



2013-2014

ACADEMIC CATALOG -
ADDENDUM

The Chicago School of
Professional Psychology, Los
Angeles

SOMATIC PSYCHOLOGY

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 and two tracks within the doctorate. These options are:

- Master of Arts in Somatic Psychology, concentration in Somatic or Pre/Perinatal Psychology
- Master of Arts in Clinical Psychology, concentration in Somatic Psychology, (MFT Licensure Track)
- Doctor of Philosophy in Clinical Psychology, concentration in Somatic Psychology, (MFT Licensure Track)
- Doctor of Philosophy in Clinical Psychology, concentration in Somatic Psychology, (Non-MFT Licensure Track)

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 and an original Master's Capstone Project.
- 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	Foundations of Somatic Psychology	3
SM	Clinical Skills in Somatic Psychology	3
SM	Advanced Theory and Practice in Somatic Psychology	3
SM	Integrative Seminar in Somatic Psychology	1
PN	Foundations of Prenatal and Perinatal Psychology	3
PN	The Prenatal Period: Experience and Practice	3
PN	Birth, Bonding, and the Postnatal Period: Experience and Practice	3
PN	Integrative Seminar in Prenatal and Perinatal Psychology	1
TOTAL SPECIALTY CREDITS		10
TOTAL PROGRAM CREDITS		38*

Master of Arts in Clinical Psychology, concentration in Somatic Psychology, (MFT Licensure Track)

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 250 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 CLINICAL PSYCHOLOGY, CONCENTRATION IN SOMATIC PSYCHOLOGY, (MFT LICENSURE TRACK)

	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 CLINICAL PSYCHOLOGY - CONCENTRATION IN SOMATIC PSYCHOLOGY (NON-MFT LICENSURE TRACK)

Program is intended for students who already possess 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 CLINICAL PSYCHOLOGY - CONCENTRATION IN SOMATIC PSYCHOLOGY (NON-MFT LICENSURE TRACK)

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*

DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY, CONCENTRATION IN SOMATIC PSYCHOLOGY (MFT-LICENSURE TRACK)

Program is intended for students who do not already possess a master's in clinical or counseling psychology. 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, 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 94 semester units of coursework and an original research dissertation and oral defense.
- In conjunction with professional practice coursework, each student completes 250 hours of supervised 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.
- 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 CLINICAL PSYCHOLOGY - CONCENTRATION IN SOMATIC PSYCHOLOGY (MFT LICENSURE TRACK)

Core Courses		
SM500	Foundations of Somatic Psychology	3
PN500	Foundations of Prenatal and Perinatal Psychology	3
SM501	Chemical Dependency	1
SM502	Clinical Psychopathology	2
SM503	Group Counseling Theories and Techniques	2
SM504	Legal and Ethical Issues	2
SM505	Lifespan Human Development and Clinical Practice	3

SM506	Psychotherapy Theories and Techniques	2
SM507	Aging and Long-Term Care/Partner Abuse	2
SM540	Clinical Skills I	3
SM541	Clinical Skills II	3
SM602	Clinical Psychopharmacology	2
SM606	Psychotherapy and Cultural, Ethnic, and Diversity Issues	1
SM610	Crisis and Trauma Counseling	2
SM611	Human Sexuality	1
SM619	Research and Evaluation	1
SM620	Psychological Assessment	3
SM640	Clinical Skills III (Marriage and Family)	3
SM641	Clinical Skills IV (Child and Adolescent)	3
SM650	Clinical Practicum I	3
SM651	Clinical Practicum II	3
SM730	Dissertation Preparation: Concept Paper	4
SM740	Library Research Strategies	2
SM741	Professional Practice in Psychology	1
SM742	Professional Practice in Psychology II	3
SM743	Professional Practice in Psychology III	2
SM760	Comprehensive Exams	1
SM770	Qualitative Research	4
SM771	Quantitative Research	4
SM830	Dissertation I: Literature Review	3
SM831	Dissertation II: Methodology	3
SM832	Dissertation III: Proposal and IRB	3

SM930	Dissertation IV: Data Collection	3
SM931	Dissertation V: Data Report and Analysis and Discussion	3
SM932	Dissertation VI: Oral Exam and Manuscript Copyediting	3
Total Required Core Credits: 87		
Specialty Courses (students choose 1 specialty)		
	Somatic Psychology	
SM542	Clinical Skills in Somatic Psychology	3
SM600	Advanced Theory & Practice in Somatic Psychology	3
SM625	Integrative Seminar in Somatic Psychology	1
	Pre/Perinatal Psychology	
PN501	The Prenatal Period: Experience and Practice	3
PN600	Birth, Bonding, and the Postnatal Experience	3
PN625	Integrative Seminar in Prenatal and Perinatal Psychology	1
Optional Independent Study Courses		
SM521	Independent Study I	1 to 5
SM621	Independent Study II	1 to 5
SM655	Independent Study III	1 to 5
PN650	Independent Study III	1 to 5
Total Specialty Courses: 7		
Total PhD in Clinical Psychology, concentration in Somatic Psychology, (MFT Licensure Track) Credits: 94		

ADMISSION REQUIREMENTS

NOTE: THE SOMATIC PSYCHOLOGY PROGRAMS ARE CLOSED TO NEW ENROLLMENTS. REQUIREMENTS BELOW ARE FOR CURRENTLY-ENROLLED STUDENTS ONLY.

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

See TCSP 2013-2014 Student Handbook.

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 to 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
SM 932	Dissertation VI: Oral Exam and Manuscript Copyediting	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 TCSPP 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.	3