

2010-11

ACADEMIC CATALOG -
ADDENDUM

The Chicago School of
Professional Psychology,
Los Angeles

SOMATIC PSYCHOLOGY

SOMATIC PSYCHOLOGY

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SOMATIC PSYCHOLOGY

MISSION STATEMENT

The Somatic Psychology Program trains students to be outstanding health and human service practitioners who integrate the best of traditional treatment methods and established clinical practice with the best of alternative approaches to health and healing.

We teach our students to approach their work and their clients from a holistic perspective, recognizing that our minds and our bodies are inextricably linked, that our physical well-being impacts our mental well-being, and that we must consider the whole client— past and present life experiences, physical and mental health, and interpersonal relationships—if we are to effect deep and lasting impact on people’s lives.

This holistic focus also informs our approach to teaching and learning. Our training model recognizes and values the relationship between personal and professional experience, supports multiple ways of learning and knowing, and honors the unique contribution of diverse perspectives in creating a stimulating and nurturing educational community.

PROGRAM OPTIONS

Students in the Somatic Psychology program chose between one of two program specialty concentrations at either the Master of Arts or Doctor of Philosophy degree level. These options are:

- Master of Arts in Somatic Psychology, Concentration in Somatic or Pre/Perinatal Psychology
- Master of Arts in Somatic Psychology, Marriage and Family Therapy, Concentration in Somatic or Pre/Perinatal Psychology (qualifies graduate for licensure as a California Marriage and Family Therapist - MFT)
- Doctor of Philosophy in Somatic Psychology, Concentration in Somatic or Pre/Perinatal Psychology

PROGRAM PHILOSOPHY

Somatic Psychology - The word *somatic* comes from the ancient Greek word *soma*, or living body. The field of somatic psychology focuses on the complex relationship between our bodies and our minds—and with myriad ways that our bodies manifest and/or provide clues to our psychological histories, emotional responses, and interpersonal relationships. Somatic psychology practitioners recognize, for example, that previous traumatic experiences are often reflected in body language, posture, and expression and may lead to physical symptoms such as chronic pain or headaches, digestive or immune problems, hormonal disruptions, sexual issues, and other neurological or physical symptoms later in life. In that sense, somatic psychology practitioners believe that the body often “speaks” for us, even the painful memories we may have forgotten or wish we could.

Somatic psychology practitioners may use a combination of both traditional psychotherapy and various “body-focused” therapies such as breath, movement, body awareness, and nonverbal communication to help clients draw on the intelligence of their body in the process of personal growth and change. This holistic mind-body approach has been shown particularly effective for helping clients coping with post-traumatic stress (PTSD) or other trauma, but it is also used successfully for more common mental and emotional challenges such as depression, anxiety, grief, relationship issues, and other life challenges.

Historically, many somatic psychotherapy approaches can be traced to Wilhelm Reich, a student and colleague of Freud who was the first to bring the body into psychoanalysis. Today, the field is characterized by a broad range of approaches that include Focusing, Hakomi, Sensorimotor Psychotherapy, Dance Movement Therapy, Rubenfeld Synergy Method, Somatic Experiencing, Bioenergetics, Integrative Body Psychotherapy and Body Mind Psychotherapy. Somatic psychology has quickly gained mainstream acceptance, particularly as recent developments in neuroscience have validated and supported the fundamental connection between mind and body. Somatic psychology practitioners find work in a broad range of settings—from hospitals to community agencies to holistic healthcare clinics to private practice.

Prenatal and Perinatal Psychology – As a subspecialty of the Somatic Psychology program, prenatal and perinatal psychology explores our earliest development from pre-conception

through early infancy and the profound influence of this primary period across the lifespan. This holistic, leading-edge discipline focuses on the body-mind-spirit connection from the beginning of life within relationship.

Prenatal (“before birth”) and perinatal (“after birth”) psychologists believe that our earliest experiences have lifelong impact not only on physical, mental, and emotional health, but also on neurological development, which is the foundation for emotions, responses to life situations, relationships, personality, mood, and learning. They believe that—although we cannot change or rewrite our personal histories—we do have the opportunity, at any age, to transform a less than optimal start in life.

As a psychotherapeutic practice, the field of prenatal/perinatal psychology integrates a wide range of disciplines and perspectives, including attachment, early trauma, epigenetics, developmental neurosciences, infant mental health, consciousness-noetic studies, energy psychology/medicine, and biodynamic embryology. Prenatal and perinatal psychology specialists work in many settings (e.g., private practice, community mental health centers, holistic care clinics, and hospitals) providing individual and group therapy and psychoeducation to help clients ameliorate early developmental challenges. They help expectant parents and young families learn to support wholeness, human potential, and optimal relationships and to mitigate stress and trauma during this primary period.

PROGRAMS OF STUDY

Master of Arts in Somatic Psychology, Concentration in Somatic or Pre/Perinatal Psychology

This program is intended for students who may already be working in clinical, healthcare, healing arts, education, or other settings and who may wish to incorporate a somatic or pre/perinatal psychology perspective into their work. Graduates develop a solid foundation in somatic or pre/perinatal theory as well as critical clinical and therapeutic skills required to be outstanding practitioners, and practice from a somatic or pre/perinatal psychology perspective to help their clients achieve greater physical and mental well-being.

Program Outcomes

1. Students will consume, critique, and produce applied graduate-level research work in somatic or pre/perinatal psychology.

2. Students will work effectively with individuals and groups across racial, ethnic, gender, age, disability, social class, sexual orientation, and religious boundaries.
3. Students will outline the professional, ethical, and legal issues associated with the fields of somatic and pre/perinatal psychology.
4. Students will apply current professional research and best practices in somatic and pre/perinatal psychology to effectively deliver professional services in work settings.

The program:

- May be completed in as little as 18 months (optimal). Maximum duration allowed is 3 years.
- Consists of 38 semester units of coursework; 150 hours in field placement; and an original Master's Capstone Project.
- Practicum fieldwork will occur in his/her home community. Working as a trainee volunteer at an approved site (e.g., hospital, social service, non-profit organization, or another approved facility), each student receives supervision and applies skills and knowledge in direct work with clients while further developing his/her area of expertise.
- Provides students with the enriching opportunity to develop a final Master's Project to implement in their practices or communities. The project teaches students to effectively develop, initiate, implement and evaluate practical applications of somatic or pre/perinatal psychology in their lives, their work, and their communities—and, in the process, develop a professional area of expertise within the somatic or pre/perinatal psychology fields.

MASTER OF ARTS IN SOMATIC PSYCHOLOGY - CONCENTRATION IN SOMATIC OR PRE/PERINATAL PSYCHOLOGY

CORE COURSES		CREDITS
SM 502	Clinical Psychopathology	2
SM 503	Group Counseling Theories and Techniques	2
SM 505	Lifespan Human Development and Clinical Practice	3
SM 506	Psychotherapy Theories and Techniques	2
SM 521	Independent Study	5
SM 540	Clinical Skills I	3
SM 541	Clinical Skills II	3
SM 606	Psychotherapy and Cultural, Ethnic and Diversity Issues	1
SM 619	Research and Evaluation	1
SM 640	Clinical Skills III (Marriage and Family)	3
SM 650	Clinical Practicum I	3
TOTAL CORE CREDITS		28
SPECIALTY – Select 10 Credits in Somatic (SM) or Pre/Perinatal (PN) Specialty		
SM 500	Foundations of Somatic Psychology	3
SM 542	Clinical Skills in Somatic Psychology	3
SM 600	Advanced Theory and Practice in Somatic Psychology	3
SM 625	Integrative Seminar in Somatic Psychology	1
PN 500	Foundations of Prenatal and Perinatal Psychology	3
PN 501	The Prenatal Period: Experience and Practice	3
PN 600	Birth, Bonding, and the Postnatal Period: Experience and Practice	3
PN 625	Integrative Seminar in Prenatal and Perinatal Psychology	1
TOTAL SPECIALTY CREDITS		10
TOTAL PROGRAM CREDITS		38*

Master of Arts in Somatic Psychology, Marriage and Family Therapy, Concentration in Somatic or Pre/Perinatal Psychology (qualifies graduate for licensure as a Marriage and Family Therapist - MFT)

This program is intended for students who may already be working in clinical, healthcare, healing arts, education, or other settings and wish to incorporate a somatic or pre/perinatal psychology perspective into their lives and work. The program curriculum qualifies graduates to sit for the California Board of Behavioral Sciences (BBS) Marriage and Family Therapy (MFT) licensure exam. Graduates are equipped with a solid foundation in somatic or pre/perinatal psychology theory as well as the critical clinical and therapeutic skills they need to be outstanding practitioners, working from a somatic or pre/perinatal psychology perspective to help their clients achieve greater physical and mental well-being.

PROGRAM OUTCOMES

1. Students will utilize the scientific method for critical evaluation of research examining the practice of somatic or pre/perinatal psychology.
2. Students will foster the development of individuals and facilitate group interaction.
3. Students will analyze issues of racial and cultural diversities and awareness of the richness of human differences in ideas and beliefs.
4. Students will effectively communicate critical information in the field of somatic or pre/perinatal psychology to a wide range of individuals and groups.
5. Students will apply insight into personal attitudes and beliefs as they conduct clinical interviewing of clients, prepare individual treatment plans, and set appropriate psychotherapeutic goals.
6. Students will provide effective and ethical diagnostic and assessment services to a diverse population.
7. Students will provide a wide range of effective and ethical psychotherapeutic interventions to a diverse population.

The program:

- May be completed in as little as two (2) years. Maximum duration allowed is five (5) years.
- Consists of 52 semester units of coursework and an original Master's Capstone Project.
- In the second year of study, in conjunction with professional practice coursework, each student completes 150 hours of practicum fieldwork in his/her home community. Working as a trainee volunteer at an approved site (e.g., hospital, social service, non-profit organization, or another approved facility), each student receives supervision and applies skills and knowledge in direct work with clients while further developing his/her area of expertise.

MASTER OF ARTS IN SOMATIC PSYCHOLOGY, MARRIAGE AND FAMILY THERAPY - CONCENTRATION IN SOMATIC OR PRE/PERINATAL PSYCHOLOGY

	CORE COURSES	CREDIT
SM 501	Chemical Dependency	1
SM 502	Clinical Psychopathology	2
SM 503	Group Counseling Theories and Techniques	2
SM 504	Legal and Ethical Issues	2
SM 505	Lifespan Human Development and Clinical Practice	3
SM 506	Psychotherapy Theories and Techniques	2
SM 507	Aging and Long-Term Care/Partner Abuse	2
SM 540	Clinical Skills I	3
SM 541	Clinical Skills II	3
SM 602	Clinical Psychopharmacology	2
SM 606	Psychotherapy and Cultural, Ethnic and Diversity Issues	1
SM 610	Crisis and Trauma Counseling	2
SM 611	Human Sexuality	1
SM 619	Research and Evaluation	1
SM 620	Psychological Assessment	3
SM 640	Clinical Skills III (Marriage and Family)	3
SM 641	Clinical Skills IV (Child and Adolescent)	3
SM 650	Clinical Practicum I	3
SM 651	Clinical Practicum II	3
	TOTAL CORE CREDITS	42
	SPECIALTY – Select 10 Credits in Somatic (SM) or Pre/Perinatal (PN) Specialty	
SM 500	Foundations of Somatic Psychology	3
SM 542	Clinical Skills in Somatic Psychology	3
SM 600	Advanced Theory and Practice in Somatic Psychology	3
SM 625	Integrative Seminar in Somatic Psychology	1
PN 500	Foundations of Prenatal and Perinatal Psychology	3
PN 501	The Prenatal Period: Experience and Practice	3
PN 600	Birth, Bonding, and the Postnatal Period: Experience and Practice	3
PN 625	Integrative Seminar in Prenatal and Perinatal Psychology	1
	TOTAL SPECIALTY CREDITS	10
	TOTAL PROGRAM CREDITS	52*

Doctor of Philosophy in Somatic Psychology, Concentration in Somatic or Pre/Perinatal Psychology

Program is intended for students who already poses a master's in clinical or counseling psychology and who are license eligible. Graduates are equipped with a solid foundation in somatic or pre/perinatal psychology theory as well as the critical clinical and therapeutic skills they need to be outstanding practitioners, working from a somatic or pre/perinatal psychology perspective to help their clients achieve greater physical, emotional, and mental well-being. In addition, graduates possess advanced research skills qualifying them to conduct independent research in somatic and pre/perinatal psychology.

Program Outcomes

1. Students will utilize the scientific method for critical evaluation of research examining the practice of somatic or pre/perinatal psychology.
2. Students will analyze issues of racial and cultural diversities and awareness of the richness of human differences in ideas and beliefs.
3. Students will apply insight into personal attitudes and beliefs as they conduct clinical interviewing of clients, prepare individual treatment plans, and set appropriate psychotherapeutic goals.
4. Students will provide effective and ethical diagnostic and assessment services to a diverse set of clients
5. Students will provide a wide range of effective and ethical psychotherapeutic interventions to a diverse group of clients
6. Students will effectively communicate critical information in the field of somatic or pre/perinatal to a wide range of individuals and groups
7. Students will foster the development of individuals and facilitate group interaction
8. Students will successfully develop, plan, conduct, analyze and disseminate an independent, original research project.

The program:

- May be completed in two (2) years, plus one to two (2) years of dissertation.
Maximum duration allowed is seven (7) years.

- Consists of 59 semester units of coursework and an original research dissertation and oral defense.
- After successfully completing all required coursework, fieldwork, and a written comprehensive examination, students complete their proposals, select and have their committees approved by administration, carry out their research, and complete their dissertations under the close supervision and mentorship of a faculty advisor. Upon final approval of the dissertation by the committee and administration, students complete their Ph.D. requirements by oral defense of their research.

DOCTOR OF PHILOSOPHY IN SOMATIC PSYCHOLOGY - CONCENTRATION IN SOMATIC OR PRE/PERINATAL PSYCHOLOGY

CORE COURSES		CREDIT
SM 500	Foundations of Somatic Psychology	3
PN 500	Foundations of Prenatal and Perinatal Psychology	3
SM 619	Research and Evaluation	1
SM 650	Clinical Practicum I	3
SM 651	Clinical Practicum II	3
SM 730	Dissertation Preparation: Concept Paper	4
SM 740	Library Research Strategies	2
SM 741	Professional Practice in Psychology I	1
SM 742	Professional Practice in Psychology II	3
SM 743	Professional Practice in Psychology III	2
SM 760	Comprehensive Exams	1
SM 770	Qualitative Research	4
SM 771	Quantitative Research	4
SM 830	Dissertation I: Literature Review	3
SM 831	Dissertation II: Methodology	3
SM 832	Dissertation III: Proposal and IRB	3
SM 930	Dissertation IV: Data Collection	3
SM 931	Dissertation V: Data Report and Analysis and Discussion	3
SM 932	Dissertation VI: Oral Exam and Manuscript Copyediting	3
	TOTAL CORE CREDITS	52
SPECIALTY – Select 7 Credits in Somatic (SM) or Pre/Perinatal (PN) Specialty		
SM 542	Clinical Skills in Somatic Psychology	3
SM 600	Advanced Theory & Practice in Somatic Psychology	3
SM 625	Integrative Seminar in Somatic Psychology	1
PN 501	The Prenatal Period: Experience and Practice	3
PN 600	Birth, Bonding, and the Postnatal Experience	3
PN 625	Integrative Seminar in Prenatal and Perinatal Psychology	1
	TOTAL SPECIALTY CREDITS	7
	TOTAL PROGRAM CREDITS	59*

ADMISSION REQUIREMENTS

Applicants to the Somatic Psychology program must have a bachelor's degree from a regionally-accredited or state-approved institution. The Somatic Psychology program does not require standardized tests, e.g., the Graduate Records Examination (GRE). Individual educational admission requirements are listed for each degree under PROGRAMS OF STUDY.

The Somatic Psychology program welcomes applicants from diverse academic and professional backgrounds and accepts applications from all qualified persons regardless of race, color, gender, sexual orientation, national or ethnic origin, disability, marital status, age or religion. While maintaining rigorous standards for admission relative to professional and personal attributes, the Institute's admission process emphasizes those qualities that measure a student's aptitude for success in the program. Focus is on the personal interview, letters of recommendation, past educational and career performance, and written work by the applicant, including the admissions essay.

The Somatic Psychology Program seeks students who:

- Are mature learners, self-motivated and capable of graduate inquiry, process and scholarship
- Are self-reflective and have participated in some form of self-development such as personal therapy, growth seminars and/or spiritual practice
- Are capable of contributing to and benefiting from a community experience
- Show an ability to benefit from and successfully complete the program

Required for Admission:

- Completed application form (with current photograph)
- Official educational transcript(s) sent directly to the Office of Admission
- MA applications: Two letters of recommendation (professional and/or academic)
- Ph.D. applications: Three letters of recommendation (two professional and one academic)
- Sample of written work by the applicant (previous academic or professional writing, four to seven pages)

- Personal Essay
- Statement of educational and professional goals
- Current resume or curriculum vitae
- Non-refundable application fee
- Personal Interview either in person or via telephone to be arranged after all materials has been received.

Personal Essay

This 3 to 5 page essay should discuss the key personal and professional experiences that have contributed to and shaped your interest in the field of somatic or pre/perinatal psychology. Your essay should include:

- Your general history as it relates to your family of origin. Your prenatal and perinatal history — conception, prenatal, birth and infancy — as you understand how it relates to later life experiences, and to your interest in somatic or pre/perinatal
- Significant body experiences – illnesses, traumas, insights, or patterns – as they relate to your interest in somatic or pre/perinatal
- Any professional development, training, or educational experiences that have informed your decision to undertake graduate work in somatic or pre/perinatal
- Other key events, situations or patterns that have had a major impact on your life
- The present focus of your personal growth
- The personal strengths and challenges that you consider relevant to your future endeavors as a graduate student

Statement of Educational and Professional Goals

This one-to-two page essay should outline:

- Your current professional goals (including activities and goals outside of graduate school)
- What you hope to gain from graduate study in somatic or pre/perinatal psychology
- How you might apply a graduate degree to your future work

All essays should be typewritten and double-spaced.

POLICIES

Transfer of Credit

Prior graduate coursework, if within the area of study, may be eligible for transfer of credit. Students accepted to the program may petition by submitting a [Petition for Transfer/Waiver of Credit](#)** and all required documentation to the Office of Student Services. The decision to accept transfer credit is solely that of the school which reserves the right to require satisfactory performance on an examination before awarding a transfer of credit. Satisfactory completion of a competency examination is required before transfer of credit is awarded when the course in question has been taken more than five years prior to admission. Transfers of credit are subject to the following conditions.

- Transferred course credit is restricted to graduate-level courses from a recognized, regionally-accredited graduate degree granting institution.
- Transfer of credit is not granted for clinical practicum or internships.
- Transfer of credit is granted only for courses in which the grade obtained was a “B” or higher. (Pass/Fail grades are not eligible.)
- No credit will be transferred for coursework that is more than 10 years old.
- All coursework being submitted for transfer credit evaluation must have been completed prior to matriculation into The Chicago School.
- For each hour of credit accepted a transfer a fee will be assessed. Please see the tuition and fee page of the TCS website.
- A maximum of 12 semester hours of credit may be transferred.
- Internal transfers do not pay the transfer course fee.

A course that does not meet the specific content requirements of an existing TCS elective course may be accepted as transfer credit as an elective if the course supports the required competencies and learning objectives of the program and meets the following conditions:

- The course must meet all other requirements for transfer credit.
- The course must be at the equivalent degree level.
- Approval by the Department Chair for the transfer credit and documentation of this approval is required.

Waiver of Courses

Any domestic or international student with previous graduate coursework may request a waiver** of additional coursework. Waiver of courses does not reduce the total number of hours of coursework to be completed at The Chicago School; it permits students to substitute coursework as approved by the Department Chair. An international student who has completed an undergraduate course that, in the judgment of the Department Chair, is equivalent to a required course at The Chicago School, may apply for the course to be waived. Waiver will not apply to undergraduate courses offered by U.S. educational institutions. Students may seek a waiver for a total of 12 credit hours. Waiver and transfer of credit hours may not exceed a total of 12 semester credit hours.

**The [Petition for Transfer of Credit/Waiver](#) is available on the school website. Please submit all required documentation with each petition. Any credit approved for transfer will not be added to the student's academic record until after the second week of their first semester.

Residency Requirement

It is expected that students will fulfill all degree requirements through courses offered at The Chicago School. Under unusual circumstances, and subject to the approval of the Department Chair, a student may be permitted to complete certain course requirements at another institution.

Satisfactory Progress

Matriculated students must be continuously enrolled in the program until graduation unless granted an approved Leave of Absence (LOA). Satisfactory progress semester hours do not include waiver or transfer credit hours. No student will be permitted to take fewer than three semester hours of coursework in the fall or spring semesters unless that student has fewer than three semester hours of coursework remaining or is on an approved Leave of Absence. In order to receive financial aid the student must be enrolled at least **half time** (5 credit hours) during any given semester.

Credit Hours per Year and Program Length

The maximum duration allowed for program completion is indicated for each degree under PROGRAMS OF STUDY. Students must complete, at minimum, 10 semester hour credits each

calendar year. Students must be enrolled for a minimum of 9 semester hours during fall and spring semester and four credits during summer term to be classified as full-time in terms of financial aid.

Student Professional Evaluation and Student Review Process

The course content and experiential activities offered by the Somatic Psychology program at The Chicago School of Professional Psychology are designed to afford students the opportunity to advance their intellectual and professional development and functioning. Throughout the program of study, students are given feedback concerning their personal, academic, and professional strengths, developmental needs, and performance. This feedback will come from a variety of sources including faculty, supervisors, peers, and clients. Students are expected to respond and incorporate this feedback in a mature and professional manner. Throughout their matriculation in the program students are expected to explore and recognize the effects their personal beliefs, issues, emotions, and behaviors have on others and on their ability to function as a professional counselor and practicing clinician. Additionally, all students are reviewed annually by program faculty and administration with respect to their overall program performance during the Student Review Process.

Criminal Background Check Requirement

As part of the school's ongoing commitment to protect the public, increase campus safety, and to preserve the integrity of its reputation and degrees, The Chicago School requires Criminal Background Checks (CBCs) of all students participating in school sanctioned community engaged scholarship (e.g., community service, service learning, community based research) and field training experiences (e.g., practicum, internships).

Students will be provided the necessary information to complete the CBC in a timely manner through an outside vendor at their own expense, and they must be completed by the tenth day (i.e., the "Add/Drop") of the semester. Students who fail to meet this requirement may be dismissed from or denied the opportunity to progress in the program, including participation in course work, practicum/internships and/or community engaged scholarship activities until the CBC is complete. An offer of admission or permission to continue enrollment may be reversed if the CBC results are incompatible with eligibility to meet relevant degree, licensure, or

certification requirements or if they increase physical or reputational risks to the school and its inhabitants and/or partner agencies and the people with whom they work.

For the full policy and additional information about the school’s criminal background check, [click here](#).

Graduation Requirements

By the end of the third week of the semester in which a student expects to meet the program requirements for the degree, he or she is required to submit a [Petition for Degree Completion](#) to the Office of Student Services. Students must submit the petition and be in **good standing** in their program for the degree to be awarded. Degrees are conferred three times per year.

Satisfactory Academic Progress

Students are required to maintain satisfactory academic progress toward the completion of their degree program. In addition, federal regulations require that financial aid recipients make satisfactory academic progress toward a degree to remain eligible for financial aid (if applicable).

Matriculated students must be continuously enrolled in the program until graduation unless granted an approved leave of absence. Satisfactory progress semester hours do not include waiver or transfer credit hours. No student will be permitted to take less than one semester credit hour of course work in the fall, spring, or summer semesters or is on an approved leave of absence.

The following charts detail academic standing:

Academic Standing: Good Standing	
Description	<p>Students are considered in good standing if:</p> <ul style="list-style-type: none">• They have earned a cumulative GPA of 3.00 or above• They are meeting the maximum incremental timeframe requirement• They are no on Academic Warning/Probation <p><u>Academic Watch</u></p> <p>A student is placed on Academic Watch for one semester if the cumulative GPA falls below 3.00. Students may also be placed on Academic Watch for failure to achieve their program’s expectations for professional behavior, as well as problems identified in off-site training placements. Programs may place students on Academic Watch for additional reasons not outlined here. Additionally, students on Academic Warning/Probation may be placed on Academic Watch status after meeting the initial</p>

	requirements to be removed from Academic Warning/Probation. <i>Students on Academic Watch are considered to be in good standing.</i>
Evaluation Point	<p>Students are reviewed by the Office of Student Services at the end of each semester.</p> <p>Please note: The Office of Student Services is responsible for reviewing students at the end of each term to determine academic status. The Office of Student Services will notify the student, the student’s advisor, and the department chair and/or associate department chair, and the director of student services if a student is placed on Academic Watch. The academic program is responsible for determining if a student is placed on Academic Watch for failing to meet the program’s expectations for professional behavior or for problems identified in off-site training placements. In these cases, the program will notify the student, the student’s advisor, the director of student services, and the Office of Student Services.</p>
Financial Aid Impact	Students in good standing are eligible for financial aid when available.
Action	Students placed on Academic Watch will be required to meet with their advisor who will coordinate and oversee the implementation of an Academic Development Plan.
Removal	<p>Students placed on Academic Watch because of cumulative GPA falling below 3.00 are automatically removed from Academic Watch if the cumulative GPA rises to 3.00 or above in the next semester.</p> <p>Students placed on Academic Watch by their program for other reasons (e.g., professional comportment issues) are removed from Academic Watch after they successfully complete the requirements set forth in their Academic Development Plan.</p>
Appeal	Because students on Academic Watch remain in good standing, there is no appeal process.

Academic Standing: Warning/Probation	
Description	<p>Students are placed on Academic Warning/Probation for:</p> <ul style="list-style-type: none"> • Failure to meet the requirements for removal from Academic Watch as detailed in the Academic Development Plan • Failure to meet the minimum cumulative GPA requirement of 3.00 • Failure to meet incremental timeframe requirements of the program in which they are enrolled • Failure to meet other specific requirements outlined by their program • A result of actions taken by the Department Chair <p>Note: Students may be placed on Academic Warning/Probation for reasons other than those stated above. Please see the section of this catalog titled Student Rights & Responsibilities for further information.</p>
Evaluation Point	<p>Students are reviewed by the Office of Student Services at the end of each semester for cumulative grade point average requirements, and progress on Academic Development Plans. Students are reviewed at the end of each summer term for incremental timeframe requirements. Students may be reviewed at other times on an as-needed basis.</p> <p>Note: The Office of Student Services is responsible for reviewing students at the end of each semester to determine academic status. The Office of Academic Records and Student Services will notify the student, the student’s advisor, the Office of Financial Aid, and the department chair or associate department chair if a student is placed on Academic Warning/Probation. The Office of Student Services will consult, as necessary, with the program and committees to ascertain this information.</p>
Financial Aid Impact	<p>Students on Academic Warning/Probation are eligible for financial aid for one term when available. If a student fails to be removed from Academic Warning/Probation after one term, the student becomes ineligible for financial aid until s/he is removed from Academic Warning/Probation.</p> <p>Note: The Office of Financial Aid will notify students of their financial aid eligibility.</p>
Action	<p>Students placed on Academic Warning/Probation are required to meet with their advisor and/or department chair who will develop an Academic Development Plan.</p>

	Students placed on Academic Warning/Probation are also required to meet with a financial aid advisor to review financial aid implications.
Removal	<p>Students are removed from Academic Warning/Probation if:</p> <ul style="list-style-type: none"> • They successfully meet the requirements of their Academic Development Plan • Their cumulative GPA is raised to 3.00 or above • They meet incremental timeframe requirements
Appeal	<p>Students who have been placed on Academic Warning/Probation may appeal the decision. In addition, students who have had eligibility for financial aid suspended may submit appeal to have the aid eligibility restored. In both cases, students must submit the appeal in writing to both the Office of Financial Aid and the department chair. The letter must be submitted within fourteen (14) calendar days of the date of notification, and the appeal must be based upon extenuating circumstances (such as illness, death in the family, extreme emotional stress, etc.)</p> <p>The Office of Financial Aid and department chair will render a joint decision within thirty (30) calendar days of receipt of the student's letter.</p> <p>Note: This policy does not relate to the appeal of grades. See the Grade Appeal Process .</p>

Academic Standing: Dismissal	
Description	<p>Students are dismissed for:</p> <ul style="list-style-type: none"> • Failure to meet the minimum cumulative GPA requirement of 3.00 for three consecutive semesters. • Failure to meet maximum timeframe requirements of the program in which they are enrolled. • Failure to make appropriate progress on Academic Development Plan • A result of actions taken by the Department Chair. <p>Note: Students may be dismissed for reasons other than those stated above. Please see the section of this catalog titled Student Rights & Responsibilities for further information.</p>

Evaluation Point	Students are reviewed at the end of each semester or on an as-needed basis.
Financial Aid Impact	Students dismissed from the institution are ineligible for financial aid. In-school loan deferment status ends as of the dismissal date. According to U.S. Department of Education regulations, financial aid previously received by dismissed students may be returned to the lender by the institution depending on the date of dismissal. In such cases, the student may owe the institution for aid returned or outstanding charges.
Removal	Students may only be removed from dismissal status upon successful appeal of the dismissal.
Appeal	<p>Students who have been dismissed from the institution may submit a letter of appeal to the dean of academic affairs (campus specific) within thirty (30) calendar days of the date of notification. The appeal must be based upon extenuating circumstances (such as illness, death in the family, etc., extreme emotional stress, etc.)</p> <p>Note: This policy does not relate to the appeal of grades. See the Grade Appeal Process</p>

Maximum Timeframe Requirements

Program	Length of Program	Maximum Time for Completion
MASTER OF ARTS IN SOMATIC PSYCHOLOGY - CONCENTRATION IN SOMATIC OR PRE/PERINATAL PSYCHOLOGY	2 years	5 years
MASTER OF ARTS IN SOMATIC PSYCHOLOGY, MARRIAGE AND FAMILY THERAPY - CONCENTRATION IN SOMATIC OR PRE/PERINATAL PSYCHOLOGY	2 years	5 years
DOCTOR OF PHILOSOPHY IN SOMATIC PSYCHOLOGY - CONCENTRATION IN SOMATIC OR PRE/PERINATAL PSYCHOLOGY	5 years	7 years

*Students should follow their program plan for completion if they have been in the program for longer than the full time length of the program.

Students are required to complete their degree within the maximum timeframe allotted for their program. A student may submit an appeal letter explaining the extenuating circumstances that resulted in the inability to complete the program within the maximum timeframe. The student will also be required to outline a plan for completion. This plan must be approved by the department chair.

Interruption of Study

If the student's academic course of study is interrupted by active military service, or service in the Peace Corps, VISTA, or the equivalent, as much as two years of that time will not count toward the maximum time frame for the program. In such an event, an official letter from the appropriate agency should be sent to the department chair to document the information.

Incremental Maximum Timeframe Requirements

In addition to meeting maximum timeframe requirements, students are required to have completed at least the following number of total credit hours at the end of each year. Incremental maximum timeframe requirements are evaluated annually at the end of the summer semester.

In addition to the CGPA requirements, a student must successfully complete at least 67% of the overall credits attempted cumulatively, in order to be considered to be making satisfactory academic progress. Credits attempted are defined as those credits for which students are enrolled in the term and have incurred a financial obligation. As with the determination of CGPA, the completion requirements will be reviewed at the end of each semester after grades have been posted to determine if the student is progressing satisfactorily.

A student is not allowed to attempt more than 1.5 times, or 150%, of the number of credits in their degree program of study. The requirements for rate of progress are to ensure that students are progressing at a rate at which they will complete their programs within the maximum allowable time frame.

Dropping Coursework

Dropping coursework may impact students' ability to meet incremental maximum timeframe requirements.

Repeating Courses

Students must make satisfactory academic progress toward their degree by maintaining a grade point average of 3.0 on a scale of 4.0. Any student who receives a final grade of “F” in a course is required to retake or replace that course, as a failed course does not count toward graduation requirements. If a student receives a second grade of “F”, both grades will appear on the transcript and the student will be dismissed according to institutional policies. Please see [Satisfactory Academic Progress](#) for additional information.

For all students, when a course is retaken, both the original and the retaken grade appear on their transcript and factor toward the cumulative GPA.

In addition:

- The course must be successfully completed within one academic year in order for the student to receive course credit and to graduate.
- When the course is successfully completed, the second grade will be computed in the cumulative grade point average; the quality points for the first grade (“F” or “C”) will no longer be computed in the student’s GPA.
- The original grade (“F” or “C”) will remain on the student’s transcript.

Grade Point Classification

All academic work in courses, seminars, independent studies, and practicum/internship is evaluated by the instructor and is noted on the student’s transcript. Instructors award one of the following grades.

Grade	Points	Description
A	4.00	Superior
A-	3.67	Excellent
B+	3.33	Very Satisfactory
B	3.00	Satisfactory
B-	2.67	Marginally Satisfactory
C	2.00	Below Expectations
F	0.00	Unacceptable

P	0.00	Pass (not calculated into GPA)
NP	0.00	No Pass (not calculated into GPA)
CR	0.00	Credit (for dissertation)
NC	0.00	No Credit (for dissertation)
IP	0.00	In Progress (temporary grade used only for practicum & internship)
W*	0.00	Withdrawal (up to 67% of course completed)
AU*	0.00	Audit
I	0.00	Incomplete

* Grade awarded by administrative staff in accordance with institutional grading policies.

Academic Grading Criteria

The design, goals, and expectations instructors set forth in the syllabus for individual courses will determine the criteria by which a student is evaluated. Generally, in awarding academic grades, instructors may assess any or all of the following aspects of a student's performance.

- Understanding of the course material at a competent level
- Ability to critically assess and synthesize research findings
- Ability to critically analyze theoretical materials
- Ability to apply conceptual models to problems in practice
- Engaging in discussion and debate, and presents a clearly articulated and defensible position on the issues
- Displaying intellectual curiosity and a desire to learn
- Writing in a clear and direct manner
- Demonstrating critical thinking and scientific inquiry
- Performing at competent levels on professional tasks

In-Progress Grade Policy (Practicum/Internship)

The grade of "in progress" (IP) is assigned to students who have not fulfilled their training requirements for a given semester by the conclusion of that semester. If the student does not resolve the "IP" grade by the add/drop deadline of the subsequent semester, the course grade will revert to an "Incomplete" (I) grade and is subject to the Incomplete Grade Policy. The student will have six weeks from the subsequent semester start date to resolve the incomplete grade. Should

the student fail to resolve the incomplete grade by the deadline, the “I” grade will revert to an “F.” It is the student’s responsibility to resolve any “IP” grades on her or his record by the appropriate deadlines.

Incomplete Grade Policy

Granting an incomplete is not automatic; rather, it is at the discretion of the instructor. In order to request an incomplete in a course, students are required to contact their instructor on or before the date final assignments are due for the class. The student must be passing the course at the time the incomplete is requested.

If an incomplete is granted, the student submits an Incomplete Form to the instructor. Student then submits the signed form to the Registrar’s office within ten days of the original due date of final assignments for the course, along with the required administrative fee (\$30). Failure to submit the required paperwork or fee may result in forfeiture of the incomplete.

Students have 30 days from the original due date of final assignments for the course to submit the incomplete work for the class to the instructor. Following review of the student’s work by the instructor, the instructor will file a Request for Grade Change form with the Registrar’s office. The new grade will be posted on the student’s transcript and the grade change form placed in the student’s permanent file. Both the I (incomplete) and the grade (A) will show up on the student’s transcript (i.e., I/A).

No extensions beyond the 30-day period are permitted. If all coursework is not submitted within the 30-day period, the instructor will assign a “zero” to all unfinished assignments, and the student’s grade will be based on the work completed. If students are unable to complete the course requirements within the 30-day period, they may withdraw from the course on or before the 30-day deadline rather than risk receiving a failing grade.

If students request more than one incomplete within an academic year, their department chairperson will determine the necessity for academic advising. If a student applies for more than two incompletes during the coursework phase of their program, the student’s department chairperson will determine whether to issue a warning of unsatisfactory academic performance.

Grade Changes

A change to a posted grade may be approved by an instructor, department chair, of faculty committee appointed by a department chair. A Grade Change Request form must be submitted to the registrar/student services representative in order to enact a change to a grade. All grade appeals must be submitted to the course instructor within the first three weeks of the next semester. If the

instructor that originally gave the grade is not available, the grade appeal should be submitted to the Department chair. For additional information see: Grade Appeal Process .

Academic Advisement

Advising for on-campus programs is an integral part of the programs of Somatic Psychology Department. Program faculty serve as advisors; each student is assigned an advisor at the time of first enrollment. A student may request a new advisor by completing the Advisor Change Form, obtaining the approval signatures of the former and new advisors, and submitting it to the department chair or designee for approval. If approved by the department chair or designee, the form will be subsequently submitted to the Office Student Services for entry into the student's academic record.

The student is responsible for selecting a new advisor as circumstances may require. The department chair or designee is available to assist enrolled students in the selection of an advisor. At no time are students to be without an advisor. Students must contact their advisors regularly to review their professional development as well as their academic and practical training.

Students in the online degree and certificate programs will be advised by the department chair or designee.

Advising Expectations

The school expects the following of the advising relationship with the faculty academic advisor:

- Returning students should consult with their advisor prior to registration.
- Students should meet with their advisor at least twice a year to review academic and professional performance.
- Students should consult with their advisor before a problem or concern becomes serious.
- Advisors are responsible for coordinating their student's progress each academic year at the faculty-student review meetings.

Advising Relationship

The faculty academic advisor provides a proactive review of a student's progress through the program and the development of an academic development plan (ADP) to address any areas of deficiency or weakness. The advisement relationship offered to students will include:

- Review of past coursework and advice concerning course choices for the coming semester
- Review and discussion of career planning in relation to past experiences, present needs, and future professional goals

- Review of all grades, evaluations, and additional narratives commenting on performance in previous semesters
- Participation in the development and oversight of ADPs as required by the department chair
- Availability for discussion of personal concerns that affect academic and professional progress
- Referral for additional help at the request of the student when necessary and appropriate

Student Review Meetings

At Student Review Meetings, advisors generally present their advisees and solicit feedback from the faculty regarding students' progress in the program. After having reviewed the students' academic and professional performance, work samples, practicum, thesis, or internship feedback and evaluations, etc., the faculty forward written feedback to each student reviewed. First-year students are generally reviewed at the end of fall, spring, and summer semesters although individual programs may vary. More advanced students are reviewed a minimum of once per year. Permission to apply/attend practicum and internship is normally granted during Student Review Meetings.

Degree Completion

Petition for Degree Completion

Students are required to submit a Petition for Degree Completion Form online to the Office of Academic Records and Student Services within the published deadlines. The petition is a request to conduct an audit of degree eligibility and ensure timely degree conferral. It also provides the school with information about a student's intent to participate in Commencement. Students who meet the requirements to receive a degree are eligible to participate in the next scheduled Commencement if she or he wishes to do so.

Students will not receive transcripts, a diploma, or other official school documentation until all library books are returned and any outstanding tuition and fees or other indebtedness to the institution are paid.

Academic Completion Requirements

A student will be deemed to have academically completed all degree requirements as follows:

- Satisfactory completion of all required credit hours
- Satisfactory completion of all training requirements
- Cumulative grade point average of 3.00 or higher
- Satisfactory completion of all competency exams
- Successful completion of a dissertation (Ph.D. students) or thesis (M.A. students, if applicable)
- No outstanding student account balance (or institutional holds)
- Submission of Petition for Program Completion and payment of the graduation fee

Degree Conferral

A degree is not officially considered earned until the degree conferral date is posted to the student's transcript. Degrees are typically conferred on the end date of the academic term in which the student completes the degree requirements. When a thesis, dissertation, practicum, or internship is required for degree completion, the length of time required for completion may extend beyond the end date of the last semester of enrollment. If the requirement can be completed prior to the add/drop deadline of the next semester, the student's degree conferral date will be the add/drop deadline date of the next semester. If the requirement is not completed by the add/drop deadline, the student will be required to register for the next semester and the date of degree conferral will be the end date of the student's final semester of enrollment.

Diplomas

Diplomas are produced for graduates after the end of each semester or term. All diplomas are mailed to graduates at the address indicated on the Petition for Degree Completion form, generally eight weeks after the end of the semester in which the graduate petitioned for and earned the degree.

Postdoctoral Hours

Clinical doctoral students may begin accumulating postdoctoral hours as of the degree conferral date.

Participation in Commencement

Participation in the annual Commencement is open to all students who will earn a master's or doctoral degree in that academic year. All graduates and students who have completed all academic requirements since the previous ceremony are invited to participate in the current year's scheduled Commencement ceremony.

Students who have substantially completed all degree requirements (but are not yet academically complete) and who wish to participate in Commencement must submit a Petition for Degree Completion to the Office of Student Services. These students must be deemed substantially complete by the department chair and meet eligibility requirements set by the Office of Academic Records and Student Services before permission to participate will be granted. Participation in Commencement does not confer a degree or release the student from his or her obligation to satisfactorily complete curricular or other requirements.

STUDENT'S RIGHTS AND RESPONSIBILITIES

Ethical, Legal, and Professional Conduct

Compliance with Institutional Policies and Procedures

The school requires the highest standards of professional and personal conduct from all students. Each student must abide by the policies and procedures of the school and comply with its standards. Failure to comply with the standards of conduct may result in the implementation of an Academic Development Plan and/or disciplinary action up to and including dismissal from the school.

Use of Computing Resources

The Chicago School of Professional Psychology provides access to its network for students, faculty and staff. The Chicago School of Professional Psychology computer network consists of a campus wide backbone network, wireless network, and many shared computers in addition to personal desktop computers. It provides communication as well as academic and administrative functions. The school works to ensure that constituent interests are appropriately served and that network rights and responsibilities are observed.

Members of The Chicago School of Professional Psychology community have certain rights regarding the school's network and its services.

- Intellectual Freedom: The school is a free and open forum for the expression of ideas; the school's network is the same. Opinions may not be represented as, nor should they be construed as, the views of The Chicago School of Professional Psychology.
- Improper Contact: While the school cannot control unwanted or unsolicited contact, network users who receive threatening or other improper communications should bring them to the

attention of the HelpDesk. Electronic communications are treated in a similar fashion as are voiced or written communications.

- Privacy: Generally, data files and messages traversing the school's network are private. However, a user's privacy is superseded, for example, by the school's requirement to maintain the network's integrity and the rights of all network users. Should the security of the network be in danger, or for other good reason, user files and messages may be examined under the direction of one of the directors on the information technology management team. In all cases, the school reserves its right, as owner of the network and the computers in question, to examine, log, capture, archive, and otherwise preserve or inspect any messages transmitted over the network and any data files stored on school-owned computers, should circumstances warrant such actions. All members of the community must recognize that electronic communications are by no means secure and that during the course of ordinary management of computing and networking services network administrators may inadvertently view user files or messages.

Network users are expected to comply with the responsibilities delineated below. Students who violate a network responsibility risk suspension of network access. Depending on the seriousness of the violation, students could be referred to the Education Council for disciplinary action. Acts that violate federal or state laws will result in referral to the appropriate legal authority as well as subject the user to institutional discipline.

Students are responsible for the use of their own personal network ID ("user ID") and password. Students may not give anyone else access to personal user IDs or computer accounts. Students are prohibited from using a user ID or a school computer account other than the account assigned to them. Students may not try, in any way, to obtain a password for another user's user ID or computer account. The user ID remains the property of the institution. The following illustrates the types of responsibilities that students will be expected to uphold with regard to network use.

- Students may not misrepresent themselves or their data on the network.
- Students are responsible for the security of their own passwords. This includes changing passwords on a regular basis and making sure no one else knows them.
- Students must not use The Chicago School of Professional Psychology's network resources to gain or attempt to gain unauthorized access to remote computers.
- Students must not deliberately perform an act that will impair the operation of computers, terminals, peripherals, or the network.

- Students must not run or install on any of The Chicago School of Professional Psychology's computer systems, or give to another, a program that could result in the eventual damage to a file or computer system and/or the reproduction of itself.
- Students must not attempt to circumvent data protection schemes or exploit security loopholes.
- Students must abide by the terms of all software licensing agreements and copyright laws. Students may not make copies of, or make available on the network, copyrighted material, unless permitted by a license.
- Students must not be wasteful of computing resources or unfairly monopolize resources to the exclusion of other users. All necessary steps will be taken to protect the overall network from any person who violates this responsibility.
- Students must not attempt to monitor another user's data communications, nor may any student read, copy, change, or delete another user's files or software, without permission of the owner.
- Students whose membership to the campus community has ended (due to withdrawal, or termination of employment or otherwise leaving The Chicago School of Professional Psychology), may not use facilities, accounts, access codes, network privileges or information for which they are not authorized in their new circumstances.

Computing and networking resources are provided to support the mission of the school. These resources may not be used for commercial purposes. All computing and networking facilities are provided for use by faculty, staff, and students solely for relevant academic, research, or administrative use.

Directors on the information technology management team should be notified about violations of computer regulations and policies, as well as about potential loopholes in the security of any computer system or network at The Chicago School of Professional Psychology. Depending on the nature of any violations, the student's department chair or designee may be notified.

Suspension or Revocation of a Professional License or Certification

Students who have ever had a professional license or certification suspended or revoked or who have for any reason voluntarily surrendered a professional license or certification must disclose this information at the time of application. A student who surrenders a license or certification or has one

suspended or revoked while in attendance at the school must disclose this to their department chair within ten (10) business days. In such circumstances, the case will be referred to the Education Council for consideration of calling a formal hearing and deliberation. Likewise, students who at any time fail to disclose such information will be referred to the Education Council for consideration of disciplinary action up to and including dismissal from the school.

Student Code of Conduct

Students are required to conduct themselves in a manner that is suitable for professional study and practice. Violation of this standard includes, but is not limited to, conduct that contravenes the General Principles and Standards set forth in the Ethics Code promulgated by the American Psychological Association. Additionally, academic departments may require compliance with other discipline-specific ethical codes (e.g., the American Counseling Association's Ethical Code for Counselors, the Behavior Analyst Certification Board's Guidelines for Responsible Conduct for Behavior Analysts, the National Association of School Psychologists' Principles for Professional Ethics, and the Specialty Guidelines for Forensic Psychologists, American Association of Marriage and Family Therapy Code of Ethics). Students should consult with their academic departments for clarification of all applicable ethical codes to which they are accountable.

Additionally, students are prohibited from engaging in conduct that is detrimental to the school, poses a threat to the welfare of the school's employees or students, prohibited by school policies, or illegal. In extreme circumstances, school administrators may ban individuals believed to pose a significant risk to others from school events and/or programs; such a ban would restrict the individual's ability to enter school property for an indefinite amount of time until the matter can be thoroughly investigated and a final disposition can be rendered. Students may be restricted from campus or disciplined for improper or illegal conduct whether it occurs on- or off-campus (including cyberspace), and regardless of whether the conduct is specifically tied to a school activity.

While it is impossible to list all types of misconduct, the following illustrates the types of activities that will subject students to disciplinary action:

- Violations of any policy, procedure, or regulation of The Chicago School of Professional Psychology.

- Acts of dishonesty, including but not limited to, knowingly or recklessly furnishing false information to the school, forgery, and alteration or misuse of school documents, records, or identification.
- Disorderly, indecent, or obscene conduct or expression, including inappropriate conduct in online environments such as abusive language toward instructors and classmates.
- Obstruction or disruption of teaching, research, administration, disciplinary procedures, other activities, or the freedom of expression of others.
- Conduct that threatens or endangers the health, safety, or welfare of any person, including threats of violence toward others and any action that unreasonably interferes with the psychological well-being of another.
- Unauthorized use, possession, or storage of any guns, weapons, or other unreasonably dangerous instruments
- Unauthorized entry into or use of the school's facilities or services.
- Theft or conversion of property or services (e.g., computer time) belonging to The Chicago School of Professional Psychology, members of the school community, or others.
- Intentional or reckless destruction, damage, abuse, or misuse of school property or the property of others.
- Illegal or unauthorized possession, use, sale, or distribution of narcotics, drugs, or other controlled substances defined as such by local, state, or federal law.
- Violation of the school's published technology and computer use guidelines.
- Failure to comply with directions of TCSPP officials acting in the performance of their duties including, but not limited to, a requirement to provide unprivileged testimony at a disciplinary hearing or failure to comply with provisions of academic warning or an academic development plan.
- Violations of federal, state, and municipal laws, or any other conduct not included above, which unreasonably or unlawfully interferes with the operations of The Chicago School of Professional Psychology, or which renders a person unfit or unsuitable for practice within the psychology profession.

Students may be held independently accountable to both external authorities and to The Chicago School of Professional Psychology for acts that constitute violation of law and/or school policies, regulations, or procedures. Disciplinary action will not be subject to challenge on the ground that criminal charges involving the same incident have been dismissed, reduced, or are in process.

Statement of Academic Integrity

Somatic Psychology Department expects its students to function within an environment of trust relative to other students, faculty, staff, and administration. Moreover, the school expects all students to conduct themselves ethically, with personal honesty, and with professionalism. Academic dishonesty violates one of the most basic ethical principles in an academic community and will result in sanctions imposed under the school's disciplinary system. All suspected incidents must be immediately referred to the department chair or designee who will then refer the matter to the Education Council for investigation, intervention, and/or imposition of sanctions. Possible interventions and sanctions may include, but are not limited to, implementing an Academic Development Plan, placing a student on academic warning/probation or dismissing a student.

Academic dishonesty includes, but is not limited to:

Cheating

Examples of cheating include, but are not limited to, copying another person's work with or without her or his permission, giving or receiving aid on a test, giving or receiving test materials prior to official distribution, collaborating on assignments or exams without instructor permission, submitting another's work as one's own (including purchased papers), taking credit for group work to which one did not contribute significantly or meet one's obligations, and intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Students may be expected to provide proof of identity prior to exams.

Plagiarism

Plagiarism is intentionally or unintentionally representing words, ideas, or data from any source as one's own original work. The use or reproduction of another's work without appropriate attribution in the form of complete, accurate, and properly formatted citations constitutes plagiarism. Examples of plagiarism, include but are not limited to, copying the work of another verbatim without using quotation marks, revising the work of another by making only minor word changes without explanation, attribution, and citation, paraphrasing the work of another without the appropriate citation. Students are expected to produce original work in all papers, coursework, dissertation, and other academic

projects (including case studies from internship or practicum sites) and to follow appropriate rules governing attribution that apply to the work product.

Carelessness, or failure to properly follow appropriate rules governing source attribution (for example, those contained in the Publication Manual of the American Psychological Association), can be construed to be plagiarism when multiple mistakes in formatting citations are made in the same paper. Further, a single example of failing to use quotation marks appropriately may be considered plagiarism.

Fabrication

Fabrication is intentionally inventing information, data, or citations in any academic or clinical exercise. Examples of fabrication include, but are not limited to, falsifying research or other findings, citing sources not actually used in writing a research paper, submitting work done in previous classes as if it were new and original work, and changing, altering, or being an accessory to the changing and/or altering of any officially recorded grade.

If a student is unsure if his or her conduct may represent a form of academic dishonesty, he or she should seek out consultation from a course instructor, an academic advisor, and/or the Center for Academic Excellence.

Professional Compartment

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

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

It is important for students and trainees to understand and appreciate that academic competence is defined and evaluated comprehensively. Specifically, in addition to performance in coursework,

seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical and ethical) will also be evaluated. Such comprehensive evaluation is necessary in order to appraise the entire range of academic performance, development and functioning of their student-trainees (Adapted from CCTC/APA, 2004).

As apprentices of professional psychology, therefore, students are holistically evaluated by all members of the learning community on standards of professional performance, development, and functioning that include, but are not limited to, their interpersonal and professional competence (e.g., consistently establishing positive interpersonal relationships, demonstrating an active commitment to education and training, communicating professionally, demonstrating integrity, affirming individual and cultural differences); their self-awareness and self-reflection (e.g., awareness of own various roles in diverse contexts, recognizing limitations and training/learning needs, awareness of own cultural values); their openness to feedback; and their proactive, engaged resolution of issues that may interfere with their professional development or functioning. Students' professional performance, functioning, and development may be evaluated both within and outside of the classroom, whether it occurs on- or off-campus (including cyberspace), and regardless of whether it is specifically tied to a school activity. Concerns about a student's professional comportment should be directed to the department chair or designee. Students will be alerted to concerns about professional performance, functioning, and development (i.e., professional comportment) and receive advisement, mediation, and support as deemed necessary and appropriate. If there is a question that the student's problems in the area of professional comportment cannot be resolved in a reasonable time period and/or rises to the level of potential disciplinary action, the matter will be referred to the Education Council.

Concerns about Academic Performance and Professional Comportment

When a student receives a grade of C or below, it is the student's responsibility to schedule a meeting with her or his advisor, and an Academic Development Plan will be implemented. Concurrently, the Office of Student Services will notify the student, department chair or designee, and the advisor of the course grade. If a student does not meet with her or his advisor in a timely manner, the case may be forwarded to the Education Council for further investigation and consideration of disciplinary action. Concerns about a student's academic integrity (e.g., cheating, plagiarism, fabrication) and/ professional comportment (e.g., interpersonal and professional competence, self-awareness and self-reflection,

openness to feedback, problem solving skills) can be raised by any member of the learning community. Such concerns should be directed to the student's department chair or designee. Students concerned about keeping their report anonymous may seek consultation from their advisor, department chair or designee. If the situation warrants anonymity, efforts will be taken to protect the reporting student; however, anonymity cannot be guaranteed.

Depending upon the nature of the concern, students may be required to meet with their department chair or designee and/or advisor who may dismiss the situation, implement an Academic Development Plan, refer the matter to the Education Council for mediation or further investigation, and consideration of disciplinary action.

Mediation

A department chair or designee or other administrator who has concerns about a student's professional comportment may refer the case to the associate vice president of engagement and student affairs for further investigation and mediation. Such referrals may result from, but are not limited to, situations in which the administrator may not be in a position to independently render an impartial decision or would otherwise benefit from third-party consultation. Similarly, students have the right to request a meeting with their department chair or Education Council Representative for mediation assistance.

Following mediation sessions, the associate Department Chair or Education Council Representative may recommend dismissal of the case, the implementation of an Academic Development Plan, and/or a formal referral to Education Council for further investigation and consideration of disciplinary action.

Academic Development Plans

Academic Development Plans (ADPs) are used to assist a student in the successful completion of his/her program. Students placed on Academic Watch, Academic Warning, or otherwise brought to the attention of the program for academic or professional comportment difficulties may be placed on an Academic Development Plan as deemed necessary by the advisor and the department chair or designee, and/or the Education Council order to address academic and/or professional comportment concerns. Academic Development Plans do not constitute disciplinary action; as such, they do not affect academic standing and cannot be appealed.

Students experiencing difficulty meeting their program's requirements may be placed on an Academic Development Plan (ADP) by their academic advisor, or by the department chair on behalf of the department faculty. Students are encouraged to independently identify and address weaknesses in their

behaviors, skills, and academic performance as early as possible. Informal remediation with the assistance of the academic advisor, or representatives from other departments and centers of the school, is possible. When such informal interventions ameliorate the identified concerns, no further action is required. If informal efforts have been unsuccessful or would likely not remedy the concerns, a student may be referred to his/her academic advisor, the department chair, or the Education Council. In such circumstances, students will discuss the matter personally with the appropriate person. An academic advisor, or department chair may seek consultation from each other or a student's academic file to best inform academic development planning. Additional information may be solicited from the student's academic advisor, practicum seminar leader, department faculty members, training site supervisors, and/or any other party involved in the student's training as necessary and appropriate. Should a student refuse to participate in academic development planning or fail to successfully complete an ADP, that student may be referred to the department chair and then other school committees for further action.

In the creation of an Academic Development Plan, information may be solicited from any school employee, supervisor at practicum or internship site or other community partner agency, supervisor of school-required workplace activity, and/or any other party involved in the student's education and training. In conversations with outside education and training partners, the school may inform supervisors about the student's Academic Development Plan to assess the extent to which the concerns in question have affected the student's performance at the site and to ensure continuity of training and education between the site and the school.

The development of an Academic Development Plan requires involvement of the student, the student's advisor, and the department chair or designee, though others may be involved as deemed necessary and appropriate. Students are expected to actively participate in the development of their plan. Refusal to participate in creating and/or refuse to sign an Academic Development Plan may result in a referral to the Education Council for consideration of disciplinary action and does not absolve the student's responsibility to meet the requirements of the plan.

Academic Development Plans must clearly identify the concern(s) in question and the steps necessary to resolve them within a specified timeframe. Additionally, the plan must identify who will oversee the plan and when and how feedback will be delivered to all parties involved. Finally, the plan must clarify the consequences if the terms of the Academic Development Plan are not fulfilled. Depending upon the situation, the school may require a student to take immediate steps to address identified concerns before an Academic Development Plan has been finalized. Based on the student's progress in meeting

the requirements set forth, Academic Development Plans may be modified, including adding additional or remove existing requirements. Such changes must be made in writing, either directly or as an appendix to the original Academic Development plan, and require the signatures of all involved parties. A copy of the Academic Development Plan is kept in the student's academic record.

Disciplinary Reviews

The Education Council

If a concern about a student may result in disciplinary action, the student deserves an impartial council review. Any concern about a student's academic integrity (i.e., cheating, plagiarism, fabrication) as well as concerns about a student's professional comportment that may result in disciplinary action must be referred to the Education Council.

The Education Council conducts formal proceedings when disciplinary action may be warranted, after all other reasonable forms of Academic Development Plans have failed, and/or if the offense is one where an ADP would not be effective or warranted. The council is committed to ensuring that referred students receive fair treatment while maintaining the integrity of Somatic Psychology Department's mission, policies, and procedures. In the process of arriving at decisions, the council maintains respect for individual and cultural differences.

Allegations of student academic misconduct or professional comportment problems must be submitted in writing to the department chair or designee and copied to the campus dean. As described above, the department chair or designee, may dismiss the case, implement an Academic Development Plan, and/or refer the case to the Education Council for further investigation and consideration of disciplinary action. Alternatively, either the student or the department chair or designee may request mediation from the Education Council.

Referrals must occur in writing, and copies shall be sent to the student, department chair or designee, advisor, campus dean, and the student's academic record. The referral must include the specifics of the allegation(s) and any relevant documents in the possession of the referring party. Additional documents forwarded to the Education Council for consideration in subsequent deliberations must be likewise copied to the student. In turn, the council chair shall issue a letter to the student, copied to the advisor, department chair or designee, campus dean, with the date of the hearing and a list of the council members. If additional people are invited to attend the hearing, reasonable attempts should be made to provide those names to the student in advance.

The student has the right to respond in writing to the allegation to the council chair up to and including the time the council meets to deliberate the case. A student's response may include a request for postponement and must include the grounds upon which that request is based. The council's decision regarding the issue of postponement is final. Failure or refusal to respond to the allegations, in writing or verbally at the time of the council hearing, will be deemed an admission of the factual matters contained in the allegation and supporting documentation and leave the council free to proceed as it considers appropriate.

The hearing will be held within 30 days of receipt of the referral. Online students may be allowed to participate via phone. Students with disabilities requiring accommodations in order to participate in the hearing should submit a written request to the council ten (10) days prior to the scheduled hearing. No part of hearings conducted in-person or by telephone may be recorded or transcribed by any party. Those in attendance are permitted to take personal notes that are not considered part of the record. Similarly, deliberations may not be recorded or transcribed in any fashion.

If the student accused of misconduct has reason to believe that a given member of the council is unable to be impartial, he or she may request that the council chair disqualify that member from the hearing and/or the subsequent deliberation. Only the chair upon the demonstration of sufficient reason will grant requests for disqualification from the hearing and/or deliberation; the chair's decision in such matters is final. If a member of the council is a principal in the matter, he or she will be disqualified automatically from the deliberation, though she or he may be allowed to participate in the hearing at the chair's discretion.

Ordinarily, the complainant must identify himself or herself to the student. If a complainant refuses to permit his or her identity to be made known to the student, such a refusal may, but need not, serve as a basis for forfeiting the complaint process. Students concerned about anonymity should seek consultation from their advisor, department chair or designee, campus dean, anonymity cannot be guaranteed.

The complainant shall provide the council with information in the form of testimony, documents, additional witnesses or other forms of support for the allegation(s) against the student or in support of his/her position. The council can solicit information and/or request and in-person appearance from any school employee, supervisors at practicum or internship site or other community partner agency, supervisor of school-required workplace activity, and/or any other party involved in the student's education and training. In conversations with outside education and training partners, the school may inform supervisors about the student's appearance before the council to assess the extent to which the

concerns in question have affected the student's performance at the site and to ensure continuity of training and education between the site and the school. Each party, as well as the council itself, shall have the right to question all individuals and examine other information presented.

Since this procedure is an institutional, not judicial, process, the presence of legal counsel for any is prohibited at all hearings and deliberations. The student may have one member of the school community present to provide advice and support.

The Education Council will take reasonable efforts to deliberate the manner in a timely manner. Upon the completion of all fact finding, questioning, and presentations, the council will deliberate the case. Such deliberations are restricted to members of the council who have not been disqualified for any reason. If the council concludes, on the basis of the information presented, that the allegation(s) are substantiated, it will determine the outcome of the case. Outcomes may include dismissal of the case, requirement of an Academic Development Plan, or disciplinary action up to and including dismissal from the school. The council will promptly notify the student of its disposition in writing with copies sent to the advisor, department chair or designee, the campus dean, and the student's record.

Appeal of Disciplinary Decisions

Students may appeal decisions of the Education Council regarding disciplinary matters. Students seeking an appeal to a decision must submit a written appeal to the office of the Dean within ten (10) business days of being notified of the disciplinary decision. The office of the president will review the appeal and conduct any additional investigation or follow up. A final decision will be made and communicated formally to the student. This written request must include:

- A specific statement of the decision that the student wishes to appeal;
- The action the student wishes the Dean to take;
- All information that the student wishes the Dean to take into account in his/her consideration of the appeal; and
- A statement of the student's views as to how this information justifies the appeal.

The appeals process is not an opportunity for the student to have his or her case reconsidered merely because of dissatisfaction on the part of the student with the decision of council. Rather, all appeals must be based on one or more of the following:

- New evidence
- Evidence of improper procedure, or

- New arguments that could not be provided at the time of the original hearing by the council. If, in the opinion of the Dean, the request for an appeal is clearly without merit or does not meet the requirements set forth above, the Dean will reject the appeal and the decision of the council will stand as the final decision of the department.

If, in the judgment of the Dean, the appeal is properly constituted, the Dean will render his/her decision on the substance of the appeal within ten (10) business days and so notify the student in writing with a copy sent to the council chair, advisor, department chair or designee, and the student's academic file. This policy is not to be used in substitution for the Grade Appeal Process or the Grievance Process where applicable.

Grade Appeal Process

Grades may be appealed only when the grading criteria stated in the syllabus and/or this handbook have not been followed.

When a student believes this is the case, the following procedure should be used to appeal the grade.

1. All grade appeals must be submitted to the course instructor within the first three weeks of the next semester
2. The student should first speak with the instructor and attempt an informal resolution
3. If no resolution is achieved, the student may contact the department chair or designee, who will consult with the instructor and the student to attempt an informal resolution.
4. If the appeal is not resolved informally, the department chair may appoint a faculty member or committee of faculty of her or his choosing to review the concern and make a recommendation to the department chair to resolve the appeal. The department chair has final decision-making authority

For additional information, see: Grade Changes .

Student Grievance Procedure

The Somatic Psychology Department is committed to mutual respect and the effective resolution of student problems and complaints through an efficient and fair procedure. THE DEPARTMENT seeks to set an environment that encourages students, faculty, staff, and administration to work together to understand and address concerns about fair treatment using informal resolutions. When that is not

possible, the school is committed to a fair and reasonable resolution of issues through a formal grievance process as outlined below.

When Should a Student Grievance Be Pursued?

This procedure may be used whenever a student believes that his/her rights have been violated by a member of the school community, including when a student believes that he/she has been adversely affected by decisions or actions that were made by employees or agents of school, for example:

- Violation of a duly adopted school policy, excluding a disciplinary decision or assignment of a letter grade for which the student is seeking an appeal (see Appeal of Disciplinary Decisions and Grade Appeal Process, respectively);
- Illegal discrimination under any federal, state, local law; or,
- Unethical conduct according to professional standards.
- An action or decision is open to grievance only if it involves a misapplication or misinterpretation of school policy, regulation, or rule, or a violation of state or federal law. This procedure may not be used to challenge policies or procedures of general applicability, including the following:
 - The substance of any duly adopted policy or procedure;
 - The substance that forms the basis for student performance evaluation or grade for a course or practicum/internship or for independent academic work under the supervision of a school faculty member or in the formation of an Academic Development Plan; or
 - A decision regarding a student's academic status made by a duly designated administrative officer, or by the school committee charged with reviewing student evaluations/grades.

Who May Pursue a Student Grievance?

The Student Grievance Procedure may be used by students currently enrolled at the school, or who are participating in a sponsored educational event at the time of the incident being grieved.

The person filing the grievance must be the alleged victim of unfair treatment. A grievance may not be filed on behalf of another person.

Time Limits

A grievance must be received not later than forty-five (45) calendar days after the student first became aware of the facts which gave rise to the grievance.

The formal resolution process must be initiated within sixty (60) days of the decision, action, or events giving rise to the grievance. This time limit may be extended by the campus president if the student initiating the Student Grievance Procedure requests an extension within the 60-day period for good cause shown (e.g., an active effort at informal resolution, death in the family, etc.).

Informal Resolution

Prior to invoking the formal resolution procedures described below, the student is strongly encouraged, but is not required, to make active efforts to resolve matters through professional and direct discussions with the person or persons directly involved. These efforts should take place as soon as the student first becomes aware of the act or condition that is the basis of the grievance. If unsure of how to proceed, students should enlist the assistance of another member of the school community (e.g., advisor, department chair or designee, dean of academic affairs, director of student services) to help identify proper courses of action and/or to mediate problems if necessary.

Formal Resolution

Since this procedure is an institutional process, not judicial, the presence of legal counsel for any party of the grievance is prohibited. This policy is not to be used in substitution for the grade appeal or other appeal processes.

A. Initial Review

Step 1: To invoke the formal resolution process, the student must submit the grievance to the campus president. The grievance must:

- be in writing;
- state how the decision or action is unfair and harmful to the student and list the school policies or state or federal laws that have been violated, if known;
- name the person(s) against whom the grievance is filed;
- state how the person(s) against whom the grievance is filed are responsible for the action or decision; and
- state the requested remedy.

Step 2: Upon receipt of the written grievance, the campus president will determine whether the matter is open to grievance in accordance with the criteria set forth above. If the grievance has no merit, it will be dismissed by the campus president and a letter will be submitted to the student initiating the grievance stating the same. If the grievance does have merit, the campus president will appoint an ad hoc committee of two faculty members and one student to investigate the situation by gathering additional information from appropriate members of the campus community. The campus president will designate one of the faculty members as chairperson of the ad hoc committee. The chairperson will have the right to vote. At any time during the investigation of the grievance, the campus president and ad hoc committee may make further attempts to resolve the grievance informally.

The ad hoc committee chair will send a copy of the grievance to the parties listed as having committed an alleged violation (“respondent”) within ten (10) business days of being appointed, giving the respondent(s) ten (10) business days to submit to the chair a written response to the allegations any exhibits they wish to introduce as evidence. The chair will concurrently inform the student pursuing the grievance of his/her right to, within ten (10) business days, submit to the chair copies of any exhibits he/she wishes to introduce as evidence. The chair may extend the deadlines for submitting a response and for exchanging proposed exhibits upon a showing of good cause.

If the student who has brought the grievance has good cause to believe that a given member of the ad hoc committee is unable to be impartial, the student may request that the campus president disqualify that member. Such a disqualification shall be granted only upon the demonstration of sufficient reason. The decision by the campus president to alter or preserve the composition of the ad hoc committee is final.

Step 3. In performing its functions, the ad hoc committee will have the right to call any witnesses and to require the introduction of any relevant data or information. The ad hoc committee will be the final judge of what testimony or data is relevant. While the presence of an attorney is prohibited, a student may have a member of the school community present during the hearing to provide advice and support. All deliberations of the ad hoc committee are confidential.

Step 4. Once all fact finding, questioning, and presentations are complete, the committee will deliberate to evaluate the merits of the grievance and make findings of fact. Such deliberations are restricted to members of the committee. The committee’s decision must be based solely on material presented in the grievance. A majority vote of the ad hoc committee is required to make an affirmative decision on the grievance.

Upon reaching a conclusion, the ad hoc committee will communicate its findings in writing to the student bringing the grievance, the respondent(s), the campus president, and to the appropriate institutional individual(s) who shall implement the actions, if any, recommended by the ad hoc committee within thirty (30) calendar days after the hearing.

B. Appeal Process

Within ten (10) business days of receipt of the committee's decision, a student who is not satisfied with the decision of the committee may seek further review by submitting the written notice of appeal, together with the committee's written decision, to the campus president. Written notice of appeal must be signed and dated by the student and provide a brief statement of the grounds for appeal, which should contain a list of alleged errors in the decision or decision-making process and indicate what remedy is requested. Appeals received more than ten (10) business days after the committee's decision was rendered will not be considered.

The campus president's action will be limited to a review of the basis for the committee's decision. The campus president will render a decision based on review of the grievance record and the written notice of appeal. There is no right to a hearing or oral presentation in appeals. The campus president may delegate another administrator to act on his/her behalf.

Within fifteen (15) calendar days of receipt of the request for review, the campus president will submit his or her decision in writing to the student and to the person alleged to have caused the grievance. The written disposition shall include the reasons for the decision, and it shall direct a remedy for the aggrieved student, if any. The campus president's decision on the appeal is final and will not be subject to further review.

Recordkeeping

The chair of the ad hoc committee will compile an official record of the proceeding that includes a copy of all correspondence with the parties, all evidence submitted to the committee, a summary of the committee's decision, and anything else considered by the committee in reaching its determination. The chair of the committee will be responsible for ensuring that a written report is prepared that addresses and resolves all material factual issues in dispute, that states a conclusion as to whether the student was subjected to misapplication or misinterpretation of school policy or state or federal law, and if so recommends remedies as appropriate. The report and official record will be kept in the student's record.

All grievance procedures and records are confidential in nature and will be treated accordingly. A copy of the grievance, any decision of the committee, and any decision of the campus president must be retained for seven full calendar years following the year in which the grievance is resolved.

COURSE DESCRIPTIONS

Course Number	Course Title	Course Description	Semester Credits
PN 500	Foundations of Prenatal and Perinatal Psychology	This course provides students with a theoretical and historical overview of the field of prenatal/perinatal psychology (PPN) situated within the larger field of clinical psychology. Students are introduced to key theories and concepts to be able to evaluate major approaches in PPN and clinical psychology. Students discuss and critique PPN psychology research and apply PPN psychology concepts, skills, and research findings to their own experience.	3
PN 501	The Prenatal Period: Experience and Practice	This course explores the prenatal developmental period, focusing on the baby, parents and parent-baby relationship within the larger community and cultural context. A prenatal and perinatal psychology lens is applied to theory and practice, including approaches of assessment and intervention to promote prevention, wellness promotion, and resolution of clinical issues during/concerning the prenatal period. Prerequisite: Foundations in PPN	3
PN 600	Birth, Bonding, and the Postnatal Period: Experience and Practice	This course explores the developmental continuum of birth, bonding and the postnatal periods, focusing on the baby, parents and parent-baby relationship within a larger community and cultural context. A prenatal and perinatal psychology lens is applied to theory and practice, including approaches of assessment and intervention to promote prevention, wellness promotion, and resolution of clinical issues during/concerning this developmental period. Prerequisites: Foundations in PPN and The Prenatal Period.	3
PN 625	Integrative Seminar in Prenatal and Perinatal Psychology	This capstone course offers students a structured and facilitated opportunity to integrate the material offered in previous coursework into a cohesive theoretical framework, and to apply PPN psychology concepts, skills, and research findings to their own experience. Prerequisites: Foundations in PPN, The Prenatal Period, Birth, Bonding and The Postnatal Period.	1
PN 650	Independent Study IV	This course provides the opportunity to examine special topics within prenatal and perinatal psychology in more depth.	1 to 5

SM 500	Foundations of Somatic Psychology	This course provides students with a historical overview and the key theories and concepts of somatic psychology. Being able to evaluate the major approaches in somatic psychology will be the focus, as well as applying somatic psychology concepts, skills, and research findings to student's own experience.	3
SM 501	Chemical Dependency	This course describes the applications of clinical psychology to a range of issues within chemical dependency, including relational approaches to prevention, assessment, and intervention. Students apply these concepts, skills, and research to their own experience.	1
SM 502	Clinical Psychopathology	This course examines the Diagnostic and Statistical Manual of Mental Disorders IV-TR system of classification and the clinical disorders. The role culture plays in defining mental health is addressed.	2
SM 503	Group Counseling Theories and Techniques	Key theories and concepts of group counseling are explored and applied to the student's own experience with an emphasis on sensitivity to issues of diversity.	2
SM 504	Legal and Ethical Issues	This course emphasizes the content and meaning of legal and ethical codes. Students examine ethical standards and legal issues in the practice of psychology and counseling, such as confidentiality and dual relationships.	2
SM 505	Lifespan Human Development and Clinical Practice	Key theories and concepts of human development over the lifespan are examined. Applications of human development to a range of issues, including relational approaches to prevention, assessment, and intervention in clinical psychology are addressed.	3
SM 506	Psychotherapy Theories and Techniques	This course provides an overview of the history and development of the major schools of psychology and their consequent therapeutic approaches and techniques. Students learn to identify and evaluate major approaches in clinical psychology.	2
SM 507	Aging and Long-Term Care/Partner Abuse	This course emphasizes the application of clinical psychology to a range of issues pertaining to aging, long-term care and partner abuse. Students learn to identify ethical issues and to apply ethical standards relevant to aging, long-term care and partner abuse.	2
SM 521	Independent Study I	In this self-directed study course, students develop a more in-depth understanding of theory or application in clinical psychology and their specialty topic.	1 to 5

SM 540	Clinical Skills I	Clinical Skills I/II are the first two foundational classes offered sequentially during the first year and provide the fundamental skills for students' future clinical practices. Key theories and concepts are discussed and applied to student's own experience and within the therapeutic relationship. Specific skills from a variety of modalities are practiced.	3
SM 541	Clinical Skills II	Clinical Skills II is the second foundational class that builds students' skills for their future clinical practices. Key theories and concepts are discussed and applied to student's own experience and within the therapeutic relationship. Specific skills from a variety of modalities are practiced.	3
SM 542	Theory and Practice of Somatic Psychology I	This course focuses on the application of somatic psychology concepts, skills, and research findings to student's own experience. Applications of somatic psychology to a range of issues, including approaches to prevention, assessment, and intervention are addressed. A demonstration of skills competencies in somatic psychology is required for this course.	3
SM 600	Theory and Practice of Somatic Psychology II	This second year course continues to focus on key theories and concepts, as well as the evaluation of the major approaches in somatic psychology. A discussion and critique of somatic psychology research is fundamental to the course, as is describing the application of somatic psychology concepts, skills, and research findings to student's own experience. Applications of somatic psychology to a range of issues, including approaches to prevention, assessment, and intervention are addressed. A demonstration of skills competencies in somatic psychology is required for this course.	3
SM 602	Clinical Psychopharmacology	This course discusses key theories and concepts in psychopharmacology to give students a sufficiently broad-based background of the field and to allow them to make educated decisions about when to refer clients to physicians for medical evaluation and psychiatric treatment. They will evaluate the somatic psychology approach to psychopharmacology and apply clinical psychology skills, concepts, and research findings to prevention, assessment, and intervention when utilizing medications.	2

SM 606	Psychotherapy and Cultural, Ethnic and Diversity Issues	Students learn to identify sociocultural, ethnic, and diversity issues in professional practice and research in this course. Students learn to interact effectively and sensitively around issues of diversity with clients and colleagues. Interpersonal variations of physical, familial, and geographical experience are explored and individual differences around religion, class, age and gender are considered. Students also apply these concepts and skills and research to their own experience.	1
SM 610	Crisis and Trauma Counseling	Students discuss key theories and concepts in prenatal and perinatal psychology, somatic psychology, and clinical psychology related to crisis and trauma counseling. Applications of these theories and concepts are applied to student's own experience and to a range of issues within crisis and trauma counseling, including relational approaches to prevention, assessment, and intervention.	2
SM 611	Human Sexuality	This course presents a survey of human sexuality and sexual dysfunction. Applications of clinical psychology to a range of issues, including relational approaches to prevention, assessment, and intervention within human sexuality are described with sensitivity to ethics and diversity issues.	1
SM 619	Research and Evaluation	Students learn to be judicious consumers of scientific knowledge and the develop well reasoned knowledge claims. Appropriate research design and methods in scientific research are addressed.	1
SM 620	Psychological Assessment	This course introduces students to the key theories and concepts within psychological assessment. Students apply clinical psychology skills, concepts, and research findings to their own experience, as well as to a range of issues including relationally formed approaches to prevention, assessment, and intervention. This course requires students to demonstrate skills competencies and identify ethical issues relevant to clinical psychology.	3
SM 621	Independent Study II	This course consists of a self-directed study in which students gain a more in-depth understanding of theory or application in clinical psychology and their specialty topic.	1 to 5

SM 625	Integrative Seminar in Somatic Psychology	The capstone course offers students a structured and facilitated opportunity to integrate the material offered in previous coursework into a cohesive theoretical framework. Successful students will be able to discuss key theories and concepts of somatic psychology, evaluate major approaches in somatic psychology, discuss and critique somatic psychology research, and describe applications of somatic psychology to a range of issues, including approaches to prevention, assessment, and intervention.	1
SM 640	Clinical Skills III (Marriage and Family)	This third class in the series addresses specific skills and techniques for working with couples and families using a systems approach. Applications of clinical psychology to a range of issues in working with couples/families, including relational approaches to prevention, assessment, and intervention are addressed. Skill competencies in clinical psychology are discussed.	3
SM 641	Clinical Skills IV (Child and Adolescent)	This fourth class in the series addresses specific skills and techniques for working with children and adolescents. Applications of clinical psychology to a range of issues in working with these populations, including relational approaches to prevention, assessment, and intervention are addressed. Skill competencies in child clinical psychology are included, as is training in child abuse reporting.	3
SM 650	Clinical Practicum I	This first course introduces students to the field of clinical psychology related to its standards of professional practice. It describes the applications of clinical psychology to a range of issues in working in practicum settings, including relational approaches to prevention, assessment, and intervention. Ethical standards, sensitivity around issues or diversity and clinical skills are emphasized.	3
SM 651	Clinical Practicum II	This second course continues to assist students around their supervised clinical practicums or field placements. It describes the applications of clinical psychology to a range of issues in working within these settings, including relational approaches to prevention, assessment, and intervention. Skill competencies in clinical psychology are discussed.	3
SM 655	Independent Study III	This course provides the opportunity to examine special topics within somatic psychology in more depth.	1 to 5

SM 730	Dissertation Preparation: Concept Paper	This course is designed to prepare students for the intellectual and emotional demands of the dissertation process. Students will learn to formulate research problems using logic and evidence, choose appropriate research design and methods, master library research skills, apply ethical standards to research, and conduct doctoral-level research in their program specialty.	4
SM 740	Library Research Strategies	In this course students learn library research skills and how to apply ethical standards to research.	2
SM 741	Professional Practice in Psychology I	This three-course series deepens and broadens students' professional practice skills through applying clinical psychology concepts, skills, and research findings to student's own experience. The course will focus on areas of professional practice that meet the needs and interests of each class.	1
SM 742	Professional Practice in Psychology II	This second course in the three-course series continues to deepen and broaden students' professional practice skills through applying clinical psychology concepts, skills, and research findings to student's own experience. Applications of clinical psychology to a range of issues, including relational approaches to prevention, assessment, and intervention, are also addressed.	3
SM 743	Professional Practice in Psychology III	This third course in the three-course series furthers students' professional practice skills through applying clinical psychology concepts, skills, and research findings to student's own experience. Applications of clinical psychology to a range of issues, including relational approaches to prevention, assessment, and intervention, are also addressed.	2
SM 760	Comprehensive Exams	Students demonstration through written examination their ability to discuss key theories and concepts of psychology and to apply them to a range of issues and their own experience. Students formulate a research problem, choose appropriate research design and methods. The abilities to identify sociocultural diversity and equity issues and the application of ethical standards and practice and research are also demonstrated.	1
SM 770	Qualitative Research	In this course students learn how to formulate research problems using logic and evidence, choose appropriate research design and methods, apply ethical standards to research, and use qualitative research designs, data collection methods, and data analysis techniques correctly.	4

SM 771	Quantitative Research	In this course students learn how to formulate research problems using logic and evidence, choose appropriate research design and methods, and use basic statistical concepts and techniques correctly.	4
SM 830	Dissertation I: Literature Review	In the first of the six-course dissertation sequence students learn how to develop a scholarly rationale for their research question. They demonstrate their ability to formulate research problems using logic and evidence, use library research skills, and conduct doctoral-level research in their program specialty.	3
SM 831	Dissertation II: Methodology	In the second of the six-course dissertation sequence students demonstrate their ability to formulate research problems using logic and evidence, choose an appropriate research design and methods, use library research skills, apply ethical standards to research, and conduct doctoral-level research in their program specialty. Depending on the methodology employed in the dissertation, they will also either demonstrate their ability to correctly use basic statistical concepts and techniques, on the one hand, or qualitative research designs, data collection methods, and data analysis techniques, on the other.	3
SM 832	Dissertation III: Proposal and IRB	In the third of the six-course dissertation sequence students demonstrate their ability to formulate research problems using logic and evidence, choose an appropriate research design and methods, use library research skills, apply ethical standards to research, and conduct doctoral-level research in their program specialty by producing a dissertation proposal and IRB application.	3
SM 930	Dissertation IV: Data Collection	In the fourth of the six-course dissertation sequence students demonstrate their ability to conduct doctoral-level research in the program specialty by collecting the data for their dissertation.	3
SM 931	Dissertation V: Data Report and Analysis and Discussion	In the fifth of the six-course dissertation sequence students demonstrate their ability to conduct doctoral-level research in the program specialty by undertaking and completing the data analysis for their dissertation. Depending on the methodology employed in the dissertation, they will also either demonstrate their ability to correctly use basic statistical concepts and techniques, on the one hand, or qualitative data analysis techniques, on the other.	3

<p>SM 932</p>	<p>Dissertation VI: Oral Exam and Manuscript Copyediting</p>	<p>In the last of the six-course dissertation sequence students defend their dissertation research in an oral exam and have their manuscript copyedited for APA and SBGI style. In so doing, they demonstrate their ability to formulate research problems using logic and evidence, choose an appropriate research design and methods, use library research skills, apply ethical standards to research, and conduct doctoral-level research in their program specialty. Depending on the methodology employed in the dissertation, they will also either demonstrate their ability to correctly use basic statistical concepts and techniques, on the one hand, or qualitative research designs, data collection methods, and data analysis techniques, on the other.</p>	<p>3</p>
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