, no grace period. <http://library.sonoma.edu/services/computers/laptops>

Computing

The University has 145 computers and several computer labs for your use in the library, Schulz Information Center. Log in to a computer using your seawolf login and password.

There's a 24-hour computer lab in Schulz 1058 next to the IT Help Desk on the ground floor south wing. Schulz computer labs are in Schulz 1014 and Schulz 2010. Stevenson's computer labs are in Stevenson 2044 and 2055. This website has info on the computer labs:

<http://web.sonoma.edu/it/students/labs.html>

Digital Lab

The Digital Lab in Schulz has 5 workstations with scanners, for scanning, image editing, web graphics, movie editing, music software, Adobe software. Bring a flash drive to store your material, or email it to yourself.

Makerspace

Makerspace in 2012H Schulz 2nd floor has a 3D printer and scanner, heat press, sublimation printer, cutting engraving & milling tools, electronic equipment, sewing machines, and virtual reality headset system. <http://library.sonoma.edu/makerspace> Mon-Th 12-5pm. Workshops and orientations for using equipment <http://library.sonoma.edu/makerspace/workshops>.

Parking Permits

\$5 / day in lots, \$8 in reserved lots. Most students get a semester pass. Log in to your SSU account and click on Parking for information on rates and payment.

Campus Food & Coffee

Charlie Browns in ground floor of library, sandwiches, salads, smoothies, coffee 7am-7pm M-Th, 7am-5 F, closed weekends and summer.

Toast in Stevenson-Darwin courtyard coffee, donuts, sandwiches, fruit 7:30am-3pm M-F. Closed weekends and summer.

Lobos campus pub, first floor Student Center. 11am-11pm M-Th, 11am-10pm F, 11:30am-8pm weekends. Menus http://web.sonoma.edu/culinaryservices/dining_on_campus/lobos.html

Overlook Nice restaurant 3rd floor Student Center lunch only, closed summer.

http://web.sonoma.edu/culinaryservices/dining_on_campus/overlook.html

Sip Coffee espresso drinks, 7am-8pm M-Th, 7am-5pm F, 9am-5pm Sat, closed Sunday.

http://web.sonoma.edu/culinaryservices/dining_on_campus/sip.html

Weyden & Brewster takeout lunch 11:30-2pm closed weekends.

http://web.sonoma.edu/culinaryservices/dining_on_campus/weyden-brewster.html

Kitchens Meal plans, 1st floor Student Center

http://web.sonoma.edu/culinaryservices/dining_on_campus/kitchens.html

Across the Road on E. Cotati, Wolf Den Plaza

Starbucks

Shangri-La Nepalese

Los Gallos Taqueria

Juice Shack

Honey Cuisine Korean BBQ

Taco Bell

McDonalds

Swirl Time Frozen Yogurt

Student Services

Campus Rec Center www.sonoma.edu/campusrec

The campus Rec Center offers these facilities: fitness center and cardio-alley equipment, game room games and equipment, ring-of-fire running track, large and small gyms, two studios, locker room and daily locker rentals, tide pool spa, indoor climbing wall, basketball, volleyball, indoor soccer ball, ping pong check-out, bike rentals, and yoga classes.

In order to use the facility, Depth students must purchase a Campus Rec Center membership at the Rec Center. Memberships are in the Extended Ed Student category. See <http://www.sonoma.edu/campusrec/facilities/membership/fees.html> for rates. Special rates for family, spouses and sponsored adults are available. Rec Center hours are 6am-midnight Mon-Thu, 6am-10pm Fri, 9am-10pm Sat, 10am-midnight Sun.

Swimming Pool

Lap swimming lunch time during week and weekends.

<http://web.sonoma.edu/campusrec/facilities/pool/> Depth students purchase a pool membership pass at the Rec Center. Free locker use, \$5 for towel service.

Theater and Dance <http://web.sonoma.edu/theatreanddance/productions/index.html>

Discount tickets for Performing Arts Events can be obtained at the Evert Person Theater box office by showing your student ID card at the time of ticket purchase. The phone number for the box office is 707-664-2353. Be sure to call ahead to find out when the box office is open. For ticket information see <http://www.sonoma.edu/theatreanddance/productions/get-tix.html>

Green Music Center <http://gmc.sonoma.edu/>

Weill Hall and Schroeder Hall at the Green Music Center offers symphonic, classical, chamber, jazz, bluegrass, opera, vocal and new music. Student and student rush rates are available.

Performance Ensembles <http://www.sonoma.edu/music/majors-programs/opera.html>

Art Gallery <http://www.sonoma.edu/artgallery/exhibitions/index.html>

The SSU Art Gallery, located in the Art Buildings, is open Tues-Fri 11am – 4pm, Sat & Sun noon – 4pm; closed Monday and holidays. The Gallery presents exhibitions, public lectures, and educational outreach programs and also publishes catalogues and brochures on contemporary artists of regional, national, and international significance. Phone: 707-664-2295

University Library Art Gallery <http://library.sonoma.edu/about/gallery>

The library has an art gallery opposite the 2d floor main entrance.

Sonoma Film Institute <http://www.sonoma.edu/sfi/schedule/>

Throughout the year the Sonoma Film Institute presents a variety of fine films, commercial and underground efforts, classics and recent releases. Films are usually Friday evenings at 7pm and Sundays at 4pm in Warren Auditorium in Ives Hall. Admission is free for students with ID.

Campus MovieFest <http://www.sonoma.edu/calendar/campus-moviefest-launch>

Make a movie with a small team, all materials provided, every fall. A national program.

Campus Bookstore

Barnes & Noble, located between The Commons and the P.E. Building. Hours are Mon-Thu 7:30am-6:30pm, Fri 7:30am-4:30pm, Sat 10am-4pm; phone 707-664-2329.

Writing Center

The Writing Center helps students with writing and provides one-on-one tutoring assistance with papers. Also coordinates Writing Groups. <http://web.sonoma.edu/writingcenter/info/services.html>

Course Readers

Some classes provide a course reader in addition to texts. Your instructor will provide information on how to obtain the reader.

Career Services

Provides assistance in self-discovery, resume-writing, interviewing, job fairs & job search, internships, employer listings. http://web.sonoma.edu/career/student_services/

Xeroxing

There's a copy center on the 2d floor of the Student Union. Good resource for Xeroxing and color copies, thesis copies as well as smaller jobs, and have good prices. Phone: 707-664-2441.

Post Office

The campus postal center is in the Student Union copy center, first floor. They do FedEx and UPS shipping. They have mail pickup for regular mail but they are not a post office.

Disability Services for Students www.sonoma.edu/dss/

If you're a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to your instructor, who will discuss the accommodations with you.

Health Services

As your registration fees do not include health coverage, Psychology MA students may use Student Health Services but must pay on a fee-per-service basis. Contact Health Services for information on fees. For an appointment call 664-2921 or visit the Student Health Center.

SSU Student Health Center Outpatient Medical Services are directed toward the prevention, diagnosis, and treatment of acute and sub-acute conditions, illnesses, and injuries. Lab, X-Ray, Pharmacy, Augmented Service and supply prices are discounted significantly below retail and may vary with acquisition cost—price quotes on specific tests or items are available.

Counseling

For the fullest understanding of yourself, and for a reliable source of support outside of classes, you're encouraged to engage in therapy with a therapist of your own choosing. Therapy gives you time and opportunity to more fully explore the issues that are brought up through depth work. Many therapists have a sliding fee scale for students.

Each spring, students can also register for 1 unit of Psychology 494, Counseling Experience, in which they participate in a semester of counseling with Master's candidates in the Counseling Department. Students generally find this a rewarding and valuable experience. Tuition for the Counseling Experience is in addition to the required 9 units of classes, and is paid at the current tuition rate of \$600/unit. If you're interested in Psy 494, contact the Counseling Department at 664-2544.

There are many low-fee clinics in the area that provide treatment. Please note that due to state funding rules, Master's students are not eligible for on-campus Counseling and Psychological Services.

Jungian Orientation

The Jung Institute, San Francisco (415-771-8055)

<http://www.sfjung.org/the-james-goodrich-whitney-clinic/>

A sliding-fee clinic staffed by interns supervised by Jungian analysts.

Local clinics staffed by licensed professionals with some interns:

Chrysalis Counseling Services for Women, Santa Rosa www.chrysaliscounseling.org

Petaluma People Services Center, Petaluma <http://petalumapeople.org/counseling/>

Russian River Counseling, Monte Rio <http://www.rivershrink.com/>

Community counseling clinics staffed primarily by interns supervised by licensed professionals:

Lomi Psychotherapy Clinic, Santa Rosa www.lomi.org/Welcome.html

Community Institute for Psychotherapy, San Rafael www.cipmarin.org/
Marina Counseling Center, San Francisco www.marinacounseling.com/
New Perspectives for Counseling, San Francisco www.sfnewperspectives.org
Psychological Services Center, San Francisco <http://psychservicescenter.com/>
Integral Counseling Center at Pierce St., San Francisco www.integralcounseling.org
Golden Gate Integral Counseling Center, San Francisco www.goldengatecounseling.org

Forms Page

The program maintains a Forms and Information page on the program website, www.sonoma.edu/depth/forms. Many of the forms listed in the Handbook are downloadable from this site, and helpful and informative site links to university and graduate policies are also listed.

Scholarships and Financial Opportunities

University Scholarships

The deadline to apply for university scholarships is mid- to late-January. A listing of scholarship opportunities is available at the Scholarship Office located on the first floor of Salazar Hall in Room 1010; website <http://www.sonoma.edu/scholarships/>. Students are encouraged to apply for special interest scholarships <http://www.sonoma.edu/scholarships/foundations.html> and to become familiar with scholarship resources as Psychology M.A. students are not eligible for state-funded scholarships such as Cal Grants or Pell grants.

University scholarships are highly competitive and are awarded for use in the following school year. Therefore it is important that you visit the website or stop by the scholarship office early in your first year in the program to give yourself enough time to prepare a competitive application, and to ensure its timely submission.

A tip: if you apply for university scholarships, make two extra copies of your letters of recommendation in case you want to apply for other scholarships. Also, make additional copies for your own records.

American Association of University Women

The AAUW deserves special mention as one of the largest providers of educational funding in the country. They provide handsome awards to women primarily, in a variety of fields. See their website aauw.org.

Depth Psychology Award

James L. Jarrett Award www.sonoma.edu/depth/forms

The Depth Psychology program sponsors an award of approximately \$400 for one to two students who have presented their work at local, national, or international conferences. Students must be registered students at the time of submission of their application; Psy 578 enrollment counts toward this requirement. Students should consider trying to present work done in courses or their Master's thesis for presentations at conferences. Awards are presented following the conference presentation.

Financial Aid

There is an early March priority deadline for many loans. The Office of Financial Aid encourages students to apply **as soon as possible after January 1** for the next academic year. Please contact Financial Aid for more information at: 707-664-2389. Their office is located on the first floor in Salazar Hall. Check the financial aid website at: www.sonoma.edu/finaid/. Applications online are processed more quickly than hard copies. The FAFSA application may be obtained at www.fafsa.ed.gov/. Because Depth Psychology students are not charged state fees to attend the program, students are not eligible for funds from state university grants such as Cal Grants, or the state veteran fee waiver

program. Students are eligible for federal veterans educational benefits sponsored by the US Dept of Veteran Affairs <https://benefits.va.gov/gibill/>

Financial Aid and Satisfactory Academic Progress

Students receiving financial aid must maintain at least a 3.0 GPA with no Incompletes carried into the next semester to ensure continued financial aid. A course Incomplete places a student on Academic Probation; the Incomplete must be completed the semester following the course in order to qualify for future financial aid. A full graduate course load is a minimum of 8 units; 4 units is the minimum part-time enrollment for financial aid. A maximum of 45 units are eligible for financial aid. See the Financial Aid website at www.sonoma.edu/finaid/help_book/satisfactory_academic_progress.html for more information on satisfactory academic progress, maximum units, and disqualification.

SSU Policies and Procedures

The Depth Psychology program consists of 36 units of coursework. Students are expected to take 9 units per semester over a period of 2 years. If students are still working on their publishable article or Master's thesis after coursework is completed, they may extend their time by enrolling in Psy 578, Project Continuation, for 3 semesters. Following 3 semesters, students must renew their thesis or article units by enrolling in Psy 599, Master's Thesis, at the current unit fee. Most students take 3 to 3 ½ years to complete their Master's degree.

Cohort Model

The program is a cohort model of education. Students are admitted into a cohort and take all classes with their cohort members. This model supports the content and pedagogies of depth psychology, and provides a stable container for transformative learning. It allows for authentic interchange among cohort members and a deeper level of exploration by them as the curriculum advances. The competencies developed in the curriculum are strengthened by the experience and relationships built by the cohort members. The program does not provide for transfer students entering into a cohort, for non-program members to take individual classes within a cohort, or for a cohort member to take classes within a different cohort.

Summer Intersession

Students do *not* enroll in a summer session.

Academic Standards

Program academic requirements are more stringent than the university requirements. See the university's policy on graduate academic requirements and procedures at <http://www.sonoma.edu/policies/academic-probation-disqualification-and-progress> . See the Graduate Studies webpage for links to graduate studies policies <http://web.sonoma.edu/aa/gp/policies.html> .

University Academic Standards for Graduate Study

SSU graduate students must maintain a 3.0 GPA during the course of graduate study. If the student's GPA falls below 3.0, the University will place the student on probation. If the student's GPA remains below 3.0 after a semester on probation, the student will be disqualified. A student not on probation may be disqualified if a) at the end of any term, the student has a cumulative GPA below 1.0, and b) the cumulative GPA is so low that, in view of the student's overall educational record, it seems unlikely that the deficiency will be removed within a reasonable period, as determined by the registrar in consultation with the University Standards Committee. Such disqualifications may be appealed to the University Standards Committee. A student may be placed on administrative-academic probation for withdrawal from a substantial portion of a program in two successive semesters or in any three terms (for reasons other than a chronic or recurring medical condition); for repeated failure to progress toward a degree; or for failure to comply, after due notice, with an academic requirement or regulation that is routine for program students.

A student may be placed in administrative academic disqualified status if the student fails to remedy the condition resulting in administrative academic probation; if the student becomes subject to academic probation while on administrative-academic probation; or if the student becomes subject to administrative-academic probation for the same or similar reason for which he/she has been placed on administrative-academic probation previously even if the student is not current on administrative-academic probation. In addition, a student may be disqualified if, at any time during enrollment, he/she has demonstrated behavior so contrary to the standards of the profession for which the student is preparing as to render him/her unfit for the profession. In such cases, disqualification will occur immediately upon notice to the student, and the student may be immediately disenrolled from the university. Program students who have been disqualified must reapply to the program and the

university for admission. Students who have been reinstated after disqualification and then disqualified again may not be considered for reinstatement except under exceptional circumstances.

Program Academic Standards

All students must maintain minimum course grades at the B level to remain in the Psychology Master's program. A course grade in the C, D, or F range is grounds for removal from the master's program. The student has full responsibility for attendance, completing class work and assignments, and communicating promptly with the instructor should difficulties arise. Course incompletes may be granted by the instructor if requested by the student, and if at least 80% of coursework has been completed. The program does not provide makeup courses for those who fail or who do not meet academic standards.

First year students must have a minimal grade of B- in all classes, clear all Incompletes, and attend an evaluation meeting with the program Coordinator in May of the first year to advance to candidacy in the second year.

Attendance Policy

Class attendance is an important part of a student's university experience. However, there are legitimate reasons for missing class, such as illness, accidents, death of a close family member, jury duty, religious observance or representing the University at officially approved University activities. Students should be cautioned that even though absences may be for legitimate reasons, such absences can impair performance and result in a lower grade. Faculty have primary authority for setting class attendance policy according to discipline standards. There are class activities, such as labs, assignments and discussions that cannot reasonably be made up.

It is the student's responsibility to provide the instructor with due notice and documentation of absences or expected absences, and to inform the instructor of the reason for absence. Students are also responsible for requesting, in a timely manner, to make up missed assignments and class work if these are reasonably able to be provided.

Instructors are responsible for providing a clear statement on the course outline about the impact of attendance on students' grades. For students who have missed classes for legitimate reasons, instructors are responsible for providing an opportunity to complete make-up work or grade substitution, if the instructor determines that such is reasonably able to be provided.

University Policies and Student Conduct

The program adheres to university student conduct policies found at <http://web.sonoma.edu/uaffairs/policies/>. Areas relevant to students are policies on academic freedom, [academic honesty](#), [alcohol use](#), [disability access](#), [discrimination and sexual harassment](#), [disruptive behavior](#), [drug use](#), the presence of [animals on campus](#), [smoking](#), [assaultive or threatening acts](#), and using human subjects in research. If issues arise in classes, internship, or areas of the program which the faculty assesses as significantly affecting the student's ability to function adequately as a graduate student or to conduct the professional duties of an internship, evaluation of those issues by the program faculty may lead to specific recommendations for the students, including potential removal from the program.

Students who are dismissed from the program may consult with the Coordinator to discuss whether return options are warranted. Examples of reasons for dismissal include, and are not limited to, violations of campus policies, including cheating or plagiarism, inappropriate behavior for a professional of psychology, or any other issue determined by the department faculty to create cause for dismissal. Students who wish to appeal a dismissal may use the student grievance process.

Graduate Studies

The Graduate Studies office coordinates graduate programs and policies at Sonoma State. Consult the website <http://web.sonoma.edu/aa/gs/> for information on graduate forms needed for advancement to candidacy, graduation, thesis review, and graduate policies <http://web.sonoma.edu/aa/gs/policies.html> .

Registration

Registration occurs prior to the upcoming semester, in late spring and summer for the fall semester, and in December or January for the spring semester. Registration information is on the web site <https://web.sonoma.edu/exed/registration/registration-basics.html> . Credit card payments must be completed in person or by telephone, not email for security reasons. Be sure the Special Sessions Degree Coordinator has your current mailing and email address.

SSU Seawolf Account

Your SSU login and password on SSU's home page enables you to access your class schedule, grades, unofficial transcript, Canvas classes, parking payments, and registration. Update personal information such as mailing address, phone, email, etc.—keep your contact information current. Your grades will appear after they've been processed by the Registrar.

Completing the Degree

Sonoma State University officially confers degrees every academic semester, including the summer. In order to receive your degree, you must officially **apply to graduate** by the Graduate Studies deadline—February 1 for May and August graduation, September 15 for December graduation. Except for summer / August graduation, students must be registered in the semester in which they graduate.

All graduation forms are available from Graduate Studies <http://web.sonoma.edu/aa/gs/forms.html> and www.sonoma.edu/depth/forms.html .

- Application to Graduate
- Graduation Changes form
- GSO1
- GSO2

If you applied for a graduation date but did not complete your degree requirements, *you must reapply for graduation*, using a change of information form. Notify the Financial Aid office if you receive financial aid so that they're up-to-date on your enrollment.

At the annual Commencement ceremonies each May, the University honors all degree recipients for the past year. Students should look for details about these ceremonies, purchasing caps and gowns, honor cords, etc. on the Sonoma State Admissions and Records home page.

Post-Coursework: Continuous Enrollment Policy

Students who have completed their 2 years of coursework and are still working on their publishable article or thesis must be enrolled each additional semester. Students must contact the Program Coordinator to discuss their plans. A maximum of 10 academic units may be taken as post-coursework program units.

- Students who wish to maintain eligibility for financial aid and use the full resources of the University should maintain regular half-time enrollment (4 units) and pay half-time fees. Students may register for Psy 515, Psychological Writing; Psy 551, Directed Reading; Psy 595, Special Studies; Psy 583, Graduate Research Assistant. Students must complete a Graduation Change form and turn it in to Admissions and Records so that the Financial Aid office knows that the graduation date has been changed.
- Students who do not seek the full services of the University may maintain enrollment through Extended Education and pay a continuation fee of \$275 per semester by registering for Psy 578, Project Continuation. The fee maintains your place in the academic program and

provides library privileges. Project Continuation units do not count toward the maximum of 10 academic units post-coursework.

- Students who, due to extraordinary circumstances, cannot continue work in the program may consult with the Coordinator of the program regarding a leave of absence, and with Coordinator support petition for a leave of absence for a defined period of time not to exceed two semesters. A leave of absence does not extend the seven-year limit on coursework applied to the degree.
- Students who allow their enrollment to lapse without taking a leave of absence will be considered to have withdrawn from the University and from the Psychology M.A. program. Students seeking to continue the degree should contact the program Coordinator who will evaluate their work. Reapplication for readmission may be required, and students may be assessed a continuing enrollment fee of \$275 for every regular semester of the period during which they were absent from the University.

Post-Coursework: Psy 578, Project Continuation

If students take additional time to complete their Master's thesis beyond the 2-year 36-unit program, but do not wish to enroll in further unit coursework, they must register for **Psy 578, Project Continuation**, for up to 3 semesters. The continuation fee of \$275.00 per semester ensures student participation in the graduate program until the thesis is finished. Enrollment in Psy 578 entitles you only to the use of the library and computer labs—it does not make you eligible for financial aid. Students are given a registration code by the program Coordinator in order to register. Registration information: <https://web.sonoma.edu/exed/registration/registration-basics.html> .

If you have not completed your publishable article or thesis after the third semester, you must sign up for 3 additional units of Psy 599, Master's Thesis, to remain in the program, at the per-unit fee of the current first-year cohort (currently \$600/unit).

Post-Coursework: Supplementary Courses

If you wish to continue receiving financial aid after your 2 years of coursework you may consult with the program Coordinator regarding your program of study, and with Coordinator approval, register for additional courses at the per-unit fee of the current first-year cohort (currently \$600/ unit). These courses must be relevant to your educational goals and will appear on your final transcript. A maximum of 10 academic units may be taken post-coursework.

After being approved for coursework, students enrolled in at least 4 units of coursework who desire financial aid must submit a Graduation Change form to the office of Admissions and Records. The financial aid office can then approve financial aid.

Post-Coursework: Non-Enrollment

Students who allow their enrollment to lapse without taking a leave of absence will be considered to have withdrawn from the University and from the Psychology M.A. program. Students seeking to continue the degree should contact the program Coordinator who will evaluate their work. Reapplication for readmission may be required, and students may be assessed a continuing enrollment fee of \$275 for every regular semester of the period during which they were absent from the University.

Leave of Absence

Students who, due to extraordinary circumstances, cannot continue work in the program may consult with the Coordinator of the program regarding a leave of absence, and with Coordinator support petition for a leave of absence for a defined period of time not to exceed two semesters. A leave of absence does not extend the seven-year limit on coursework applied to the degree. Students must formally notify the program coordinator when the leave of absence expires and they are returning to the program. The University Leave of Absence form is downloadable on the Forms website at

www.sonoma.edu/depth/forms.

Seven-Year Limit on Coursework

There is a seven-year limit for graduate coursework toward the Master's degree, computed from the first semester of the Master's program. Students with serious and compelling reasons for extending the degree beyond 7 years must consult with the program Coordinator to see if course revalidation is possible.

Withdrawal

Students considering program withdrawal for personal or academic reasons should meet with the program Coordinator for discussion and paperwork.

Refunds

All fees are refunded if you drop prior to the day of the first class meeting. After the 1st day of class, refunds/cancellations will be pro-rated up through 60% of the semester, after which no refunds will be granted. See this website for the current policy on academic credit classes:

<http://web.sonoma.edu/exed/geninfo/drop-refunds> .

What do I do if I have problems with or in the Program?

You may talk about the issue with a faculty member, who may help you think through the issue and help you determine next steps. If issues are not explored consciously, they tend to collect emotion and become weightier and more unmanageable over time. Students are encouraged to bring as much consciousness as possible to their experiences in the program. Students may also discuss the matter with the program Coordinator.

University Publications and Resources

The **Sonoma State Catalog** is viewable online at www.sonoma.edu/catalog. It lists the Academic Calendar, University regulations regarding academic life, degree requirements, financial aid, department programs, courses, and degree requirements. For up to date undergraduate class information, check the on-line Schedule of Classes.

All graduate information regarding the thesis is online at <http://web.sonoma.edu/aa/gs/> . The Graduate Studies Office is located in Stevenson Hall 1041; Gillian King-Bailey is available at kingbail@sonoma.edu , phone (707) 664-2237. All thesis review and thesis submission information is found at <http://web.sonoma.edu/aa/gs/thesis-review.html> ; policies at <http://web.sonoma.edu/aa/gs/policies.html> .

Graduate forms, the **Advancement to Candidacy (GS01)** and the **Completion of Requirements (GS02)** are on-line at <http://web.sonoma.edu/aa/gs/forms.html> .

The **Schedule of Undergraduate Classes** is available on line at: <http://web.sonoma.edu/academics/schedule.html> . The academic calendar is accessible at <http://web.sonoma.edu/about/calendars.html> . For all other information please visit www.sonoma.edu.

The **SSU Website** has a wealth of information about events, University policies, library information, student health services, employment, student grades and registration information, PeopleSoft directions, financial aid, admissions and records, and other student resources. www.sonoma.edu

The **Extended Education Catalog** is available in the office of Extended and International Education in Stevenson Hall 1012 has information on extension programs, courses & certificates, general information and policies, and Open University information. This information is also available on-line at: www.sonoma.edu/exed/.

M.A. in Psychology, Depth Psychology Directory

Depth Psychology emphasis

Laurel McCabe, Coordinator. Stev 3087, 664-2130 laurel.mccabe@sonoma.edu

Depth Psychology Faculty 2019 - 20

Robert Bosnak, Psy.A. rbosnak@mindspring.com

Greg Bogart, Ph.D. gbogart7@sbcglobal.net

Shoshana Fershtman, Ph.D., J.D. (707) 528-2441 drshoshanaf@gmail.com

Mary Gomes, Ph.D. Stev 3081, (707) 664-2173 mary.gomes@sonoma.edu

Brad Kammer, M.A. bradkammer@body-mindtherapy.com

Jurgen Kremer, Ph.D. jkremer@sonic.net

Sil Machado, Ph.D. Nichols 235, (707) 664-4067 silvio.machado@sonoma.edu

Laurel McCabe, Ph.D. Stev 3087, (707) 664-2130 laurel.mccabe@sonoma.edu

James Preston, Ph.D. prestonj@sonoma.edu

Judy Radiloff, Ph.D. Stev 3092A, (707) 529-5318 judy.radiloff@sonoma.edu

David Sowerby, Ph.D. Stev 3085, sowerby@sonoma.edu

Office of Extended & International Education Stevenson 1012, (707) 664-2394

Robert Eyler, Dean. Stevenson 1012 eyler@sonoma.edu

Damien Hansen, Academic Programs Director. Stev 1012, damien.hansen@sonoma.edu

Graduate Division Stevenson 1041

Karen Moranski, Graduate Dean. Stevenson 1041 moranski@sonoma.edu

Gillian King-Bailey, Administrative Analyst. (707) 664-2237 kingbail@sonoma.edu

Psychology Department

Elisa Velasquez-Andrade, Psychology Department Chair. Stev 3092D, (707) 664-2265
elisa.velasquez@sonoma.edu

Cara Stevens, Administrative Coordinator, Stev 3092, Psychology Department. (707) 664-2412 cara.stevens@sonoma.edu

Ashlyn Arend, Administrative Support Coordinator, Stev 3092, Psychology Department.
(707) 664-2411 ashlyn.arend@sonoma.edu

Tenured, Tenure-Track, Permanent Part-Time Psychology Faculty

Jesse Bengson, Ph.D. Stev 3045, (707) 664-2111 bengson@sonoma.edu

Glenn Brassington, Ph.D. Stev 3093, (707) 664-2111 glenn.brassington@sonoma.edu

Melissa Garvin, Ph.D. Stev 3092B, (707) 664-3397 chatham@sonoma.edu

Mary Gomes, Ph.D. Stev 3081, (707) 664-2173 mary.gomes@sonoma.edu

Laurel McCabe, Ph.D. Stev 3087, (707) 664-2130 laurel.mccabe@sonoma.edu

Teresa Nguyen, Ph.D. trsngn@gmail.com

Geri Olson, Ph.D. Stev 3075, (707) 664-2265 olsong@sonoma.edu (PT leave F&Sp2019)

Matthew Paolucci-Callahan, Ph.D. Stev 3091, (707) 664-2763 matthew.paolucci@sonoma.edu

Heather Smith, Ph.D. Stev 3089, (707) 664-2587 heather.smith@sonoma.edu (on leave F2019)

David Sowerby, Ph.D. Stev 3085, (707) 588-0725 sowerby@sonoma.edu

Elisa Velasquez-Andrade, Ph.D. (Chair) Stev 3092D, (707) 664-2401

elisa.velasquez@sonoma.edu

M.A. in Psychology, Depth Psychology Information

The Depth Psychology program is a two-year intensive journey into the field of archetypal depth psychology. The first-year classes provide a foundation in conceptual and experiential understanding, while the second-year classes offer the structure for independent work in the publishable article or thesis, research methods training, internship experience, and focused seminars. Each class has its own expectations for reading, class participation, experiential work, projects, and papers. Class requirements are found in the individual course syllabi. Students should discuss questions about a specific class with the instructor of the class.

Program Learning Goals and Learning Outcomes

The program develops the following competencies throughout the curriculum of the master's program. First-year students are assessed on their development of these skills, and feedback is collected from course faculty and communicated to students orally at the May First-Year Evaluation Meeting by the program Coordinator. The Curriculum Map indicates the competencies and levels of development throughout the curriculum.

Knowledge Base in Depth Psychology

- Describes the major theories, research methods, or practices in the field, and implements at least two of them through a paper or project.
- Demonstrates a synthetic understanding of how specific ideas and concepts 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 Practices and Skills

- 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 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, both for oneself and in usage with others, and demonstrates knowledge in adapting techniques to specialized groups or specific 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, and 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 his or her own cultural backgrounds, including gender, race, ethnicity, sexual preference, sexual identity, religion, nationality, civic identity, age, ability; in an appreciative and questioning stance that includes descriptions of origins, assumptions, predispositions, and development.
- Describes a cultural shadow or cultural complex resulting from identification with one or more cultural identities, describes how it shows itself to others, 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 the field.

Applied Learning

- Creates a project, paper, or practice reflecting the application of knowledge or skills acquired through study to a specific object, person, group, setting, or cultural context.

Cultural Engagement

- Takes an active role in a community context and examines the psychological issues encountered and the insights gained from the community experience.
- Collaborates with others in developing and implementing a depth psychological approach to a psychological cultural issue, evaluates the strengths and weaknesses of the approach and, where applicable, the results.

Analytical Skills

- Differentiates and evaluates theories, methods, or approaches to an issue or context.
- Analyzes, adapts, reformulates, uses central ideas, concepts and techniques.

Fluency in Verbal and Written Communication

- Creates sustained and coherent arguments, narratives, descriptions, explanations, or reflections of work, in two or more media, to general and specialized audiences.

Use of Information Resources

- Provides adequate evidence through papers and projects of assessing, contributing to, or refining an information base or resource.

Curriculum Map (Cohort 20)

Learning Goal	Year 1						Year 2					
	Semester 1			Semester 2			Semester 3			Semester 4		
	511a	542a	543a	511b	542b	575	543b	576	599	597	581	576
Knowledge Base	Intro	Intro	Intro	Mid		Mid		Var	Adv	Adv		Var
Depth Inquiry Practices	Intro	Intro	Intro	Mid	Mid Adv		Mid	Var				Var
Self-Knowledge Self-Reflection	Intro	Intro		Mid	Mid		Intro Mid	Var			Mid	Var
Cultural Reflection			Intro				Mid	Var				Var
Application				Mid	Mid	Mid		Var	Adv	Adv	Mid	Var
Cultural Engagement								Var			Mid	Var
Analytical Thinking	Intro					Mid	Mid	Var	Adv	Adv	Mid	Var
Verbal & Written Communication	Intro	Intro				Mid	Mid	Var	Adv	Adv	Mid	Var
Use of Information Resources	Intro					Mid	Mid	Var	Adv	Adv	Mid	Var

Student Conduct

The program adheres to all university standards of conduct for students found at <http://web.sonoma.edu/uaffairs/policies/> . Areas relevant to students are policies on academic freedom, [academic honesty](#), [alcohol use](#), [disability access](#), [discrimination and sexual harassment](#), [disruptive behavior](#), [drug use](#), the presence of [animals on campus](#), [smoking](#), [assaultive or threatening acts](#), and using human subjects in research.

If issues arise in class, internship, or areas of the program which the faculty assesses as significantly affecting the student's ability to function adequately as a graduate student or to conduct the professional duties of an internship, evaluation of those issues by the program faculty may lead to specific recommendations for the student, including potential removal from the program. Examples of reasons for removal include, and are not limited to, violations of campus policies, inappropriate behavior for a professional of psychology, or any other issue determined by the department faculty to create cause for dismissal. Students who wish to appeal a dismissal may use the student grievance process. See the university policy on grievances at http://web.sonoma.edu/uaffairs/policies/student_grievance.htm .

Class Standards

While each class instructor sets the policies for the individual class, the program has specific standards for participation and performance. Your course grade is based on quality and timeliness of papers, presentations and assignments, attendance, and quality of class participation. Papers and assignments are due on the due date; extensions for papers must be discussed with the instructor and approved ahead of the due date.

You can expect to spend 9 hours per week on readings and projects for a 3 unit class.

Cell phone use, texting, and online roaming are not permitted in the classroom.

Attendance

Attendance in class meetings is required. While you can always read what was missed, you can't reproduce the discussions and exercises experienced in class. Attendance means timely attendance—being on time and not leaving early. Being more than 15 minutes late or leaving early more than twice constitute a missed class. Excused absences are possible only with a doctor's note or a real emergency. If you're absent, it's your responsibility to provide the instructor with due notice and to inform the instructor of the reason for the absence. You're responsible for all material covered in a missed class, so making provisions for notes ahead of time is wise. You're responsible for requesting to make up missed assignments and class work; there's no guarantee these can be provided. As per the University policy on attendance, missed classes may bring down the final grade.

Academic Standards

All students must maintain minimum course grades at the B level to remain in the Master's program. A course grade in the C, D, or F range is grounds for removal from the master's program. The student has full responsibility for attendance, completing class work and assignments, and communicating promptly with the instructor should difficulties arise. Course incompletes may be granted by the instructor if requested by the student, and if at least 80% of coursework has been completed. The program does not provide makeup courses for those who fail or who do not meet academic standards.

First year students must have a minimal grade of B- in all classes, clear all Incompletes, and attend an evaluation meeting with the program Coordinator in May of the first year to advance to candidacy in the second year.

Plagiarism

Students are expected to read academic sources and communicate the ideas in their own words in academic papers. Using the words of an author without specifically quoting and referencing the author

is plagiarism—passing off another's ideas as one's own. The first instance of plagiarism is reported to the campus disciplinary officer and may result in a failing course grade. A second instance is also reported and may lead to removal from the university. Classroom instructors may use online software such as turnitin.com to assess the academic honesty of student papers.

Grade Appeals, Grievances and Dispute Resolution

If you have a question about a grade, talk to the classroom instructor about the reasons for it. The student can expect that the instructor will provide the rationale, often in the form of a rubric or a map of class points. If the student remains unsatisfied, the student should consult with the program coordinator, who will investigate and consult with the instructor. If this leaves the student unsatisfied, the student may file a grade appeal or grievance. The university's policies can be viewed at http://web.sonoma.edu/uaffairs/policies/grade_appeal.htm and http://web.sonoma.edu/uaffairs/policies/student_grievance.htm.

Faculty Responsibilities

Program faculty commit to the following behaviors as instructors in the master's program:

- Set class learning goals that reflect the program learning goals
- Design class exercises and assignments to develop particular skills and competencies that are linked to class learning goals
- Provide clear standards in the form of rubrics or evaluative criteria that indicate how student work in the form of class participation, exercises, papers, projects, is evaluated
- Provide alternative assignments when possible to meet learning goals
- Provide evaluative feedback on student participation, papers and projects that indicates the rationale for the grade
- Model or provide examples of how to integrate academic work (concepts, theory, research, case studies, readings) with experiential work
- Provide a class environment based on mutual respect that fosters intellectual inquiry and personal growth, and which is free of misconduct, discrimination, and harassment
- Provide guidelines for appropriate behaviors regarding assignments
- Intervene when needed in order to maintain a respectful classroom learning environment
- Make time to meet with students when questions or concerns arise, and keep confidential what is discussed
- Respond to emails within 2-3 days during the week during the academic semester; weekends, breaks, and vacations may lengthen the time of response
- Provide mid-semester evaluation reports to students whose work is unsatisfactory
- Consult with faculty, program coordinator, and university staff as the need arises regarding academic issues and student learning questions and concerns
- Follow university policies regarding academic work, student and faculty conduct, disability, etc.
- Engage in faculty development workshops and discussions to maintain a high level of professional competence in the classroom

Student Responsibilities

The program expects the following behaviors as guides and standards for behavior while enrolled in the program:

- Speak from your own experience in class
 - Use “I” language
 - Relate personal material offered during class to class content in service to academic learning
 - Refrain from interpreting or evaluating others' experiences and symbolic work
 - Refrain from speaking for others (no “we” or “you”)
 - Refrain from giving advice to others

- Receive permission before talking about another's experiences—classmate experiences are confidential inside and outside of class
- Develop an inner compass for what is right for you
 - Participate at a level that is right for you—you evaluate and determine this
 - Be aware of your academic freedom to engage or not in experiential exercises as they meet your learning goals and benefit your learning
 - Discuss with the instructor how you might modify experiential exercises, projects, and papers to meet your individual needs and learning goals
- Develop self-awareness and self-regulation skills for self-care
 - Maintain an embodied balanced centered focus
 - Make use of meditation, mindfulness, deep breathing techniques
 - Make use of a curious, open, accepting, loving, compassionate inner stance
 - Begin and return to an attuned balanced inner center as a safe spot in exercises
 - Step outside of class as needed for self-care: quietly stand up and leave the room, no need to request permission of the instructor
 - Identify triggering issues and use self-care with them—deep breathing, mindfulness, stepping outside to rebalance and refresh, reflection, and depth inquiry skills
- Bring self-reflection to learning
 - Develop the inner space to experience, witness, and reflect
 - Work to understand projection in the group field, and seek to learn about yourself from what activates you in others, while setting appropriate boundaries with others when needed
 - Offer questions and insights on work from prior class at the next class
 - Make check-ins brief and reference your experience
- Interact as a respectful member of the depth community
 - Develop supportive relationships with classmates to give support in learning
 - Engage in psychotherapy or use mental health resources as needed—be mindful that classmates and faculty cannot provide the ongoing care that a therapist offers
- Abide by the university's policy on academic honesty that prohibits cheating and plagiarism, by citing and referencing the use of others' work
http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm
- Abide by the university's policy on student conduct during class and field trips by avoiding disruptive behaviors that are disrespectful, distracting, and threatening
<http://www.sonoma.edu/uaffairs/policies/disruptive.html>
- Abide by the university's policy on discrimination and sexual harassment by avoiding discriminatory behaviors in relation to race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, medical condition and veteran status, and sexually harassing behaviors <http://www.sonoma.edu/uaffairs/policies/discrimination.htm>
- Provide course evaluation and teaching feedback with the end-of-semester student evaluation of teaching effectiveness (SETE)
- Consult with the class instructor should questions or concerns arise about class assignments, learning, or evaluation standards
- Questions, concerns, problems? Talk with the class teacher first, then the program coordinator

Research Sequence

Three courses constitute the research sequence of the master's program: Psy 575, Research Methods, in the spring of the 1st year; Psy 599, Master's Thesis, in the fall of the second year; and Psy 597, Culminating Project Tutorial, in the spring of the second year.

Psy 575, Research Methods

This course acquaints the student with depth-oriented methodologies: arts-based research, heuristic inquiry, qualitative interviewing, and autoethnography. Students complete mini-projects in three of these areas.

Psy 599, Master's Thesis

In the fall of the second year students choose a topic of passionate interest, investigate depth-oriented and qualitative methodologies appropriate to the topic, conduct a preliminary literature review, choose a target journal (for the publishable-quality article), and design a research study that constitutes either a publishable-quality article or a master's thesis. Each student chooses the article / thesis committee and works with the chair of the committee to complete the Human Subjects application (if needed) which is submitted to SSU's Institutional Review Board. The proposal meeting is scheduled before the end of the fall semester. In this meeting the committee provides feedback on the research study, and the student is advanced to candidacy for the Master's degree. The GSO1 form, Advancement to Candidacy, is signed during the meeting.

Psy 597, Culminating Paper Tutorial

In the spring of the second year this course provides guidance and feedback in the process of conducting the research, describing and analyzing results, and writing the thesis or publishable-quality article. Graduating students complete the final committee meeting and sign-off on the GSO2 form.

Psy 581: Internship

In the fall semester of the second year, students start to create an Internship in order to gain community work experience in their field of interest and develop applied depth psychology skills. In the spring semester of the second year students sign up for 2 units of Psy 581, Internship. The internship (45 hours per unit, 90 hours total) consists of approximately 60 hours overseen by the on-site supervisor, and 30 hours of reading, writing, and meeting with the SSU supervisor, for a total of 90 hours. Community internships may involve work with individual mentors, in the arts, teaching, mental health, ecopsychology, rites of passage, sandplay study, healing environments, group facilitation, dream work, and other approved areas. Interns work under the supervision of the supervisor at the internship site, as well as with the program Internship Coordinator, Dr. Judy Radloff, in on-campus group supervision sessions.

Students sometimes combine research interests with their Internship. If students are interested in using the Internship site for research, they may—with the approval of their chair, committee, internship site, and supervisor—pilot their study during the fall Internship—not collect actual data to be used in their study. During the fall semester, students develop a research proposal, select their committee, complete their proposal meeting, and submit Human Subjects forms to SSU's Institutional Review Board (IRB). Only after following these steps may the Internship site be used for data collection for research. Students consult with their committee, Internship coordinator, and on-site supervisor for procedures for piloting and conducting research at the Internship site.

Psy 576: Seminar in Depth Psychology

In the second year students sign up for 7 units of Psy 576, Seminar in Depth Psychology. The cohort group decides on the focus of each 1-3 unit seminar.

Master's Thesis Option

Students have the option of authoring a Master's thesis in their second year rather than a publishable quality article. Students desiring this should consult closely with their thesis chair and committee. Other options include the Investigative Project and, for artists with a track record of publication or shows, the Creative Project. All master's theses after 2015 are filed digitally and stored on-line through CSU's ScholarWorks <http://web.sonoma.edu/aa/gs/thesis-review.html>.

Writing and Projects

All of the classes ask the student to integrate conceptual and experiential learning. Class papers ask the student to clearly articulate conceptual learning and experiential learning, as well as reflections on that learning, within the class setting. Skills in writing, reflection, and organization are needed to do effective work within the program. Experiential work may involve artwork, active imagination,

dreamwork, and any type of symbolic work. You'll learn techniques in symbolic work and in reflection as you go through the program. Please note that it is not necessary to be an artist to do the artwork in class - artwork enables you to see the products of your psyche concretely, and thus to be able to reflect on them consciously.

APA Style

All papers in the Master's program are written in the style of the American Psychological Association, known as APA style. This is a structured way of formatting and organizing your ideas for effective written expression. All students should purchase the 6th edition APA style manual (the spiral bound version is recommended for ease of use).

The library provides an online resource for research in psychology <http://libguides.sonoma.edu/psychology> as well as guidelines for APA style at <http://libguides.sonoma.edu/c.php?g=243864&p=1623020> . Owl Purdue University is the best APA website <http://owl.english.purdue.edu/owl/resource/560/01/> .

Psychology Library Resources

The library has psychology-focused resources on article searches, literature reviews, annotated bibliographies on their website <http://libguides.sonoma.edu/psychology> .

Citing Jung, APA style (6th ed.)

List first, the original publication in the original language (German), followed by a no-space slash no-space, and second, the English publication date you're using (these vary, so note the one you're using).

The original publication date is usually found footnoted on the first page of the essay in the *Collected Works*; or, if the essay is excerpted as a book, on the publication page.

Jung (1931/1969) focused on the dynamic structure of the psyche.

or

There is a dynamic structure within the psyche (Jung, 1931/1969).

Jung References

A reference for Jung needs the editors of the *Collected Works* (if this is your source), the translator (always, except for his articles or lectures written in English), and the original German publication date (always, except for the essays or lectures written in English).

The translator may be found footnoted on the first page of the essay.

The original publication date is usually found footnoted on the first page of the essay in the *Collected Works*; or, if the essay is excerpted as a book, on the publication page.

Jung, C. G. (1969). The structure of the psyche. (R. F. C. Hull, Trans.). In Read, H., Fordham, M., Adler, G., & McGuire, W. (Eds.), *The collected works of C. G. Jung: The structure and dynamics of the psyche* (2nd ed.) (Vol. 8, pp. 139-158). Princeton, NJ: Princeton University Press. (Original work published 1931)

Here's a sample Freud reference:

Freud, S. (1961). The ego and the id. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 19, pp. 3-66). London, England: Hogarth Press. (Original work published 1923)

Freud (1923/1961) focused on the relations between id, ego and superego.

The Writing Center

The Writing Center helps students write clearly and effectively and is a free service. They work with a student on a specific piece of writing to help the student improve writing skills. If you have challenges or difficulties with writing, accessing this resource early in the program will make your second year thesis writing easier. They have both drop-in sessions and scheduled appointments.

www.sonoma.edu/writingcenter

Use of Editors

The Psychology program recommends the use of editors for some students who need help with writing and with APA style. Editors are helpful for clarifying your written style, for assistance in organizing your ideas, and for strengthening your writing; though remember that editors should not actually write your text. We recommend the work of two editors: alumni Julie O'Neill,

julieo@sonic.net, and Mellissa Rohrer, mellissa.rohrer@gmail.com.

Library Resources

The Schulz library <http://library.sonoma.edu/> is up-to-date with online research and database resources, and participates in numerous interlibrary loan consortiums.

Graduate Study Room, Library

The Schulz library has a study room exclusively for grad students, quipped with tables and easy chairs. See <http://library.sonoma.edu/spaces/graduateroom>.

ArtStor

Sonoma State subscribes to a visual database called ArtStor which is a large collection of cross-cultural images related to archeological sites, art, and myth.

ARAS: Jung Institute Image Library

The San Francisco Jung Institute has an amazing online image search library from their ARAS (Archives for Research in Archetypal Symbolism) collection. Each image has a written description with it, and bibliographic material listing sources of myth, art, archeological site, etc. Individual membership is \$100 year, \$25 for students. Visit <http://aras.org/> for more information.

Online Writing Tools and Software

The library has online writing tools that allow you to make researching easier. The Nursing department's library web page at <http://libguides.sonoma.edu/content.php?pid=16542&sid=663156> has information and resources to catalyze your research practices.

Sandplay Room, Stevenson 3048

Through the efforts of Stuart Kohler, a Depth Psychology alumnus, and donations from the Psychology Department and the Hanson Fund, the Psychology Department has a beautiful sandplay room in Stevenson 3048 for use in classes and for individual student use. We have a large collection of sandplay materials and 3 sandtrays, 2 dry and 1 wet. Use the sign-out book on the bookshelf outside of 3092B in the Psych office to use the room. Please don't consult the office staff about room signouts for sandplay—you do it on your own in person. The room is unlocked during the week and should be open on weekends.

Audio Recorders & Transcription

The program has 5 high-tech portable audio recorders used by journalists that simplify the process of recording interviews and transcribing them. After recording the interview, students can speak the interview into a computer and the software types a near-coherent transcript of the interview.

Digital Projectors for PowerPoint Presentations

If you're doing a presentation and need a digital projector and computer to show the PowerPoint, contact your classroom teacher to have the teacher arrange for delivery and use of the digital projector. This is something the classroom teacher schedules, *not the student*. The library has PowerPoint software on their computers, so you can make your presentation in the library. The library has a viewing room so that you can show your presentation and see what it will look like onscreen. Reserve the room at the library front desk, by phone 664-2375, or online at <http://library.sonoma.edu/spaces/presentationroom> and receive room key. 4 hour limit.

Media Equipment

The Psychology department has a storage closet that stores an old-fashioned slide projector, TV, DVD player. You can check out video cameras and newer equipment from the IT help desk, ground floor south wing of library.

Public Programs in Depth Psychology

Each month a presentation by a visiting scholar is held for the Depth Psychology students, faculty, Psychology graduate students, and community members. Community therapists, psychologists, and interns may gain Continuing Education units by attending. The dates and locations of these meetings are announced early in the semester. Website is www.sonoma.edu/depth/events.

First-Year Evaluation Meeting

At the end of the first year in late May, after completing 18 units of the Depth emphasis, students have an evaluation meeting with the program Coordinator. First year faculty evaluate each student's development in the competencies contained in the program learning outcomes and communicate this to the program coordinator. The quality of work in the program and suitability for further work are discussed in this meeting. Students must have a minimum grade of B- in each course to continue in the program in the second year, and must have cleared all Incompletes to advance to the second year.

Article Evening

Graduating students present their article and thesis work at the annual Article Evening (formerly the Thesis Evening) held the Thursday evening before the graduation ceremony in May. This is a wonderful opportunity to hear about the work done in the program, and to celebrate with the larger Depth community.

Professional Associations

All students are encouraged to join the International Association of Jungian Studies, <https://jungstudies.net/>. This is a professional association devoted exclusively to the study of Jungian psychology. IAJS sponsors conferences, online discussion, and facilitates worldwide networking with others interested in Jungian psychology. Student rates are available.

Another professional organization directly involved with Jungian topics is the International Association for the Study of Dreams, www.asdreams.org. IASD sponsors yearly conferences, an international membership, and extensive online resources and networking on dreams. Student membership is available.

C.G Jung Institute of San Francisco

The Jung Institute in San Francisco offers numerous services for our students. They provide classes and workshops throughout the year, with student rates for attendance. They have an ample library with books, audiotapes, films and journals. You may purchase a library card to use there in the library; some of our students have volunteered there in the past. They offer visual archives of cross-cultural symbolism, with references, at ARAS; contact the ARAS curator to make an appointment to use these services. They offer low-fee psychotherapy with interns supervised by Jungian analysts. The Institute can be reached at (415) 771-8055, www.sfjung.org. Lastly, they sponsor the Friends of the Institute, an association of people interested in Jungian psychology. They offer lectures, library use at the Jung Institute, and more, with \$100 / yr dues. See their website <http://www.sfjung.org/join-the-friends-of-the-institute/> for more information.

Graduate Student Publications & Conferences

The Depth Program supports students in presenting their work at local, national, and international conferences, and in submitting their work for publication in journals and books. Professional groups usually have student rates for membership, are good avenues for meeting like-minded colleagues and acquiring experience in professional presentations. Some professional groups that might welcome Jungian-oriented conference presentations are the following:

International Association for Jungian Studies <https://jungstudies.net>
International Association for the Study of Dreams www.asdreams.org
Jungian Society for Scholarly Studies <http://www.jungiansociety.org>
American Academy of Religion www.aarweb.org
Association for Transpersonal Psychology www.atpweb.org
International Association for Analytical Psychology www.iaap.org
Institute of Noetic Sciences www.noetic.org
Association for Humanistic Psychology www.ahpweb.org
International Federation for Psychoanalytic Education www.ifpe.org
Society for the Anthropology of Consciousness www.sacaaa.org
Society for Psychological Anthropology www.aaanet.org/spa

Jungian Psychology Online

Depth Psychology Alliance www.depthpsychologyalliance.com/

Jungian-Oriented Journals

Publication in Jungian-oriented journals is also encouraged. The following is a partial listing of Jungian-oriented journals and serials. The Library has access to some of them through databases.

<i>Journal of Analytical Psychology</i>	<i>Harvest</i>
<i>Jung Journal: Culture and Psyche</i>	<i>Psychological Perspectives</i>
<i>Spring</i>	<i>Quadrant</i>
<i>International Journal of Jungian Studies</i>	

This is a partial listing of art-oriented, psychoanalytic, and transpersonally oriented journals that may also be appropriate for submitting articles:

<i>American Journal of Art Therapy</i>	<i>Dreaming</i>
<i>American Journal of Psychoanalysis</i>	<i>Humanistic Psychologist</i>
<i>Art Psychotherapy</i>	<i>Journal of Creative Behavior</i>
<i>Art/Research International: A</i>	<i>Journal of Humanistic Psychology</i>
<i>Transdisciplinary Journal</i>	<i>Journal of Sandplay Therapy</i>
<i>The Arts in Psychotherapy</i>	<i>Journal of the American Art Therapy</i>
<i>Creativity Research Journal</i>	<i>Association</i>

*Journal of Transpersonal
Psychology
Literature and Psychology
Narrative Inquiry
Psychoanalytic Quarterly*

*Psychoanalytic Review
Qualitative Inquiry
ReVision
Somatics*

Journals targeted by prior students:

*Art/Research International: A
Transdisciplinary Journal
Journal of Applied Sport Psychology*

*Omega: Journal of Death and Dying
European Journal of American Culture*

The Publishable Article

The culminating paper of the program provides the opportunity for passionate inquiry into an area of deep interest to the student. Students may use depth inquiry methods involving dreamwork, active imagination, art, nature, sacred practices, case studies, and interviewing to explore their area of passionate concern. It may involve original research, theoretical work, personal process work, artistic inquiry, curriculum development and teaching, practical applications, and creative artistic productions. Students design a study or line of inquiry, conduct the inquiry, write the paper, and after review and approval by the student's faculty committee, submit it to a targeted journal for publication. If the article is being targeted to an inter-disciplinary publication such as in education, dance, or performance art, the article must include enough psychological literature to ensure that the article is psychologically based and psychologically sound.

An end-of-year Article Evening in mid-May celebrates the culminating work of the students. The [Article Evening](#) held in the past is a public event in which students discuss their work, show slides of some of the artwork involved, and share their experience.

Article Committee: Chair and Second Reader

There are two people on the Article Committee: a chair and a second reader. The chair must be a member of the Depth Psychology faculty or a member of the Psychology department, or a psychologist at Sonoma State. The second reader may be a faculty member within the department, in the Depth Psychology program, or in another disciplinary area at SSU. The second reader must hold a Master's degree as the minimum academic requirement. There are no dual relationships allowed on the committee; if you're in doubt, consult with the program Coordinator. Internship supervisors are appropriate as second members; prior or current therapists or targeted journal editors are not. Students choose their Chair first, then consult with the Chair as to the second member.

Article Proposal

In the fall semester of the second year students submit an article proposal to their committee. The choice of the committee, the proposal meeting, and Human Subjects approval (if needed) must occur before the student begins substantive work on the article. Fall internships cannot serve as the setting for article research.

The proposal is a brief description and discussion of the proposed topic, including an introduction, a brief literature review to provide some background to the study, a discussion of the guiding question or problem or area of study, a description of the purpose of the study, and a description of the proposed methodology. The second year research methods class helps the student hone their research topic and their methodology. Students and committee use the Proposal Review Form to assess the content and organization of the proposal.

Target Journal & Model Article

The student chooses a peer-reviewed journal that publishes psychological work similar in content and methodology to the student's work. The student chooses one to two articles similar in content and methodology to their work and submits them to the committee for discussion and approval in the proposal meeting. The target journal must publish material similar in content and methodology to the student's work in order for the journal to be an appropriate target. The literature will pinpoint the types of journals that publish the types of work the student is conducting. While the target journal may require submission in non-APA style (such as Chicago or MLA), the student's final Article submitted to the committee must be in APA style.

Article Length

Irrespective of the journal a student targets, or the length of the model article, the minimum Article length is 8,000 words (excluding references), with a length of 8,000 to 9,000 words (excluding references) recommended. This is approximately 25-30 pages. Significantly longer article projects need prior faculty approval. References are generally 3-5 pages.

Article Proposal Meeting

The article proposal meeting, held at the end of the fall semester, is a one-hour meeting to discuss the student's proposal. The student and the two committee members (Chair and second member) are present. Students and committee members use the Proposal Review Form to evaluate content and organization and to guide feedback to the student. The proposal meeting is the time for intensive feedback on methods, organization of material, literature review, and journal. Each committee member may discuss methods, selection criteria (if interviewing), interview protocols, the nature of the investigation (personal exploration, other), ideas for readings, organization of the work, and literature review topics. Written feedback to the proposal may be given, or it may be presented and discussed verbally in the meeting. If human subjects are involved, the Human Subjects form is discussed with the committee. The Chair of the committee has the responsibility for working with the student on the Human Subjects form.

The proposal meeting insures that the committee has given feedback to the student, that the members are familiar with the proposed work, support the student's plans, and give feedback before the article train leaves the station. A one member meeting is not acceptable.

Students bring the **Advancement to Candidacy form (GSO1)** to the article proposal meeting. Students must meet minimum academic standards of the program with a minimum of B- in all courses and must have cleared all Incompletes in order to Advance to Candidacy. The committee members sign the GSO1 Advancement to Candidacy form at the meeting if they are satisfied with the proposal. The GSO1 is given to the Program Coordinator for signature, who forwards it on to the graduate office.

All forms are downloadable from <http://web.sonoma.edu/aa/gs/forms.html> or www.sonoma.edu/depth/forms.

Proposal Review Form

Student's Name _____ Date _____

Thesis/Project Title _____ Reviewer Name _____

Committee Chair _____ Committee Member _____ Committee Member _____

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 resourcesdescribes data bases used, key words searched, # articles reviewedseminal & current sources cited & discussed with breadth & depthdefines terms / constructsidentifies gaps in the literature, shows critical appreciation of litin a theoretical article, presents persuasive argument founded in literature and coherent interpretive lens			

<ul style="list-style-type: none"> 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>			

Human Subjects Review

If the research involves others, either in interviewing, observing, or interrelating, students must submit the research topic to the Human Subjects Committee of the University's Institutional Review Board (IRB) for review and permission to conduct the research. Research cannot be conducted until permission is received.

In consultation with the committee chair, fill out the Human Subjects form available at http://web.sonoma.edu/ofrsp/human_subjects.html. The Informed Consent must accompany the form. The Human Subjects form needs the signature of the Article Chair and the program Coordinator before being submitted to the IRB, 664-3972. It takes about 4 weeks for approval.

Work on the Article

Once the article proposal has been approved by the committee, the student refines the article outline with the Chair's feedback. The late fall, holiday break, and early spring semester is spent conducting the research and writing the article.

The Master's Thesis

As an option in the second year, students may work on a Master's Thesis or Investigative Project. A Master's Thesis involves a scholarly investigation of the topic, while an Investigative Project has a scholarly literature review and includes a personal investigation of the topic. Students have the option of a Creative Project as their Master's thesis work (see guidelines below). The second year curriculum supports the thesis work with the Master's Thesis class, Research Methods class, and Group Process class. A class on Psychological Writing may also be included in the spring.

Creative Project

The *Creative Project* is a Master's level project in a specific art form, such as poetry, creative writing, drama, or studio art. Students contemplating a creative project should have a background of work in the creative field, and have a portfolio or sample of work to show the committee chair and committee members. The committee will review the student's artistic work **prior** to approving a creative project as the thesis work. Students must include on the committee one professional in the artistic field who has a record of professional work, such as publications, exhibited artwork, staged dramatic pieces, etc. This committee member offers guidance, feedback and evaluation on the artistic aspect of the creative project. A 25-40 page literature review of relevant psychological literature accompanies the creative project as a commentary on the creative work. Finally, students who choose a creative project are required to mount a public exhibition, performance or reading of their work, in addition to their written work.

Thesis Committee

There are three people on the thesis committee. The Chair is the person who guides the thesis work, gives extensive feedback on written drafts, and coordinates the work around the thesis process. The second and third members provide more limited feedback on the topic, research methodology, and written work. The responsibility of the 2nd or 3rd member of the thesis committee is to read the thesis proposal, and the completed thesis, to give feedback on the work, and to attend both the thesis proposal meeting and the final thesis meeting.

Students should choose their committee Chair first, then consult with the Chair on the composition and areas of expertise represented by potential committee members. There are no dual relationships allowed on the committee; if you're in doubt, consult with the program Coordinator. Internship supervisors are appropriate as 2nd or 3rd members; prior or current therapists are not.

The thesis **Chair** must be a tenured or tenure-track member of the Psychology Department at SSU, an emeritus professor, or a permanent part-time faculty member. The faculty directory page in the Handbook has a complete list of qualified faculty members. The **second and third** members may be a Depth Psychology faculty member, or tenured, tenure-track, emeritus, or permanent part-time members of the Psychology department. The **third** member is sometimes viewed as a community or outside member, who may be one of the faculty in the Depth Psychology program, one of the Psychology department's faculty members, or may have some unique expertise in the

field you are studying. The minimal educational qualification for the **third** member is a Master's degree.

If the **third** reader is a member of the community and is new to the program committees, a résumé/Curriculum Vita (CV) must be provided to demonstrate expertise in the field. The student should provide contact information to the program Coordinator who will then request that the potential committee member send the CV. The Coordinator reviews the CV to insure that the member has the proper qualifications, and notifies the committee chair, the student, and the third member of acceptance.

Thesis Proposal

In the fall semester of the second year students submit a thesis proposal to their committee. The proposal is a brief description and discussion of the research topic. It includes an introduction, a literature review to provide some background to the study, a discussion of the guiding question or problem or area of study, a description of the purpose of the study, and a description of the proposed methodology. The second year research methods class helps the student hone their research topic and their methodology. Students and committee use the Proposal Review Form to assess the content and organization of the proposal.

SSU Thesis Guidelines

SSU thesis guidelines are downloadable from <http://www.sonoma.edu/aa/gs/thesis-review.html> . Students who complete a thesis are required to submit their thesis digitally, and it will be available online at SSU ScholarWorks, <http://library.sonoma.edu/research/scholarworks> .

Thesis Proposal Meeting

The thesis proposal meeting, held at the end of the fall semester, is a one hour meeting to discuss the student's thesis proposal. The student and all of the committee are present. Students and committee members use the Proposal Review Form to evaluate content and organization and to guide feedback to the student. The proposal meeting is the time for intensive feedback on methods, organization of material, and ideas for the literature review. The committee member might discuss methods, selection criteria (if interviewing), interview protocols, the nature of the investigation (personal process, or other), ideas for readings, organization of the work, and literature review topics. All writing in the proposal and the thesis is APA style, 6th Edition. Written feedback to the proposal may be given, or it may be presented and discussed verbally in the meeting. If human subjects are involved, the Human Subjects form is discussed with the committee. The Chair of the committee has the responsibility for working with the student on the Human Subjects form.

The proposal meeting insures that the committee is on board, knows what the student is planning, and has time to give feedback before the thesis train has left the station. While not recommended, if all 3 members cannot be present, a 2 member meeting is acceptable. The member who is absent must send written or email feedback to the student and the chair before the meeting. The chair or student can then bring up for discussion the absent member's feedback. The Chair must be present at the proposal meeting.

Students bring the **Advancement to Candidacy form (GSO1)** to the thesis proposal meeting. Students must meet minimum academic standards of the program with a minimum of B- in all courses and must have cleared all Incompletes in order to Advance to Candidacy. The student fills out the thesis title and description. The committee members sign the GSO1 Advancement to Candidacy form at the meeting if they are satisfied with the proposal. The GSO1 is given to the Program Coordinator for signature, who forwards it on to the graduate office.

All forms are downloadable from <http://web.sonoma.edu/aa/gs/forms.html> or www.sonoma.edu/depth/forms.

Proposal Review Form

Student's Name _____ Date _____

Thesis/Project Title _____ Reviewer Name _____

Committee Chair _____ Committee Member _____ Committee Member _____

The student's article or thesis proposal:	Insufficient	Criteria Met	Criteria Exceeded
<p>1. provides a strong rationale for conducting the study (min 10 sources)</p> <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 			

<p>research questions and to prior research</p> <ul style="list-style-type: none"> • 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>			

Human Subjects Review

If the research involves others, either in interviewing, observing, or interrelating, students must submit the research topic to the Human Subjects Committee of the University's Institutional Review Board (IRB) for review and permission to conduct the research. Research cannot be conducted until permission is received. Human Subjects information <http://web.sonoma.edu/orsp/compliance/human-subjects.html> .

In consultation with the thesis committee chair, fill out the Human Subjects form available at <http://web.sonoma.edu/orsp/forms/> . The Informed Consent must accompany the form. The Human Subjects form needs the signature of the Thesis Chair and the Program Coordinator before being submitted to the IRB, 664-3972. It takes about 4 weeks for approval.

Article and Thesis

Proposal Meeting and Advancement to Candidacy (GS0-1 Form)

GS0-1 Form Information

Thesis title and brief description

Names of committee members with signatures

Special requirements section: "academic competency as met by first year evaluation meeting May 201x."

The form may be obtained at on-line at <http://www.sonoma.edu/aa/gs/forms.html> or on the Forms website www.sonoma.edu/depth/forms.

Your committee and the Program Coordinator sign the form, and the program Coordinator submits the completed form to Graduate Studies.

Article and Thesis Drafts

Article and thesis writing is a successive process of writing drafts and receiving oral or written feedback from your Chair. Students should prepare for at least three drafts of the complete work before final submission; some students write up to six drafts, some two. Students may receive feedback from committee members on selected sections or chapters; students should consult with their committee members as to how many preliminary drafts they would like to review. If students give draft chapters to second or third members for review, they're asked not to duplicate, or send out to all members, the same chapter or material. It's more effective to have one person review a draft; have the student incorporate that feedback; and resubmit for more feedback. The Chair is the primary person who gives substantive feedback on drafts to the student.

Final Committee Meeting

When you have completed all of the article or thesis draft revisions required by the chair, and when the chair feels the work is ready for the committee to view it, students send a hard-copy draft of the article or thesis to their committee, and schedule the final committee meeting. This optimally occurs in early to mid- April for May graduation.

The entire committee gives feedback on your work at this meeting using the Article / Thesis Review form. Depending on the nature of the feedback, this may be a working meeting with lively discussion and interchange all around. Students bring a copy of the article to the meeting for reference as feedback is given. Each member's feedback on the draft is necessary for the completion of the student's work. Feedback may center on the student's organization and articulation of material, conceptual analysis of material, use of reference sources or theory, conceptual critiques or analyses, assessment of conclusions. Committee members may do editing on the work as well. The student is expected to incorporate all members' feedback into the final product and to work closely with the Chair throughout the process. When there is a conflict of ideas among committee members, the student must resolve it in consultation with the Chair. If the second and third members are satisfied at the meeting that their feedback will be incorporated into the final work, they may sign off on the article or thesis at the meeting.

After final incorporation of all feedback, students submit final changes to the chair for final approval and sign-off. The committee and chair sign off on the work only after they have approved all of it.

Students schedule 2 hours for the article and thesis committee meeting; it generally runs about an hour and a half. All committee members must attend. The student may invite a friend, classmate, partner, or family member to the meeting. Members' feedback, recognition, and appreciation are given during this meeting.

The student brings the completed Completion of Requirements form (GSO2), listing all completed courses and grades, to the final meeting. The Chair signs the form and assigns a thesis grade when all revisions are completed, which is not usually at the final meeting. The signed GSO2 is given to the program Coordinator for signature, who passes it on to Grad Studies.

Article / Thesis Review Form

Student's Name _____ Date _____

Thesis/Project Title _____ Reviewer Name _____

Committee Chair _____ Committee Member _____ Committee Member _____

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 resourcesdescribes data bases used, key words searched, # articles reviewedseminal & current sources cited & discussed with breadth & depthdefines terms / constructsidentifies gaps in the literature, shows critical appreciation of litin a theoretical article, presents persuasive argument founded in literature and coherent interpretive lensdiscusses personal connection to topic, interrogates biasresearch questions are focused			

<ul style="list-style-type: none"> 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</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</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. presents findings in a manner congruent with research questions and design</p> <p>Feedback:</p>			
<p>5. discussion interprets findings using theoretical framework discussed in literature review</p> <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 <p>Feedback:</p>			
<p>6. conclusion discusses the implications of the results</p> <ul style="list-style-type: none"> ideas for future research and / or practical applications methodological considerations <p>Feedback:</p>			
<p>7. 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>			

Payment for Committee Members

Committee members receive payments for their work on article and thesis committees. These payments are budgeted yearly from tuition and are not paid directly by the student.

Application to Graduate

The application for the award of the Master's Degree is a one-page form due in to Admissions and Records on **Feb 1** for May and August graduation, **Sept 15** for December graduation. Download it on from <http://www.sonoma.edu/aa/gs/forms.html> . You can't graduate unless you turn in this form and have paid all your fees.

Completion of Requirements (GS0-2) Form

At the same time that you're finishing your thesis, fill out a GS0-2 or a Completion of Requirements form downloaded from the Graduate Studies website at <http://www.sonoma.edu/aa/gs/forms.html> or the program Forms website, www.sonoma.edu/depth/forms.

This form lists all of the classes and grades that you have taken to fulfill your degree requirements. You may obtain a copy of your transcripts from PeopleSoft. The coursework that you enter must reflect the classes and grades recorded on your transcript. Bring the completed form to the final committee meeting for signature and assignment of the thesis grade. After your thesis chair signs the GSO2, signaling completion of your thesis, obtain the signature of the program Coordinator, who submits it to Graduate Studies when your work is completed. Multiple chair-signed copies of the abstract are also needed. All Incompletes must be cleared before submitting the GSO-2 form.

Article Submission

The student completes the cover sheet using the SSU thesis style, collects committee signatures, and submits a pdf of the article with abstract to the committee Chair and the program Coordinator. This is the last step of the article process. The student may then choose to submit the article to the targeted journal for review for publication.

Thesis Submission

The completed signed thesis is submitted digitally to Gillian King-Bailey in Graduate Studies who reviews it for formal and structural requirements and may notify the student of the need for further revisions. After these final revisions are completed, a digital copy is submitted to Graduate Studies. Theses are stored on-line at SSU's ScholarWorks, <http://library.sonoma.edu/research/scholarworks> .

Graduate Thesis Review Committee

Karen Moranski, Dean of Graduate Studies. Stevenson 1041.
Gillian King-Bailey, Administrative Analyst. Stevenson 1041, 664-2237

Student Forms and Procedures

To register: <https://web.sonoma.edu/exed/registration/registration-basics.html>
Graduate Forms (GSO1, GSO2, Application to Graduate, Graduation Change):
<http://www.sonoma.edu/aa/gs/forms.html>
Information Forms: www.sonoma.edu/depth/forms

KEEP A COPY OF EVERYTHING YOU SUBMIT

- **Registration**

All registration information is on this web page:

<https://web.sonoma.edu/exed/registration/registration-basics.html>

- **Rights of Human Subjects Forms**
- * **Advancement to Candidacy (GS0-1) Form**
- * **Completion of Requirements (GS0-2) Form**
- * **Application to Graduate Form**

Important Dates and Time-Line for the Program

First Year:

Deadline to submit Registration Forms each semester is noted on the registration form.
After this date, there is a \$25.00 late fee.

May 15-31: First Year Evaluation meeting with program Coordinator

Second Year:

Fall Semester:

1. Selection of article/thesis topic and article/thesis chair, and discussion of potential committee members with chair
2. Proposal Meeting/Advancement to Candidacy/GSO1. Get signatures on the GSO-1 and fill out the Proposal Meeting form.
After committee meeting the GSO1 and Proposal Meeting form are given to the Special Sessions Coordinator for processing and submission to the graduate office.
3. File **Rights of Human Subjects Protocol Summary** Form if needed.

Spring Semester:

Late January:

1. For thesis option: First draft of thesis is due to your Committee Chair. Expect to do about four thesis drafts before your committee and Graduate Studies accept your thesis.

February:

1. Application to Graduate due Feb. 1 to Admissions & Records in Salazar Hall for May and August graduation.

March, April:

1. Schedule final committee meeting with committee.
2. Submit Completion of Requirements (GSO2) form to program Coordinator.
3. For the article, submit the completed article to the committee chair. Deadline for May graduation is mid-May (early August for August graduation).
4. For the thesis, submit the completed thesis digitally to Graduate Studies, Stevenson 1041, to Gillian King-Bailey. She will review it and give you feedback on further revisions.
After Gillian has approved your revisions, submit your final pdf version. Deadline for May graduation is early May (mid-July for August graduation).
5. Awarding of Degree: Allow 60-90 days

Graduate Studies **GS01**

Advancement to Candidacy

Name		Student ID Number	
Local Address		Telephone Home	
City, State, Zip		Telephone Work	
Permanent Address		Telephone Message	
Master's Program	Psychology	Authorized Concentration	Depth Psychology

Proposed Title and Short Description of Final Project (4 lines)--Use a second page for a long description

Special Requirements for Advancement, if any (i.e., oral qualifying exam, etc.)

Date

Requirement	First-year course competency evaluation; in-person Proposal meeting	
How Met by Student	Evaluation meeting with Program Coordinator, May of first year Proposal Meeting, Fall semester of second year	May 2019

Writing Proficiency Requirement

Date

WEPT		
Other Option	Competency Course Equivalent, Evaluation meeting with Program Coordinator	May 2019

In signing this document, I agree to accept the responsibility of preparing a manuscript that meets the standards of the supervising committee and the University [as outlined in the Guidelines for Master's Theses and Projects published by the university].

Student Signature	Date

In signing this document the committee agrees to accept the roles and responsibilities assigned to the task of acting as evaluators of the quality and substance of this student's final project [as outlined in the Guidelines for Master's Theses and Projects published by the university].

Committee	Name (Typed) and Signature	Date
Chair		
Second Member		
Third Member		
Fourth Member		
Graduate Coordinator	Laurel McCabe	

Review and Data Update:		Date
Graduate Studies Clearance		
Admissions & Records		



Appendix Q. Faculty Guidelines

**M.A. in Psychology, Depth Psychology Program
Sonoma State University
Faculty Guidelines Fall 2019**

Welcome to the M.A. in Psychology, Depth Psychology Program at Sonoma State University. The guidelines below are meant to facilitate and smooth your journey here as a professor in the program.

As a faculty member in the program, you're responsible for one piece of the student's total experience. The goal of each class is to clearly present a body of knowledge which enables the students to have a multi-layered grasp of the material. You want to aim for a conceptual understanding, a practical or applied grasp of the material, and an embodied understanding. The skills you teach are reflected in the program's learning goals and learning outcomes, which are viewed as competencies to be developed.

Pedagogically, your teaching methods include traditional lecture and discussion as well as experiential exercises, practical applications, art work, group work, practical work in dyads or triads, etc. Structure your classes so that there is a mix of activities that keep the students engaged and involved in the material, and which develop different layers of knowing and understanding.

Each student has enrolled in the Depth program for unique reasons. Some students will be working with people in an educational or counseling setting, some will be teaching, some will go on to graduate clinical and doctoral work. You choose the techniques or concepts relevant for your course goals.

Administrative

The Psychology MA Program is located in the Psychology Dept. at SSU, Stevenson 3092. The Coordinator of the program is Dr. Laurel McCabe, Stevenson 3087, (707) 664-2130, email laurel.mccabe@sonoma.edu. For questions regarding academic and student matters, contact Laurel.

The Program is administered by the School of International and Extended Education through a program called Special Sessions. While the department office staff in the Psychology Dept. in Stevenson 3092 will be welcoming to you, they don't know the details of the program—*so if you need anything*, contact Laurel; or Extended Ed, Stevenson 1012, phone 707 664-2682.

The program's Student Handbook, with information on all aspects of the program, is downloadable in from www.sonoma.edu/psychology/depth/forms.

Faculty Affairs provides information on teaching, compensation, evaluation, and support services at <http://www.sonoma.edu/aa/fa/>.

Background Checks for New Faculty

The CSU system conducts background checks verifying education and work history for all new faculty and staff working at the university. This process takes weeks to accomplish and must be complete before you're able to begin your contract and paperwork with the university. SSU staff will notify you when the process begins. Background checks do *not* involve financial information.

Contract

Turn in your signed contract and the completed payroll packet to Extended Education, Stevenson 1012.

Faculty ID Card

Before you obtain a faculty ID card, make sure you've turned in your signed contract and the completed payroll packet. Then, go over to Seawolf Services on first floor of Salazar Hall to obtain a Faculty ID card. Bring a social security card *and* Driver's License or Passport. The office is open from 9-5 but please arrive no later than 4:00 pm as it takes time for the paperwork.

SSU Online Account

You need a Sonoma online account with login and password to enter grades and to access online services at SSU, such as university email, a class web page, to reserve computer equipment, to set up an SSU class email list, etc. You can get this only after you've signed your contract, completed your payroll packet, are input into the system and have your faculty ID.

To set up the online account, go to the SSU home page at www.sonoma.edu, click Login, follow directions on getting your username and set a password.

Library Card and Library Services

Your faculty ID serves as a library card. You use your SSU login and password to access online library services anywhere you have a computing device. You need an ID card to check out books, to search CSU+, to put books on reserve, etc.

Office and Office Hours

You're expected to be available for student appointments at some point during the week of each teaching session. Most instructors do this after class, or in the classroom after class if the room is free. You have the option of setting specific office hours, seeing students by appointment only, or seeing students informally after class. You may also prefer to meet in your own classroom before or after class or in one of the cafes or locations around campus. Indicate on your syllabus how students may see you for advice and consultation.

You may use the phone in the office; dial 9 to access an outside line. Dial 4 plus the campus extension, to dial campus phone numbers. (For example, to dial Mary's number on the office phone, dial 42173.)

Office Keys

You must complete your contract and payroll paperwork to obtain an office key.

Laurel facilitates keys to the psychology department and your office. Pick up the signed key request form from your mailbox in the Psych Department, Stevenson 3092, 8am-5pm and take it to Customer Services in Salazar Hall for your keys. Bring your faculty ID for identification.

Psychology Department Office Key

You must complete your contract and payroll paperwork to obtain the department key.

The psychology department office (Stevenson 3092) is programmed *on your ID key card*. It takes 2-3 days to activate after you visit Salazar to pick up your keys (not including the weekend). Your mailbox is in the department office Stevenson 3092.

Classroom Keys

You must complete your contract and paperwork to obtain classroom keys.

Extended Ed Stevenson will contact you with information on the key form and getting your signature. *Allow a week to obtain classroom keys*—the form needs multiple signatures and it takes time. Then pick up the signed form in Extended Ed and take it to Salazar Customer Services to get your keys.

The art room (Stevenson 3050), sandplay room (Stevenson 3048) and the storeroom with magazines (Stevenson 3042 Storeroom) are programmed *on your ID key card*. It takes 2-3 days to activate after you visit Salazar (not including the weekend). If you teach a weekend seminar plan on *not* using these rooms unless you've come in a week ahead of time to get the ID key card activated.

Keys must be returned at the end of the semester in which you are teaching. Keys for certain classrooms, such as the dance studio in Ives 80, are negotiated with the Ives office staff.

Classrooms are usually open but are sometimes locked, so obtain a key to your classroom in case it's locked when you arrive.

If you don't have a key and your classroom is locked, call the police at 707 664 2143 and they'll send someone to open it.

These are some additional meeting rooms that require a key:

- Stevenson 3048 Sandplay Room Open M-F 7:30am – 10pm Keycard
- Stevenson 3050 Art Supplies Open M-F 7:30am – 10pm Keycard
- Stevenson 3076 Breakout small-group room

Program Mail

University and program information will be mailed to your home address or placed in your mailbox in the Psych department, Stevenson 3092, hours 8am-5pm.

Class List

In the month or so before classes start, Laurel will email you a list of your student names and emails so that you can notify them before class begins with a reading list of books to order.

Check your registered students before the first class: Login to SSU (www.sonoma.edu). Click MySSU. Click My Schedule. Click the appropriate semester (drop-down menu). Click on your course. Click Class Roster. Check to see that the students registered match the student listing. If not, ***email Laurel to notify her of an unregistered student***. This is the only check to make sure students are registered for each class.

Make a group list of your students on your email system, which you can then use when you need to send out emails about texts, syllabi, etc. Check your class listing before your first class and use it to determine attendance—anyone absent on first class, please email Laurel.

Class Meetings and Attendance Policy: Faculty

As a teacher, you're expected to attend every class during the semester, which is 15 weeks in length, with exam week (week 16) optional. If you're teaching a 1-unit seminar, you're required to be present for 15 hours of class time; 2-unit seminar, 30 hours of class time; 3-unit seminar, 45 hours of class time. The SSU policy during exam week is that you should be available during exam hours—either holding class, or in office hours to see students.

Syllabus: Class Structure, Learning Goals, Evaluation

Your syllabus presents the goals of the course, the skills developed in the course, the schedule of reading and/or projects, the types of work expected of students, ***and the means of evaluating students' work—that is, how you will determine the final grade***. You should be clear so that students are clear about what is expected of them and how to achieve it. Your attendance policies should be explicit—include consequences for missing classes, arriving late, or leaving early. Your syllabus is the university contract should student disputes arise so take care with it.

Email your syllabus to Laurel for feedback and vetting before you send it out to students. We keep all prior syllabi, so contact Laurel to view past sample syllabi.

Keep clear records of student work and grades. Should a grade dispute arise after you have taught the course, you need clear information to back up your assessment of the student's work. Keep 3 years of past course records.

Students become very involved in this material as they work with it. Be open to students' desire for more interchange and for more discussion and work regarding the material. Give the students your phone or email address with directions on how to reach you, and list this on your syllabus. Every student uses email, and we've found that this is a quick, effective way to correspond.

Syllabus: Learning Goals and Outcomes

You **MUST include your *course learning goals*** in your syllabus, how they align with one or more of the *program learning goals* (listed below), and the specific learning *outcomes* (indented below) linked with the goal. **Choose 2-4 learning goals and outcomes** for your seminar or class—don't include everything.

Knowledge Base in Depth Psychology

- Describes the major theories, research methods, or practices in the field, and implements at least two of them through a paper or project.
- Demonstrates a synthetic understanding of how specific ideas and concepts 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 Practices and Skills

- 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 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, both for oneself and in usage with others, and demonstrates knowledge in adapting techniques to specialized groups or specific 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, and 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 his or her own cultural backgrounds, including gender, race, ethnicity, sexual preference, sexual identity, religion, nationality, civic identity, age, ability; in an appreciative and questioning stance that includes descriptions of origins, assumptions, predispositions, and development.
- Describes a cultural shadow or cultural complex resulting from identification with one or more cultural identities, describes how it shows itself to others, 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 the field.

Applied Learning

- Creates a project, paper, or practice reflecting the application of knowledge or skills acquired through study to a specific object, person, group, setting, or cultural context.

Cultural Engagement

- Takes an active role in a community context and examines the psychological issues encountered and the insights gained from the community experience.
- Collaborates with others in developing and implementing a depth psychological approach to a psychological cultural issue, evaluates the strengths and weaknesses of the approach and, where applicable, the results.

Analytical Skills

- Differentiates and evaluates theories, methods, or approaches to an issue or context.
- Analyzes, adapts, reformulates, uses central ideas, concepts and techniques.

Fluency in Verbal and Written Communication

- Creates sustained and coherent arguments, narratives, descriptions, explanations, or reflections of work, in two or more media, to general and specialized audiences.

Use of Information Resources

- Provides adequate evidence through papers and projects of assessing, contributing to, or refining an information base or resource.

Syllabus: Evaluation Policy

You MUST place on your syllabus your course evaluation policy—how you assign grades—taking into account different criteria such as attendance, assignments, papers, participation, etc. Suggested text is below.

Your course grade is based on quality and timeliness of papers, presentations and assignments, attendance, and quality of class participation. You're expected to do the reading for the class and to come prepared for discussion and projects in class. You can expect to spend from 3 to 9 hours per week (3 hours per unit) on readings and projects for this class. Bring a copy of the week's reading and assignments to class for discussion and reference. Papers and assignments are due on the due date; extensions for papers must be discussed with the instructor and approved ahead of the due date. Late papers will be graded down one partial grade for every week they're late.

Syllabus: Attendance Policy

You MUST place on your syllabus your course attendance policy, and the consequences for students missing a class. Instructors are responsible for providing a clear statement on the course outline about the impact of attendance on students' grades. For students who have missed classes for legitimate reasons, instructors are responsible for providing an opportunity to complete make-up work or grade substitution ***if*** the instructor determines that such is reasonably able to be provided.

The program suggests copy like this in your syllabus; modify as you see fit:

Attendance at all class meetings is mandatory. While you can always read what was missed, you can't reproduce the discussions and exercises experienced in class. Attendance means timely attendance—being on time and not leaving early. Being more than 15 minutes late or leaving early constitutes a missed class. Excused absences are possible only with a doctor's note or a real emergency and do not count as an absence instance. At the same time, absence affects your participation points. If you're absent, it's your responsibility to provide the instructor with due notice beforehand and to inform the instructor of the reason for the absence. Class material is due with an excused absence unless you have arranged with the instructor

ahead of time. Missing more than one class will bring down your grade; it's not possible to pass the class if you miss more than 3 classes. If you must miss a class, ask someone in class to take notes for you: you are responsible for learning the material covered in a missed class.

Syllabus: Classroom Etiquette Policy

You must place on your syllabus a classroom etiquette policy, recommended text below.

Classroom Etiquette

In order to maintain a positive classroom climate, please refrain from engaging in behaviors that are disrespectful and distracting to the professor and to fellow students. These include engaging in side conversations, cross-talk, texting, using cell phones, checking email, or surfing the internet. Please turn off cell phones and computers during class. Cell phone use in class is disruptive, so they may be used outside of class during breaks only. You'll be asked to turn off your phone in class if you check it or answer it during class. Disruptive behavior in class will bring down your final grade.

Syllabus: APA Style

All students are required to use APA style (6th edition) in papers they write—at least for cover sheet, margins, pagination, running head, citations, headings, and references. We hold an overview of APA style every fall for all students. Be familiar with APA style and take it into account when evaluating papers. Owl Purdue <http://owl.english.purdue.edu/owl/resource/560/01/> is one of the best online APA resource guides. The library provides an online resource for reference and citations in APA style at <http://libguides.sonoma.edu/content.php?pid=256245&sid=2115477> but it is not always accurate.

You MUST include that written assignments are expected to be in APA style except when otherwise indicated. Suggested copy:

Papers are double-spaced, paginated, with 1" margins all around, and a simple 12 point font like Times, Times New Roman, Helvetica, Arial, etc. References and citations are APA style. The Library has simple APA style guidelines online. Owl Purdue has excellent online APA style guidelines.

Exceptions: Interview transcriptions, field notes, etc.

Syllabus: Students with Special Needs

Every classroom instructor must accommodate students with special needs in their class. See the Disability Services for Students website for more information: www.sonoma.edu/dss/

You MUST include the following notice regarding students with special needs in your syllabus. Use this exact wording:

If you are a student with special learning needs and you think you may require accommodations, your first step is to register with the campus office of Disability Services for Students, Salazar 1049, phone 664-2677, website www.sonoma.edu/dss/. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. You then present this recommendation to the instructor, who will discuss the accommodations with you.

Suggestions to teachers regarding classroom teaching for students with disabilities is on http://www.sonoma.edu/dss/faculty_staff/teaching_students_with_disabilities.html.

Syllabus: Faculty and Student Responsibilities

You MUST include the following Faculty and Student Responsibilities in your syllabus or as an appendix to your syllabus. It provides guidelines for what students can expect of faculty and students in the classroom.

Faculty Responsibilities

- Set class learning goals that reflect the program learning goals
- Design class exercises and assignments to develop particular skills and competencies that are linked to class learning goals
- Provide clear standards in the form of rubrics or evaluative criteria that indicate how student work in the form of class participation, exercises, papers, projects, is evaluated
- Provide alternative assignments when possible to meet learning goals
- Provide evaluative feedback on student participation, papers and projects that indicates the rationale for the grade
- Model or provide examples of how to integrate academic work (concepts, theory, research, case studies, readings) with experiential work
- Provide a class environment based on mutual respect that fosters intellectual inquiry and personal growth, and which is free of misconduct, discrimination, and harassment
- Provide guidelines for appropriate behaviors regarding assignments
- Intervene when needed in order to maintain a respectful classroom learning environment
- Make time to meet with students when questions or concerns arise, and keep confidential what is discussed
- Respond to emails within 2-3 days during the week during the academic semester; weekends, breaks, and vacations may lengthen the time of response
- Provide mid-semester evaluation reports to students whose work is unsatisfactory
- Consult with faculty, program coordinator, and university staff as the need arises regarding academic issues and student learning questions and concerns
- Follow university policies regarding academic work, student and faculty conduct, disability, etc.
- Engage in faculty development workshops and discussions to maintain a high level of professional competence in the classroom

Student Responsibilities

- Speak from your own experience in class
 - Use “I” language
 - Relate personal material offered during class to class content in service to academic learning
 - Refrain from interpreting or evaluating others' experiences and symbolic work
 - Refrain from speaking for others (no “we” or “you”)
 - Refrain from giving advice to others
- Receive permission before talking about another's experiences—classmate experiences are confidential inside and outside of class
- Develop an inner compass for what is right for you
 - Participate at a level that is right for you—you evaluate and determine this
 - Be aware of your academic freedom to engage or not in experiential exercises as they meet your learning goals and benefit your learning
 - Discuss with the instructor how you might modify experiential exercises, projects, and papers to meet your individual needs and learning goals
- Develop self-awareness and self-regulation skills for self-care

- Maintain an embodied balanced centered focus
- Make use of meditation, mindfulness, deep breathing techniques
- Make use of a curious, open, accepting, loving, compassionate inner stance
- Begin and return to an attuned balanced inner center as a safe spot in exercises
- Step outside of class as needed for self-care: quietly stand up and leave the room, no need to request permission of the instructor
- Identify triggering issues and use self-care with them—deep breathing, mindfulness, stepping outside to rebalance and refresh, reflection, and depth inquiry skills
- Bring self-reflection to learning
 - Develop the inner space to experience, witness, and reflect
 - Work to understand projection in the group field, and seek to learn about yourself from what activates you in others, while setting appropriate boundaries with others when needed
 - Offer questions and insights on work from prior class at the next class
 - Make check-ins brief and reference your experience in support of learning
- Interact as a respectful member of the depth community
 - Develop supportive relationships with classmates to give support in learning
 - Engage in psychotherapy or use mental health resources as needed—be mindful that classmates and faculty cannot provide the ongoing care that a therapist offers
- Abide by the university's policy on academic honesty that prohibits cheating and plagiarism, by citing and referencing the use of others' work
http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm
- Abide by the university's policy on student conduct during class and field trips by avoiding disruptive behaviors that are disrespectful, distracting, and threatening
<http://www.sonoma.edu/uaffairs/policies/disruptive.html>
- Abide by the university's policy on discrimination and sexual harassment by avoiding discriminatory behaviors in relation to race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, medical condition and veteran status, and sexually harassing behaviors <http://www.sonoma.edu/uaffairs/policies/discrimination.htm>
- Provide course evaluation and teaching feedback with the end-of-semester student evaluation of teaching effectiveness (SETE)
- Consult with the class instructor should questions or concerns arise about class assignments, learning, or evaluation standards
- Questions, concerns, problems? Talk with the class teacher first, then the program coordinator

Syllabus: Student Conduct

The program adheres to university student conduct policies found at <http://web.sonoma.edu/uaffairs/policies/>. Areas relevant to students are policies on academic freedom, [academic honesty](#), [alcohol use](#), [disability access](#), [discrimination and sexual harassment](#), [disruptive behavior](#), [drug use](#), the presence of [animals on campus](#), [smoking](#), [assaultive or threatening acts](#), and using human subjects in research. If issues arise in classes, internship, or areas of the program which the faculty assesses as significantly affecting the student's ability to function adequately as a graduate student or to conduct the professional duties of an internship, evaluation of those issues by the program faculty may lead to specific recommendations for the students, including potential removal from the program.

You MUST include something like this in your syllabus:

The program adheres to university student conduct policies found at <http://web.sonoma.edu/uaffairs/policies/>. Each student is expected to be aware of these

policies. Areas relevant to students are policies on academic freedom, [academic honesty](#), [alcohol use](#), [disability access](#), [discrimination and sexual harassment](#), [disruptive behavior](#), [drug use](#), the presence of [animals on campus](#), [smoking](#), [assaultive or threatening acts](#), and using human subjects in research.

Syllabus: Plagiarism/Academic Honesty

You MUST include on your syllabus your policy on plagiarism. The university policy is at <http://www.sonoma.edu/policies/cheating-and-plagiarism>. For the first infraction, you have the option of giving the student assignment a failing grade; returning the work and having the student redo it; or giving the student a failing grade for the course. Notify the program Coordinator and the university Student Conduct Officer of the infraction. The Student Conduct Officer keeps a listing of infractions should another occur. You and the program coordinator may make an assessment of seriousness of infraction—for example, if there's one instance of verbatim usage of another author without proper citation of a quotation, you might elect to notify the student and ask the student to rewrite. Habitual use of other's words without proper citing is a reportable infraction. More than 1 infraction may result in dismissal from program.

Suggested copy:

It is expected that all material submitted as part of any class assignment is the actual work of the student whose name appears on the material. The concept of academic honesty includes plagiarism as well as receiving and / or giving improper assistance on coursework. The university's policy of academic honesty expects students to be honest in attributing others' work to those who wrote it, with proper citations, references, and paraphrasing of material. Using the words of an author without specifically quoting and referencing the author is plagiarism—passing off another's ideas as one's own. A paper that has material copied verbatim from a book, article, another student, or Internet source without proper referencing may be given an F and will be reported to the university officer. A second instance is also reported and may lead to removal from the university. Classroom instructors may use online software such as turnitin.com to assess the academic honesty of student papers. The University's Cheating and Plagiarism policy is available at http://www.sonoma.edu/UAffairs/policies/cheating_plagiarism.htm.

Turnitin.com

Some students download parts of their papers from the web. Faculty can easily scan papers for plagiarism through your Canvas class website. The University subscribes to Turnitin.com which checks the paper against internet-based written material and gives you a report of equivalent usage online. It's very easy to incorporate turnitin into your course website.

See www.sonoma.edu/it/faculty/turnitin.html for information and for establishing an account to use it if you don't use it through Canvas. You need a Sonoma login and password to use the service.

Syllabus: Emergency Evacuation

You MAY include the following paragraph in your syllabus about emergency evacuation. The elevator in Stevenson often goes out, and there are concerning stories of disabled students' modes of exit. This paragraph will students thinking of a plan.

If you are a student with a disability and you think you may require assistance evacuating a building in the event of a disaster, you should inform your instructor about the type of assistance you may require. You and your instructor should discuss your specific needs and the type of precautions that should be made in advance of such an event (e.g., assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative

measures as soon as possible and contact the Disability Services for Students office if other classroom accommodations are needed.

Canvas: Online Class Information

Every class has an online website to provide online information to students about the course—assignments, syllabus, handouts, powerpoints, videos, discussions etc. You need an SSU login and password to use Canvas, SSU's system.

Go to the SSU website www.sonoma.edu . Login. Click Canvas. Click your course number.

For guidance in using Canvas, see the Canvas support website <https://lms.sonoma.edu/> or contact the Faculty Center <http://facultycenter.sonoma.edu/> for individualized help and group classes.

Leave time to work with Canvas before your class begins—it takes time to learn.

Rubrics

Provide clear standards for evaluating student work, either in your syllabus or in your assignment guidelines. Rubrics provide these, and avoid student confusion over what is being graded. Laurel has numerous sample rubrics that can be adapted for use in your class, for papers, assignments, oral presentations, attendance and engagement, etc.

Faculty Center

The Faculty Center is a one-stop service set up to assist you in your duties as a professor and instructor <http://facultycenter.sonoma.edu/> . Access their website to see all the services they provide—they can be a lifesaver in a pinch. They consult on technology, assessment, video production, zoom web conferencing, and instructional consultation.

Writing Center

If you see that a student is having difficulty with clear written expression, feel free to refer the student to the Writing Center, <http://web.sonoma.edu/writingcenter/info/services.html> . Staff are available for free consultation with students regarding their writing M-Th 9-5, F 9-4, phone (707) 664-4401. They work with the student on specific pieces of writing to help the student write more clearly and effectively. They do not proofread or edit papers, rather help the student learn how to do self-editing, guide them in citation style, and improve their own writing process. They offer group writing facilitation, as well as workshops for specific writing assignments. Appointments are strongly recommended, though they take walk-ins if staff is available.

If you have a student whose writing needs improvement, add this suggestion as a note at the end of a student paper, or in a meeting with them. Offering this information in your syllabus provides the students information on how to access resources to improve their writing, hopefully early in the program to make their second year article/thesis-writing an easier task.

Textbooks for Class

You have options for class texts. First choice is to give the students a book list via email ahead of time, and leave it to them to obtain them. More and more students are using services such as amazon.com or halfprice books, which can be cheaper than our bookstore, so this is a welcome option.

Another option is to order books through the SSU bookstore / Barnes & Noble, (707) 664-2259, about one month ahead of time. You'll need to know the class number and name (Psych 511, Theories of Depth Psychology, for example), class instructor, book title and author, sometimes publisher and ISBN, and number of students. Books generally take about 3 weeks to come in; ordering at least a month in advance is wise should problems arise with the order.

Desk Copies

When you're teaching a course of more than 25 students, instructors can routinely get desk copies or examination copies for their courses. These are free textbooks or texts that you can review before deciding whether to purchase them; some publishers ask for a nominal fee, or a mailing fee. See the publisher's website for information on how to acquire desk copies. When you've ordered your books for the class, desk copies are always free.

Book Chapters / Articles in pdf Format

When assigning chapters or articles for class, consider pdf versions that can be emailed or placed on Canvas. Students are responsible for printing them or reading online. This does away with the need for a reader, or for asking students to spend additional money to buy a reader. It also has the advantage of enabling you to keep pdf files of relevant articles on your computer.

You can use scanners in the library to scan articles and book chapters into pdf format. Scan articles in Text at 300dpi. Then save as: Optimized to decrease the size of the file.

You can also use the scanner in the Psychology Dept office that's part of the Xerox machine to scan chapters and articles. See Laurel or the wall posting over the scanner to see how to scan and email.

You must choose someone to email the scanned copy to—as default press the M button and then click on Laurel McCabe. Let Laurel know you're sending it to her and she'll forward it on to you.

Adobe software: In Adobe Acrobat Pro, go to Create New Pdf from Merged Files, drag your scanned files into the box, put them in the correct order, and press Merge. If the files are rotated, use the rotate files command, save again. Finally, save as an optimized pdf to cut down on the size of the file. To prepare a student paper for turnitin.com, click Enhance.

Library, Full Text Articles

Almost all of the online databases provide downloadable pdfs of articles and book chapters.

Compiling a Reader

If you'd like your students to read articles from books and journals compiled into a reader, you're responsible for getting the articles together, bringing them to a copy center, having a reader made, and arranging for students to pick up the reader and pay for it. You don't pay to have the reader made—the students pay when they pick it up. You get a free copy of the reader, as the instructor, if you tell them to pay for your reader out of the students' cost. Remember to make a cover sheet for the reader listing the course number and name (e.g., Psychology 511, Theories of Depth Psychology) as well as the instructor name. It's very helpful if you insert a Table of Contents and a syllabus into the reader. The copy shop has equipment on the xerox machine that numbers the pages for you. If you have questions, contact Laurel.

Xerox Services

If you'd like your syllabus or class handouts xeroxed, email it or take it to Extended Ed, Stevenson 1012, and the staff will see that it's copied. Allow 1-2 weeks for this service—***don't rely on same day service***. Copies may be mailed to your home when completed, or placed in your department mailbox. Remember don't use the xerox service for multiple copies of articles for students—these should be included in a Reader or posted online on Canvas.

You *don't* have access to the Psych Dept. xerox machine for Xeroxing—it's a separate account.

Faculty Computing Needs

The Faculty Center provides support in teaching technologies <http://www.sonoma.edu/facultycenter/> and their services <http://sonoma.edu/facultycenter/services/>.

IT Needs

The IT department's website <http://it.sonoma.edu/kb> lists the projects it provides help with, such as Canvas, network wi-fi, scanning services, tech classrooms, etc. The Forms page for service requests is at <http://it.sonoma.edu/forms>.

Library Services

The Schulz library is up-to-date with online research and database resources, and participates in a CSU interlibrary loan consortium. Access the library at <http://library.sonoma.edu/>. For faculty services go to <http://library.sonoma.edu/services/faculty/>.

Student Research Assignments—Use PsycInfo

Teaching students to use the library databases to research current information is necessary, as information resources and databases change regularly at SSU.

The program recommends that students conduct library research using PsycInfo, the standard database for psychology-oriented research. To do so, from the library home page <http://library.sonoma.edu/>:

- Click on *A-Z List of Article Databases*. Click on P. Click on *PsycInfo*.
- To access a larger listing of humanities resources, click on E, then click *Ebsco*. *Ebsco* is a large database of scholarly information accessing art, anthropology, social sciences, etc.

Library Reserve

You can put any book or article on reserve in the library and you can do it online at <http://library.sonoma.edu/services/faculty/reserves/>. If you're on campus, it's quickest to bring the book or article to the main desk, and fill out the form indicating how long the reserve is for (2 hrs or 1 day). You can use books from the stacks, your own books, or articles of your own that you've xeroxed. The library has 2 sets of Jung's *Collected Works*; one of them is on reserve. Some of the volumes have disappeared over the years, unfortunately. The library has one copy of Jung's *Red Book*. Laurel has 2 copies in her office if you'd like to borrow one.

Digital Projector, Powerpoint

Most classrooms have in-room ceiling-mounted digital projectors with a dock to connect your laptop on the wall. Faculty generally use their own laptop with the projector. If your classroom doesn't have in-room digital projectors and video equipment and you plan on using powerpoint slides, email <http://it.sonoma.edu/forms> before classes begin to reserve equipment on the dates of your classes using the Faculty Authorization for Equipment form. You'll need a Faculty ID Card to order equipment. You can choose from the following to be delivered:

- Digital projector only (use your own laptop; if you use a Mac bring your connecting device)
- Mac or PC (specify which) with digital projector
- DVD and sound equipment

If you use a Mac laptop you'll need a Mac adaptor to connect to the wall cable.

It's your responsibility to arrange for equipment before you need it.

If you should encounter technical problems with the computers or digital projector delivered by Media Services to your room, call the Help desk on the spot at 664-HELP and they'll send someone to help you asap. Note that **the Help desk hours are 8am to 7pm on weekdays (5 on Fri) and so they're not available for evening and weekend classes.**

Movies, VCR / DVD Player

Some rooms have an in-room VCR and a TV in a cabinet. See Media Services about any other equipment checkout at <http://it.sonoma.edu/forms>.

If your room doesn't have an in-room TV with VCR/DVD player, you may reserve and check these out in the equipment check out book located on the cabinet near 3092B in the Psychology Office. Sign out ahead of time if you'd like to use this equipment. *Do not* ask the office staff to do this for you—it's your responsibility.

Music Player

Most people use the computer or phone and portable speakers with Bluetooth.

Videos

The Library offers a fair to good selection of Jungian-oriented videos, as well as videos on cross-cultural anthropological and ethnological topics, some of it rare and unusual. See the appended sheets for a listing of some of the current videos; there may be more, so check to see what's available. To find what videos are available, modify your keyword search with these changes: Location: MultiMedia. This will produce a listing of available videos.

Video Camera, Digital Camera

Media Services has up-to-date equipment, <http://it.sonoma.edu/forms>, Faculty Authorization for Equipment form.

Audio Recorders

The program has 5 high-tech portable audio recorders used by journalists that simplify the process of recording interviews and transcribing them. After recording the interview, students can speak the interview into a computer and the software types a near-coherent transcript of the interview. See Laurel to access.

Art Supplies Stevenson 3050

We have art supplies stored in Stevenson 3050, the ArtLab; boxes of magazines for collage are in Stevenson 3042 storage. Supplies are stored in the shelving units to the right as you enter 3050, in the right-hand column of shelving. Use whatever you need for your class. If you should need other supplies, contact Laurel to see if we can provide it.

Stevenson 3050 is a locked room with access via *key card ID*. Classes and groups are scheduled in this room, so try to arrange to get your supplies when the room is not being used. The signup book for using this room is in the Psych Office on top of bookshelf mid-office.

Art supplies: oil pastels, chalk pastels, pastel pencils, colored pencils which wash with water, acrylic paints, one set of water colors, paint brushes, glue, glue guns, scissors, some plaster gauze for making masks, a few clay tools, large sheets of black and white paper in artist portfolios, and small 8 1/2 x 11 sheets of colored construction paper. We have these supplies in quantities for 15-20 people. The program has a small budget for art supplies, so if there is something you need, let Laurel know and we'll coordinate acquisition.

If you paint: Make sure not wash paints down the sink—the acrylics dry into plastic and block the pipes. Ask the students to wipe their brushes and palettes clean of paint with paper towels first, then rinse with water in the sink. *No paint down the sink!*

Sandplay Room Stevenson 3048

The Department has 3 sandtrays, 2 dry and 1 wet, with a good collection of sandplay figures. The Sandtray Room is Stevenson 3048, a locked room on weekends with access via *key card ID*. The Depth Psychology Program and the Psychology Department have sponsored this sandtray room and

the acquisition of the collection. If you're using the sandtray room, you may also want to sign out 3050, as it has a door adjoining the sandtray room and can be used by your group. The signup book for using this room is in the Psych Office on top of bookshelf mid-office.

Breakout Rooms

The Department has 3-4 small rooms for breakouts and extra meetings: 3048 (sandplay room), 3050 (art supplies), 3070front, 3070 back. The signup book for using these rooms is in the Psych Office on top of bookshelf mid-office. 3048 and 3050 are locked on weekends with access via *key card ID*; 3070 is locked and key is needed to use it.

Institutional Review Board: Human Subjects

If you ask students to design questionnaires to give to others, or to design experimental studies involving others, the department and University policy is to ask students to complete a Human Subjects application and protocol, even if this information will not be published or made public in a formal way. This process takes a number of weeks to complete, so you should start it early in the semester. Website <http://web.sonoma.edu/orsp/compliance/human-subjects.html> for more information.

Safety

The department is committed to providing a safe working environment for students, faculty, and staff and there is a student code of conduct on campus. SSU has a policy on the disruptive student, defined as behavior which disrupts classroom functions, including erratic, irrational, distracting, threatening, harassing, or oppositional behaviors (www.sonoma.edu/UAffairs/policies/

Safety incidents on campus are handled through the police (664-2143) www.sonoma.edu/ps/. Contact them with concerns of potential violence. Police can be to your campus location in 3 minutes if needed. You may want to place these numbers in your cell phone or address book so that you may contact them immediately when needed. You can sign up for the university's text emergency alert system at <http://www.sonoma.edu/uaffairs/crisis/>.

For acute incidents of distress or suicidality, contact the campus Counseling and Psychological Services (664-2153) www.sonoma.edu/counselingctr/. Since our students are self-support and not funded by the state, *they cannot use the services for counseling except in emergencies*. Provide students with several references which they can access.

Need for Psychotherapy

The Depth program is very open about the necessity of psychotherapy when the emotional need arises. The program is designed to facilitate personal transformation, and the container of the program is not always enough to process the emotional and psychological material. For the students this points toward personal counseling or therapy; the program is definitely not designed to replace individual psychotherapy.

When this need arises, each faculty should feel comfortable bringing this up (either in class generally as a policy, or with a student privately) and recommending the safe container of psychotherapy as a place to process difficult emotional material. Do not draw attention to an individual's psychological difficulties or vulnerabilities publicly in class, and be exceedingly discrete in verbal communications with students regarding this; it's easy for students to feel singled out if the communication is not done tactfully. We offer a listing of low-fee clinics in the area, as well as the Jung Institute's clinic, in the Student Handbook. Students may ask individual teachers for psychotherapy referrals; we provide references to therapists or analysts if the student asks for them. A good policy is to provide 2 to 3 references, not just one.

Faculty Meetings

We use faculty meetings to discuss curriculum, pedagogy, grading and evaluation, thesis standards, and student issues. All core faculty members must attend monthly faculty meetings, usually held on Fridays at lunch time. The program Coordinator will send out notice of the meetings by the start of the semester.

Teaching Evaluations

We regularly conduct teaching, or what might be called learning, evaluations for each class. These are open-ended questions asking the student what worked in the class, what did not work, and what suggestions they might have for improving the class. These are done on-line, and students are contacted via email to remind them to fill out the evaluations. You'll be emailed a summary of your evaluations after the grades are turned in.

Students evaluate you in these areas:

1. Enthusiasm for teaching and subject matter;
2. Clear presentation of course material;
3. Teaching strategies appropriate to students and course content;
4. Clear course goals, and use materials to achieve these goals;
5. Enable students to participate actively; engaged learning;
6. Foster appreciation for different points of view;
7. Competent and current in course material;
8. Consult and advise effectively outside of class where needed;
9. Engage in professional development to enhance teaching;
10. What worked best in the class;
11. What worked least in the class;
12. Suggestions for improvement.

Grading Procedures

Grades are due about 5 working days after your final exam if you teach a semester course. If you teach a weekend seminar, ***grades are only able to be entered at the end of the semester.***

Option 1: Email your grades to Laurel and she will enter them.

Option 2: Log in to your SSU account at www.sonoma.edu. Click on MySSU. Click on My Schedule in Faculty Center. Check to make sure the term is correct (e.g., fall 2019). Click on the grading glyph next to your class name. Enter the grade for each student. Click Save. Go to the Approval bar and pull-down to Final Approval. Click Save. (note that there are 2 steps in saving—first save and Final Approval save.)

Incompletes

If a student has finished most of the coursework (80% or more) but due to serious and compelling reasons is unable to complete coursework, you may give a student an Incomplete (I). The Program policy is that students must complete all Incomplete work before going on to the second year, and before going on to the second semester of the second year. Consult with the program Coordinator if you feel that a student is unable to complete your coursework in a timely way. Incompletes not completed after one year automatically turn into an F equivalent.

First Year Student Evaluation

All students must maintain minimum course grades at the B level to remain in the Master's program. First year students must have a minimal grade of B- in all classes, clear all Incompletes, and attend an evaluation meeting with the program Coordinator in May of the first year to advance to candidacy in the second year. Students meet with the program coordinator individually in mid-May for an

evaluation meeting of the competencies described in the program's learning goals and learning outcomes.

Sitting on the Publishable Article Committee

Students may ask you to be a member of their article committee. Depth faculty can serve as the chair of the two-person article committee if they are core faculty, and second member of the committee if they are second-year seminar faculty. Your responsibility as a second member is: to read, evaluate, and give feedback on, the article and journal proposal; to read, evaluate, and give feedback on, the article; attend a 1 hour article proposal meeting toward the end of the fall semester; attend a 1 1/2 to 2-hour article meeting of the full committee to evaluate and discuss the student's work in the article and its appropriateness for publication, when the article is completed. Chairs do most of the work with the student and are paid more than committee members. Remuneration for the 2019-20 year has not yet been set.

The Publishable Article :

- Must include and discuss psychological literature

- If an interdisciplinary or non-psychology journal, journal must accept psychologically oriented articles for publication

- Length is 30-35 pages, roughly 5 pages of references

Committee for Article

- 2 persons: Chair and reader

- Chair may be Depth Psychology MA faculty; any Psychology Dept faculty member; SSU tenured or tenure-track faculty in another department

- Reader may be SSU or Depth Psychology faculty

- Committee members should have expertise or background in topic areas of article

- Reader must have Master's degree at the minimum

- No dual relationships on committee

- Student chooses chair first, consults with chair on second reader

Sitting on the Thesis Committee

Students may ask you to be a member of their thesis committee. Depth faculty can serve as second and third members of the three-person thesis committee. Your responsibility as a second or third member is: to read, evaluate, and give feedback on, the thesis proposal; to read, evaluate, and give feedback on, the Master's thesis; attend a 1 hour thesis proposal meeting toward the end of the fall semester; attend a 1 1/2 to 2-hour thesis meeting of the full committee to evaluate and discuss the student's work in the thesis, when the thesis is completed. Remuneration for the 2019-20 year has not yet been set.

Depth faculty who are not SSU tenured or tenure-track full-time faculty can't chair the Master's thesis.

Committee for Thesis or Creative Project

- 3 persons: Chair, 2d member, 3d / outside member

- Chair must be Psychology Dept tenure/tenure-track or full time faculty member, or SSU tenure/ tenure-track faculty in another department

- Committee members should have expertise or background in topic areas of article

- 3d member must have Master's degree at the minimum, may be an outside member

- No dual relationships on committee

- Student chooses chair first, consults with chair on second reader

Creative Project

- Only for established artists with track record of public showings or publications

- Portfolio assessed and vetted by Chair and committee *prior to* proposal meeting

- Includes 30 page psychological commentary or analysis of creative project

- Includes public showing or reading of creative project work

Duties of Chair: Primary responsibility for the following:

- Work with the student on the proposal
- Approve proposal before it goes to committee
- Assess appropriateness of target journal and approve it before it goes to committee (Article)
- Assure that article is organized and written in a style and with content consistent with target journal (Article)
- Approve and vet portfolio of artistic work (Creative Project)
- Work with the student on the Human Subjects forms that go to SSU's IRB (if required)
- Insure that the work is in APA style 6th Ed.
- Provide substantive feedback on all aspects of study including: methods, selection criteria (if interviewing), interview protocols, the nature of the investigation (personal exploration, narrative, theoretical, etc.), ideas for readings, organization of the work, quality of literature review, articulation and writing style, conceptual analyses, ethical issues, assessment of conclusions, use of reference sources or theory, proper citations and references; quality and appropriateness of artistic work (Creative Project)
- Insure that the work meets the standards of graduate level work

Duties of committee members:

- Attend one-hour proposal meeting
- Provide feedback on proposal, which includes the following: methods, selection criteria (if interviewing), interview questions, the nature of the investigation (personal exploration, narrative, theoretical, etc.), ideas for readings, organization of the work, and quality of literature review; ethical issues; nature and quality of artistic work and integration of psychological literature (Creative Project)
- Attend two-hour final committee meeting
- Provide feedback on final work, which includes the following: organization, literature review, clarity and coherence of writing, conceptual analyses and critiques, use of reference sources or theory, ethical issues, assessment of conclusions; evaluation of quality of artistic work and integration of psychological literature (Creative Project)

May Article Evening

Core faculty and committee members are invited to attend the Article Evening in late May, when graduating students present their culminating work.

Depth Psychology Program Email List

All alumni and current students are members of the Depth Alumni email listing; past and current faculty are encouraged to be members. Notify Laurel if you'd like to be placed on the list. Notices of events, discussions, and information are provided on the listserv. The list can be activated by typing depth-alumni@lists.sonoma.edu in the *To* line of your email. If this does not work, send your email address to the program coordinator; your specific email must be entered on the list in order for you to send emails to the list.

Parking

We recommend you park in the unreserved lots, which are \$5 per day (Lot A near Stevenson is \$8/day). Semester parking permits are about \$60/semester. See www.sonoma.edu/ps/parking/online_services.html or contact Customer Service, 664-2308, for information on parking passes.

Guest Parking Passes

Faculty Guidelines

If you have a guest come in to your class who is not paid, you may request a free guest parking permit for them by emailing Karen Leitsch karen.leitsch@sonoma.edu with your request. She'll need your name and your visitor's name and date of visit. Email Karen at least a week ahead of the visit.

Pool and Rec Center

You can use the pool and Rec Center as a faculty member. See www.sonoma.edu/campusrec/facilities for information.

Depth Psychology Faculty

Robert Bosnak, Psy.A. rbosnak@mindspring.com
Greg Bogart, Ph.D. gbogart7@sbcglobal.net
Shoshana Fershtman, Ph.D., J.D. (707) 528-2441 drshoshanaf@gmail.com
Mary Gomes, Ph.D. Stev 3081, (707) 664-2173 mary.gomes@sonoma.edu
Brad Kammer, M.A. bradkammer@body-mindtherapy.com
Jurgen Kremer, Ph.D. jkremer@sonic.net
Sil Machado, Ph.D. Nichols 235, (707) 664-4067 silvio.machado@sonoma.edu
Laurel McCabe, Ph.D. Stev 3087, (707) 664-2130 laurel.mccabe@sonoma.edu
James Preston, Ph.D. prestonj@sonoma.edu
Judy Radiloff, Ph.D. Stev 3092A, (707) 529-5318 judy.radiloff@sonoma.edu
David Sowerby, Ph.D. Stev 3085, sowerby@sonoma.edu

Helpful Locations, Phone Numbers, Web Pages

Laurel McCabe	664-2130	laurel.mccabe@sonoma.edu	Stevenson 3092A
Extended Ed	664-2682		Stevenson 1012, Extended Ed
Cara Stevens	664-2412	cara.stevens@sonoma.edu	Stevenson 3092 Admin Coord Psych
Elisa Velasquez	664-2265	elisa.velasquez@sonoma.edu	Stevenson 3092D Psych Chair
Schulz Library	664-2397	http://library.sonoma.edu/	
Media Services	1024 Schulz	664-2117	http://www.sonoma.edu/it/faculty/equipment.html
Extended Ed	Stev. 1012	664-2394	www.sonoma.edu/exed/
Seawolf Services	Salazar Hall	664-2308	
Rec Center, Pool	664-4FUN	www.sonoma.edu/campusrec/	
Sonoma State	664-2880	www.sonoma.edu	

Rev8.5.19