MASTER OF ARTS
IN
PSYCHOLOGY

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PROGRAM HANDBOOK

SEATTLE UNIVERSITY
2012-2013

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SOURCES OF INFORMATION

ESSENTIAL GUIDES

- Annual Graduate School Bulletin of Information (https://www.seattleu.edu/registrar/Default.aspx?id=33028&terms=bulletin+of+information)
- SUOnline (https://suonline.seattleu.edu/)
- This Handbook → necessary throughout your program.

ADDITIONAL INFORMATION
(Available in the Psychology Office)

- Information regarding Practica
- The Psychology Brochure (which describes our program)

WHAT YOU NEED TO DO

- Please keep your phone numbers (work and home) and mailing address current with our office (296.5400) AND the Office of the Registrar (296.2000).
- **Check your Seattle University Email account often** for important information from the Psychology Department and the Office of the Registrar. We are not able to use other email addresses for communications with you.

NOTE: Information regarding deadlines for: registration, drop/add, tuition payment, withdrawal dates/refunds, and the closing date for filing for graduation can be found in these publications and may be sent to your mailing address or Seattle University e-mail account. **It is your responsibility to be aware of the various procedures and deadlines.**

SEATTLE UNIVERSITY
GRADUATE PSYCHOLOGY PROGRAM

FACULTY & STAFF

Faculty and Staff	Title	Office & Extension
Alexandra Adame, Ph.D.	Assistant Professor	Casey 317 x2551
Lane A. Gerber, Ph.D.	Professor Emeritus	Casey 300E; x5400
Steen Halling, Ph.D.	Professor	Casey 318E; x5392
Randall Horton, Ph.D.	Assistant Professor	Casey 321E; x5397
Kevin Krycka, Psy.D.	Associate Professor Director, MAP	Casey 323E; x5398
George Kunz, Ph.D.	Professor Emeritus	Casey 300E; x5400
Erica Lilleleht, Psy.D.	Associate Professor	Casey 324E; x5399
James Risser, Ph.D.	Professor	Casey 232E; x5306
George Sayre, Psy.D.	Lecturer	Casey 300E; x5400
Jan Sauer, MSW	Adjunct	Casey 300E; x5400
Claire Steele LeBeau, MA	Adjunct	Casey 300E; x5400
Rebecca Severson	Administrative Assistant	Casey 300E; x5400
Chloe Kramer-Baldwin	Graduate Assistant	Casey 300E; x5400
Zach Spirer	Office Assistant	Casey 300E; x5400

GOALS OF THE GRADUATE PROGRAM IN EXISTENTIAL PHENOMENOLOGICAL THERAPEUTIC PSYCHOLOGY

Our goals as a graduate program in Existential-Phenomenological Therapeutic Psychology are to:

- Introduce you to an understanding of human experience rooted in philosophy and the humanities.
- Help you identify and explore the therapeutic and research implications of this tradition's emphasis on lived experience.
- Provide you with strong clinical training that values ethical awareness and sensitivity to underserved populations in the community.
- Encourage you to develop in-depth reflectivity and self-understanding, especially in the context of psychotherapeutic work.
- Prepare you for further graduate study and/or eligibility for Washington State licensure.

INTRODUCTION TO HANDBOOK

This handbook describes some of the key regulations and requirements that govern the MA Psychology program. For the most part these policies are specific to the Department of Psychology. **This document is not meant to be comprehensive; nor is it meant to replace the Graduate School Bulletin of Information.** In order to fully understand University policy, you will need to supplement this material with information contained in SUOnline and the Graduate School Bulletin of Information.

You are responsible for completing the work, attending to deadlines, initiating petitions, removing incompletes, fulfilling requirements, and in other ways managing your academic program. As part of this, you are expected to familiarize yourself with this document and other applicable University publications. When in doubt, please ask for help from any of us in the Graduate Program. We will attempt to assist you in every possible and reasonable way.

What follows is a description of the MA Program's **General Curriculum**, **Academic Process**, **Academic Standards**, and **Practicum Year**. This is followed by **Faculty and Staff Biographies** and a list of **Additional Graduate Student Services**. The Handbook concludes with **Appendices** addressing (A) the typical academic schedule, (B) guidelines for using APA format, (C) integration paper guidelines, and (D) information on obtaining state licensure with WA State Licensure Content Area Checksheet.

This Handbook is not a contract or a promise of specific treatment in any particular circumstances. The University retains the right to exercise its academic judgment in all matters related to its academic programs.

NON-DISCRIMINATION STATEMENT

Seattle University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual or political orientation, or status as a Vietnam-era or special disabled veteran in the administration of any of its education or admission policies, scholarship and loan programs, athletics, and other school-administered policies and programs, or in its employment policies and practices. All University practices and procedures are administered in a manner consistent with Seattle University's Catholic and Jesuit identity and character. Inquiries about the non-discrimination policy may be directed to the University's EEO officer and Title IX coordinator, University Services Building 107, (206) 296-5870, or hr@seattleu.edu

GENERAL CURRICULUM PLAN

The MA in Psychology is a 72-credit program. This section of the handbook describes the three curricular components of the MA Psychology Program:

- Program Requirements (46 credits)
- Elective Credits (26 credits)

All 72 credits must be completed with a grade-point average of 3.0 or higher. You must receive a grade of at least 'C' in a graded course or credit in a Credit/Fail course to count it towards your degree.

Remember, however, that you should consult with your academic advisor to determine whether this schedule meets your personal needs and is consistent with your background and future goals.

Program Requirements

The Program Requirements represent the central body of the curriculum. You are required to take the following courses for a total of 46 credits, including the integration paper:

MAP
72 CREDITS
TYPICAL SCHEDULE

1st Year Schedule:

Fall	Winter	Spring
Psyc 501 (3)	**Psyc 523 (3)**	**Psyc 503 (3)**
Psyc 505 (3)	**Psyc 527 (3)**	**Psyc 533 (3)**
Elective (3)	Elective (3)	Elective (3)
Elective (1) Skills I	Elective (1) Skills II	Elective (1) Psychopharm
9 or 10	**9 or 10**	**9 or 10**
		1st Year: 29 minimum

Summer
Elective (3) - Psyc 513 Phenomenological Research Methods
Elective (3) - Psyc 515 Group Process
Elective (3) – Psyc 5xx, Cross-cultural; Gender; Play Therapy, etc.
Summer: 9 minimum

2nd Year Schedule:

Fall	Winter	Spring
Psyc 541 (3)	Elective (3)	Elective (3)
Psyc 543 (6) Practicum I	**Psyc 544 (6) Practicum II**	**Psyc 545 (6) Practicum III**
***Psyc 547 (2) Clinical Super**	***Psyc 548 (2) Clinical Super**	***Psyc 549 (2) Clinical Super**
Psyc 546 (3) Thesis Opt		***Psyc 563 (1) Intgr Paper**
11-14	**11**	**12-14** **2nd Year: 34 minimum**
	TOTAL MINIMUM	**72-74**

*Psyc 513 is required for those interested in completing a Thesis INSTEAD of the Integration Paper.

Grades for Practica, Supervision, and Experiential Courses:
Grades for courses such as Therapeutic Communication, Phenomenology of Therapeutic Change, Practicum I, II & III, and Clinical Supervision I, II, & III will be on the basis of Credit/Fail rather than the letter grade given in other courses. Credit/Fail grades do not affect your cumulative grade point average unless you receive a failing grade. Please note, however, that the grading option used while registering is still "0."

Electives

In addition to the required courses you will also be taking electives. Electives are broken down into the following categories:

- Other scheduled classes offered by the Psychology Department
- Other approved psychology elective courses
    - Independent Study taken through the Psychology Department;
    - Courses from other SU departments (graduate and upper-level undergraduate) and non-SU graduate programs (transfer credits).

Other Scheduled Courses offered by the Psychology Department
These courses may include, but are not limited to, Family, Hermeneutics, Trauma, and Phenomenology of Therapeutic Change, as well as special topic courses such as Child Therapy and Development and Experiential Theory & Practice. Again, please consult with your faculty advisor to decide which electives are appropriate for you. The offered electives are listed in the quarterly schedule on SUOnline (Note: SUOnline also lists the times the classes will be offered).

One Credit Courses: The program has designed 1 credit courses that focus on some particular dimension related to the practice of psychotherapy. You will notice that in order to have the minimum required credits for graduation (72 credits) you will have to add at least two of these electives to your schedule in the span of your program. Typically, students take these electives

during the first year, as this is a more flexible time for most students. MAP offers two of these courses on a regular basis in fall and spring quarter, and will occasionally have different options during winter quarter. The schedule of 1-credit electives is as follows:

Fall Quarter: Therapeutic Skills I: Listening. This course meets in small groups of four to five for two hours a week. Emphasis is on the role of listening in psychotherapy as an experiential-dialogical process. You will be sharing listening with your classmates during the quarter in this confidential setting. The courses are lead by MAP Alumni who are Licensed Mental Health Counselors and proficient in the deep listening process call Focusing, developed by phenomenological philosopher and psychologist Eugene Gendlin.

Winter Quarter: Therapeutic Skills I: Listening. May be offered if there is interest. Therapeutic Skills II: Advanced Listening. Requires participation in Therapeutic Skills I and follows the same format described above. Other courses may be added.

Spring Quarter: Psychopharmacology. Offered by a professor from the College of Nursing, this course will give you a basic primer on drug classifications and uses of the most widely prescribed psychoactive drugs. There is a lot of information on drugs and drug interactions that will be covered here. It is a fast-paced, packed course, but responsive to your particular questions as they arise.

Other Approved Psychology Elective Courses

A student may take up to a MAXIMUM of six credits from the following; upper-level (400) undergraduate, graduate courses from other programs, or independent study with director's approval; graduate credits from another university. A Petition for Exception to Policy (PEP) must be approved.

- **Independent Study within the Psychology Department**

  Independent study provides an opportunity for you to receive credit for: 1) studying in depth topics considered in regular courses; 2) examining issues not covered as part of the regular curriculum; and/or 3) working on a psychologically oriented research project, with a faculty member, independently, or in an institutional or agency setting.

  Faculty sponsor: In order to do an Independent Study, you must find a psychology faculty member willing to work with you. This sponsor will meet with you on a regular basis (typically once a week). Faculty members are under no obligation to accept students for independent study, and are strongly encouraged to take no more than two separate independent studies per quarter. If you are looking for a sponsor, you may wish to consult with the Program Director and your Faculty Advisor regarding faculty members whose interests and backgrounds fit your proposed topic.

  Agreement with faculty sponsor and program director: You will reach an agreement with the faculty sponsor regarding the nature and scope of the independent study **during the quarter preceding the one in which the independent study will occur. You must also obtain approval from the Program Director.**

Title: You and your faculty sponsor should agree on a title for the independent study. This title will go on your transcript, and should communicate the nature of the work done.

Proposal: You must submit a one to two page, approved proposal describing the independent study to the faculty sponsor no later than the beginning of the second week of the quarter. This proposal must include:

a. the purpose of the independent study
b. the reading list
c. the paper to be written or research to be completed
d. a contract stating the agreement between the student and faculty sponsor on work to be done, contact hours and schedule, and evaluation procedures. This contract must be approved and signed by the faculty sponsor and the student.

Credits: You are expected to do a minimum of four hours of outside work per week for every hour of credit, up to a maximum of three (3) credits per quarter, six (6) credits total.

Grading: An independent study of an academic nature must be taken on a graded basis. An independent study that focuses primarily on clinical or therapeutic work may be taken Credit/Fail with written approval from the faculty sponsor and the Program Director.

Listing of the course: The course number PSYC 596 is used for independent study. Registration is done by completing a form (available in the psychology office), getting required signatures, and submitting the completed form to the Office of the Registrar.

Restrictions: You cannot count more than six (6) credits in the category of Other Approved Psychology Electives," including Independent Study, towards the fulfillment of your degree requirements. Also, an independent study may not duplicate a previous one or a course offered in the program. An Independent study can be taken only if there is a faculty member available to direct the course and if the student has the necessary background to carry it out.

- **Courses from other SU Departments and Non-SU Graduate Programs**
  A MAXIMUM of six credits of relevant graduate and undergraduate courses may be taken from other SU departments and non-SU graduate programs with approval of the Program Director and/or Petition for Exception to Policy. Please note that the maximum of six credits in this category is inclusive of all "Other Approved Psychology Courses" mentioned in this section.

  Selection of such courses should be made in consultation with your Faculty Advisor. You will need to obtain written approval from your Faculty Advisor, Program Director, and course instructor to obtain credit for a course in another department or an undergraduate course. When taking an undergraduate course you will be required to register for a three credit graduate course using an independent study form. Please do not hesitate to ask for guidance on this process (it saves time in the long run). Work load and expectation level will be increased to reflect your standing as a graduate student.

If you wish to transfer credits from a non-SU graduate program, you must complete a Petition for Exception to Policy (PEP). Your petition must indicate how these courses fit into the MA Psychology Curriculum and you should support your petition with descriptions, course syllabi, reading lists, transcripts, and any other material suggested by your Faculty Advisor and/or Program Director. Your Faculty Advisor and the Program Director must approve such petitions in writing. This information is also on page 11 of this handbook.

Keep in mind:

- Courses that are more than six years old cannot be transferred.
- Courses in which you earned a grade less than "B" cannot be transferred.
- The Program retains discretion to determine whether to approve a course for transfer credit.

Integration Paper

Purpose and Description
The integration paper brings together concept(s) and/or issue(s) from your academic work with your reflections on experiences in your practicum and/or related clinical research.

As such, it is a paper of varying length. Past papers vary from 25 to 75+ pages, and include titles such as:

Jeffrey Grant, "Wherever you go, there you are: A story of identity and context within a community mental health agency"
Leora Bernstein, "Finding Faces: Seeing, Not Seeing, and Being Seen."
Marc Carvajal, "Meaning Making: Toward a Phenomenology of Curiosity."
Patrick Cheatham, "Embodied Uncertainty: Psychotherapy with Mentally Ill Offenders and the Self-Identity of the Psychotherapist."
Melinda Giovengo, "Living Nightmares: A Phenomenological Understanding of the World of Battered Women."
David Harrington, "Mystery and Therapy."
Hanna Helmersen, "On Becoming Self."
Jennifer Schulz, "Thirteen Ways of Looking at a Clinic: A Hermeneutic Phenomenology of Intersubjectivity in the Community Clinic."
Marie McNabb, "Existential Therapy with Adolescents: Beyond Identity Formation and Formal Operations."
Susan Mysko, "Imaginative Functioning and the Interpretation of Reality"
Deborah Sachs, "Wrestling with Phenomenology."
Donna Lund, "Lessons from Listening: Learning from Refugee Clients and Their Interpreters.

NOTE: Integration papers are on file in Casey 334E (the Department Research & Training Room, in the psychology wing). They are only accessible to graduate students and faculty and cannot be taken out of the department.

In developing this paper you will work with an **integration paper advisor (IPA)**. We suggest that you clarify your area(s) of interest, and then discuss these with various faculty members who may be interested in your project. When you have a faculty member who agrees to work with you, this person will be your integration paper advisor (IPA). Your IPA will forward this information to the Director of the Graduate Program. You will then develop a brief written proposal (1-2 pages), which will be read and approved by your IPA. **In order for you to register for the Integration Paper for spring of 2012 you must have an overview/proposal that has been signed and approved by you IPA in time for the advising period for spring (February 14-17, 2012).** We see both the proposal and the integration paper as evolving out of a process of collaboration, discussion, and revision. As such, it is essential that you meet with your IPA regularly according to a mutually agreed upon schedule.

Suggestions for Paper Development
Begin thinking about possible ideas and topics as you begin your practicum. Recall some of your earlier papers and consider whether or not they are of use to you in your practicum; similarly, does your practicum experience give you a different insight on the topics now? Alternatively, think about a client you are starting to see, or some personal changes you are experiencing as you are now beginning to do therapy. Does your client or do your own feelings relate to earlier papers or issues you've written about or discussed?

Regardless, start with ideas or questions that are interesting and meaningful to you. This is a paper in which you explore, struggle, and attempt to integrate your own experiences. And while part of this will involve the ideas and thoughts of others (e.g., your IPA and clinical supervisors), never forget that this is your paper.

Integration Paper Requirements

1. Produce a paper that integrates some aspect(s) of your theoretical and practical work.

2. Register for the paper as a one-credit course (PSYC 563) in the spring quarter of the year you intend to graduate.

3. Select an Integration Paper Advisor (IPA). You should choose your IPA during the early winter of the year you intend to graduate. Your IPA agrees to work with you during the winter and spring quarters. S/he **does not** have to be the same as your Faculty Advisor. No faculty member will serve as IPA for more than 4 students (depending on class size).

4. Write a brief proposal (1-2 pp.) outlining the topic and the approach you plan to use. Submit and receive approval by mid-winter of the year you intend to graduate. For **spring 2012** graduates, the **approval deadline is February 17**(see previous page)**.**

5. Follow APA guidelines (Appendix B) regarding citation and referencing formats. Follow Program Handbook guidelines (Appendix C) for all other formatting issues.

6. **Submit two bound copies** of your paper and one copy each of your title and abstract pages to your IPA. If you do not want your Integration paper to be available to other graduate students, present or future, submit just one copy of your paper.

7. Final drafts are due to your IPA one week before the last class day in spring quarter. This allows enough time for final revisions to be completed before grades are due.

MAP THESIS OPTION

A thesis is an original work, either based upon research you conduct with human subjects or an extensively researched theoretical paper. The program accepts the thesis as a substitute for the Integration Paper. A copy of your completed thesis will be kept in the Lemieux Library for others to access and review.

Considerations for the Thesis Option:

1. The Thesis Option requires completion of PSYC 513 (Phenomenological Research) prior to conducting your research. Note, this course is only offered during summer quarters.
2. The Thesis Option involves a yearlong commitment to work with a Thesis Advisor to develop an appropriate thesis topic, conduct the necessary research and analyses, and write up the thesis.
3. Completing a thesis is demanding and time-consuming work and you should consider your available time and other obligations (school, practicum, work, family, etc.) prior to committing to it.
4. Before the fall of your second year, you must submit a Thesis Proposal to your Thesis Advisor. This is a two page document that must include the following: an outline of your research topic, your principle question(s)/aim(s), proposed participants, tentative plans for your analyses and a concise discussion of the existing literature on your thesis topic.
5. Your Thesis Advisor will be chosen in conversation with your academic advisor and the Program Director. The availability of particular faculty for thesis advising will vary from year to year.
6. While completing your thesis, you must register for a 1 credit Thesis course, (PSYC 591) in the spring quarter immediately prior to your graduation.

THE ACADEMIC PROCESS

This section of the handbook describes critical aspects of MA Psychology Program's academic process:

- Your Faculty Advisor
- Course Registration
- Graduation
- Transfer Credits
- Tuition Rates
- Return of Exams and Papers
- Leave of Absence Policy

Your Faculty Advisor

Once you have formally accepted an offer of admission you are assigned a Faculty Advisor. You are expected to maintain regular and appropriate contact with this person throughout your participation in the program.

The process and dynamics of advising are important parts of your graduate experience. You will schedule meetings with your advisor on a quarterly basis. The purpose of these meetings is to discuss your experience and progress in the program, as well as other issues of importance to you. We hope this will ensure that your educational experience is as rewarding as possible.

With one exception (see below), **you** have the primary responsibility for meeting deadlines and initiating contact with your faculty advisor.

- During the winter quarter of your first academic year, you will meet with your Faculty Advisor for a **First Year Review.** The purpose of this meeting is to assess and discuss your progress in the program. Your Faculty Advisor will contact you to schedule this review. For more information on this meeting, see "Ongoing Assessment of Progress" (p.18).

Registration

Process

Registration procedures reflect both University and Psychology Department policy. Even though there are no advisor holds on your registration accounts, you are expected to obtain approval of your schedule by your faculty advisor. After your schedule is approved you must register using the SU Online registration system.

When to Register
The Quarterly Schedule of Classes is available on SU Online (https://suonline.seattleu.edu) and on the SU website (www.seattleu.edu). Both sites contain valuable information about courses and University procedures and deadlines. You will be notified of your registration time via SU's e-mail system. **It is important that you check your SU e-mail frequently**. You are urged to take advantage of the pre-registration times. This period usually occurs in the middle of the preceding quarter. Be sure to meet with your Faculty Advisor, and possibly the instructors of the courses you are considering, in order to avoid last-minute complications and other hassles.

Graduation

Application for Graduation
The application for graduation is a two-part process. **The filing deadline for both parts is the November 1st prior to the June in which you intend to graduate**. Deadlines for graduation during other quarters are posted around campus by the Office of the Registrar. You are responsible for meeting these deadlines.

You will submit your graduation application to the Office of the Registrar through SU Online. After the completed application has been received the Office of the Registrar will audit the file and prepare a "graduation advisor letter." The letter will be sent to the advisor for signature.

Transfer Credits

Up to six (6) credits of post-baccalaureate work at other universities that are accredited to offer graduate coursework may be transferred. **Remember, you can have no more than 6 credits total between these transfer credits and other SU graduate or undergraduate programs.**

You must complete a Petition for Exception to Policy (PEP) for such credits to be accepted. Your petition must indicate how these courses fit into your MA Psychology Curriculum and you should support your petition with descriptions, course syllabi, reading lists, transcripts, and any other material suggested by your Faculty Advisor and/or Program Director. Such petitions must be approved by your Faculty Advisor and the Program Director.

- Courses that are more than six years old cannot be transferred.
- Course in which you earned a grade less than "B" cannot be transferred.
- The Program retains discretion to approve a course for transfer credit.

Tuition Rates

The MA Psychology tuition rate listed in the catalogue applies to all MA Psychology courses you take, whether they are graduate or undergraduate.

Return of Exams and Papers

Student papers and exams will generally be available in the Psychology office beginning on the day grades are posted for the quarter the course was offered assuming that the student submits the paper or exam in a manila envelope that can be sealed. The papers will be held in a secure file cabinet in the department. You request them from the Administrative Assistant, Rebecca Severson. They will be held until the end of the next quarter and then recycled. If you wish to receive your paper or exam by mail, please turn it in with a self-addressed stamped envelope.

Leave of Absence Policy

The Program will consider granting a leave of absence for a variety of personal reasons. Such leaves of absence may be permitted for up to a year with approval from your Faculty Advisor and the Program Director. You must formalize your decision to stop the program in writing, and submit this to your Faculty Advisor. Depending upon the circumstances, the Program Director and the Faculty Advisor will determine under what conditions you can return to the program. Beyond a year's absence, you will need to reapply and participate in an interview process with one or more faculty members. An abbreviated application consists of an autobiographical statement highlighting what has transpired during the time away from Seattle University.

ACADEMIC STANDARDS

This section of the handbook describes the Graduate Psychology Program's academic standards, and includes:

- Grading Requirements and Policy
- Extensions for Incomplete Academic Work ('I' & 'N' Grades)
- Attendance Policy
- Course Repeats
- Student Ethical Standards
- The Process of Becoming a Therapist
- Ongoing Assessment of Progress

Grading Requirements and Policy

Satisfactory Academic Progress Policy
Please consult the 2010 – 2011 Graduate Bulletin of Information for a full and detailed description of the summarized information below at:
http://www2.seattleu.edu/registrar/Default.aspx?id=33028

- You are required to achieve an overall grade-point average of 3.0 to receive a graduate degree.
- Full-time status is 6 credits per quarter; half time status is 3 to 5 credits per quarter. This will affect financial aid.

Grading Policy
Grading criteria include:

- The **quality** of expression – oral, written and interpersonal
- The degree of **responsibility and initiative** demonstrated (this includes the quality of classroom participation and interpersonal maturity)
- **Attendance**– a key factor in receiving a high quality education and success in the program. The attendance policy for each course is found in the course syllabus.

Receiving 'A' and 'B' grades indicate you have completed assigned work in responsible fashion, and within course guidelines. A 'C' grade is the minimum passing grade in Graduate School. Any 'C' grades received must be balanced by 'A' grades so that you maintain a 'B' average (3.00).
Failing grade: A grade of 'C-' or lower is considered a failing grade and the course must be retaken if it is a required course.

Extensions for Incomplete Academic Work ('I' & 'N' Grades)

If you do not complete the requirements of those classes for which you have registered during the appropriate quarter, you may (with the instructor's agreement) receive a grade of 'I' or 'N.'

The Incomplete ('I' Grade)
The Incomplete (or 'I' grade) is a temporary grade assigned at the discretion of the instructor. This grading option is used when you have been in attendance and done satisfactory work until within two weeks of the end of the quarter. Additionally, you must furnish proof - satisfactory to the instructor - that the work cannot be completed because of illness or other serious circumstances beyond your control

Regardless of enrollment status, the grade of 'I' must be removed by the due date listed on the University Academic Calendar. To remove an 'I,' you must complete the necessary coursework and submit it to the course instructor. The instructor will do a grade change form, and forward this to the office of the Registrar. Under certain unusual circumstances 'I' deadlines may be extended. You must apply for an extension **before** the deadline by using a Petition for Exception to Policy (PEP) form. Your petition must be approved by the instructor and Program Director.

The No Grade ('N')
The No Grade (or 'N' grade) is a suspended grade for courses in which work is not scheduled for completion until after the quarter closes (i.e., thesis or research courses at the 500 level). 'N' grades can be given under such circumstances only.

The grade of 'N' must be removed within one calendar year of the quarter the grade is assigned, per the schedule below:

1. Fall quarter: December 1 of following year
2. Winter quarter: March 1 of the following year
3. Spring quarter: May 1 of the following year
4. Summer quarter: August 1 of the following year.

To remove the N, simply submit your work to the instructor prior to the deadline. However, it is the student's responsibility to initiate this process, allowing for sufficient time for the submitted work to be evaluated. According to University policy, students assigned a grade of "N" are required to complete the work within the following consecutive academic quarters. Once this twelve-month allowance has elapsed, the "N" grade becomes permanent and re-registration for the coursed and payment of regular tuition is required in order to obtain credit for the work completed.

Similarly, failure to meet the 'I' removal deadline will make the grade permanent and you must re-register for the course in question to receive credit.

Attendance Policy

As a general rule you are required to attend **all** classes. We are aware, however, that unexpected and unavoidable absences do occur from time to time. Whenever possible, it is your responsibility to inform course instructors of your absence well in advance of class. At their discretion, and in lieu of denying credit or reducing the grade, course instructors may choose to offer you the option of completing additional work to compensate for such unavoidable absences. You should note, however, that absences will not only reduce the quality of your educational experience, but could also result in grade reductions and/or denial of course credits.

Course Repeats

Under certain circumstances, courses may be repeated in order to raise your GPA. You **must** repeat a required course in which you have received a 'D' or 'F.' You may also repeat electives in which you have earned a 'C-' or less. When a course is repeated, the **most recent** grade is used in computing your program GPA and replaces the original grade in your GPA, though both remain on your transcript. In accordance with university policy, tuition fees must be paid in full again to repeat any course.

NOTE: Failing any 1st year required course with a grade of 'C-' or lower will result in your not being able to apply for practicum until you repeat and pass the course. A meeting with your Academic Advisor is required should you receive a failing grade in any class. You are not allowed to continue in the program until this meeting has occurred and you have been notified of your options.

Student Ethical Standards

We expect you to maintain high ethical standards in both your professional life and in your coursework. Specifically, this means that the work you submit as evidence of your academic competence must be your own and your behavior inside and outside of class meet the ethical standards for professional behavior as outlined in the American Psychological Association's (APA) Ethics Code) http://www.apa.org/ethics/code/index.aspx). Additionally, students should familiarize themselves with the American Counselors Association (ACA) Code of Ethics, as this informs the practice of counseling in WA State and is part of the licensing exam. (See http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx). Violations of the standards include (but are not limited to) plagiarism of all kinds, cheating, lying, and the use of unauthorized aid to obtain a grade or credit. When using the work of others, you must cite and reference the material using **APA (2001) *Publication Manual* (6th ed.)** guidelines (see Appendix B). Ethical lapses not specifically course-related, but which affect your Seattle University activities, are also prohibited and may also subject you to disciplinary action.

Details regarding the university's position on academic honesty and integrity are provided in the Academic Honesty Policy (2004-01). The policy specifies standards of conduct, penalties for violation of these standards, procedures, and the nature of the appeal process.

The Process of Becoming a Therapist

In many of your courses you can expect to reflect on and share some of your personal reactions and self explorations, as well as your comments on the content of the material you will be reading. We see this disciplined reflection as indicative of both a commitment to your own growth as a person, as well as a willingness to look inside yourself in the context of a supportive and respectful environment. This may sometimes mean a willingness to venture into places within yourself that are difficult and challenging. Sometimes doing so may require looking to another (i.e., a professional therapist) to facilitate self exploration. Experiencing therapy as a client is an essential educational component in becoming a therapist. We regard one's personal experience in psychotherapy, either prior to or during the program as extremely valuable.

We also believe that being a psychotherapist means an on-going commitment to learn and grow over one's lifetime. A commitment to seek good supervision and consultation, and a continual desire to learn and understand--in some sense to always be a student--are expectations we have for ourselves and for you. Among other things, this means that we expect people to do their therapeutic work only in settings that provide proper learning and supervision during their training. This also means that doing any private practice work while in graduate school is not permitted. We view learning psychotherapy and being a psychotherapist as serious, complex, exciting work that requires the highest personal, ethical, and intellectual standards.

In order to be emotionally and ethically effective when working intimately with the life of another, a therapist is continually called upon to cultivate the highest levels of professional, personal, and interpersonal maturity. We assume that a graduate student should have at least five years of additional agency-based supervision after graduation before considering private practice. In addition, all alumni should seriously consider the economic and legal complications of starting private practice prematurely.

Finally, we value the capacity to appreciate the mysterious in a relationship and an awareness that another human being is always more than we are able to capture and define--and yet at the same time we must strive to understand and to be with another person as fully as possible. That is, psychotherapists are called upon to be **philo-sophical** in its original meaning, intersecting with love and wisdom.

Ongoing Assessment of Progress

Throughout the program faculty will engage in an ongoing review of your progress and development. The chart, following, provides a list of competencies that we see as central to students' development as therapists and counselors. Formative feedback regarding overall status (academic, personal development, and professional) is shared with you in two venues: **Academic Advising** and **First Year Review** (see below). Please note, however, that faculty may address concerns about your progression at any time.

Core Professional Competencies

Psychotherapy – General knowledge

1	Develops an understanding of nature and complexity of human experience
2	Grasps basic concepts of psychotherapy in EP tradition
3	Understands the importance of the relationship in psychotherapy
4	Shows growing capacity to be present to another's experience and suffering
5	Appreciates requirements and value of working with underserved populations
6	Develops increasing self-understanding in the context of work with clients, peers, and supervisors
7	Shows growing capacity to develop therapeutic relationship

Psychotherapy – Presence and Skills

1	Shows compassion and empathy for clients
2	Acknowledges and works with his/her personal limits and vulnerabilities
3	Understands communications (latent, verbal & non-verbal)
4	Accept clients individuality w/o imposing own
5	Values and shows sensitivity to other's diversity and values, sexual orientation, ethnicity, status, etc.
6	Shows skill and sensitivity in response to changes in the therapeutic relationship and to termination

Supervision

1	Is intra and interpersonally receptive to supervision
2	Recognizes need for and seeks supervision as challenges arise
3	Takes into account other's perspectives on his or her therapeutic work
4	Engages in genuine dialogue with peers in supervision group

Professional Conduct

1	Treats peers, staff, and faculty with basic respect
2	Seeks to understand agency tradition and mission
3	Demonstrates adherence to principles of ethical conduct
4	Shows aptitude for functioning as professional in an agency

Addressing Problems

As stated in the Fair Process Policy for the Colleges of Arts, Education and Nursing. "Seattle University considers not only the University's academic requirements but also the student's professional characteristics, conduct and potential to serve effectively and ethically in the profession for which the student is seeking training or certification."

If your personal issues persistently interfere with your movement toward an increased capacity to

work therapeutically with others, a number of options are possible. We may require you to postpone your Practica or to withdraw from a current practicum placement. Dismissal does not automatically preclude the student from reapplying after a period of time and after having addressed the problematic issues in question. It may also be possible for you to take a leave of absence from the program. Such a step should be taken in consultation with your advisor and other members of the graduate faculty as appropriate, and is subject to the leave of absence policy on p. 12.

According to the Seattle University Fair Process Policy students can be dismissed on the grounds that they have not demonstrated the requisite knowledge, skills, or judgment to be a competent practitioner; have not demonstrated the potential to serve effectively and ethically in the profession; have not demonstrated the appropriate professional, behavioral, or social attributes for successful practice; or have engaged in unethical, unprofessional or unsafe conduct.

Academic Advising
Ongoing assessment of your progress is an important part of quarterly advising meetings. As such, these student-initiated meetings should not be solely focused on scheduling issues. Bringing concerns and questions to these meetings may help correct the course of difficulties, which, if unaddressed, could lead to significant academic and/or personal difficulties. Furthermore, being able to candidly and reflectively discuss your experiences (academic or otherwise) with your Faculty Advisor is part of a commitment to personal and profession growth.

First Year Review
During the winter quarter of the first academic year, your Faculty Advisor will contact you to schedule a **First Year Review.** The purpose of this meeting is to assess and discuss your progress in the program. The goal is to provide you with formative feedback, and to help facilitate your ongoing personal and professional growth. In addition to reviewing your experiences in the program thus far, it is at this time that your Faculty Advisor will share any areas of concern. If the situation warrants it, specific recommendations and/or plans of action may be presented and/or developed.

PRACTICUM YEAR

This section of the handbook describes MA Psychology Program's Practicum program, and includes:

- Practicum – What is this?
- Practicum Timeline
- Liability Coverage Information
- HIV/AIDS Education Information
- MAP Mentorship Program

Practicum – What is This?

During your second academic year at Seattle University, you will participate in a full-year field experience (practicum). The Seattle University Psychology Department and many social service and mental health agencies share a common interest in and commitment to the value of field experience in therapist education. Therefore, the MAP program delineates areas of responsibility and expectation for the Practicum student's experience at the Field Practicum Site ("Site") below.

Length of Service
Practicum lasts a **minimum** nine months, with total of 600 contact hours.

- Generally beginning *Fall Quarter*, ending *Spring Quarter*

Credits
Practicum requires18 credits in all (six credits per quarter) registered as PSYC 543, 544, & 545. Clinical Supervision requires six credits in all (two credits per quarter) registered as PSYC 547, 548, & 549.

On Site Supervision
Practicum students are required to be on Site or engaged in direct therapeutic care a *minimum* of *200* hours per quarter for three quarters (approximately nine months), or for a total of 600 hours. You will receive at least 2 hours per week of supervision at your Site.

SU Clinical Supervision
In addition to the above, a two hour, on-campus seminar meets weekly during the academic year, excluding holidays and vacation or when the University is closed. The practicum involves meeting with a small group of student colleagues (3-5) and a faculty member fall, winter and spring quarters at Seattle University (must be for at least three successive quarters) and will end on the final day of spring quarter. You meet in the same small group with the same SU supervisor the entire academic year. MAP does not provide clinical supervision over summer.

Purpose of the Practicum
During their first year, all graduate students study the foundations of psychology, psychopathology, diagnosis (including the DSM-IV TR), and the theory and practice of

psychotherapy. They also explore their personal motivations for becoming therapists.

Our primary concern during the first year is to help you recognize the foundational importance of relationship in therapy, and to become more psychologically sophisticated at both experiential and conceptual levels. The teaching of specific intervention skills is not a primary goal at this level.

It is our hope that the students build on this foundation during their practicum experience by getting a more immediate sense of what it means to work therapeutically with persons who have psychological and psychiatric problems, developing the basic skills that are required in this placement, becoming increasingly aware of their personal strengths and limitations in working with others, and using feedback from experienced practitioners to enhance their own effectiveness. We also expect that Practicum Students contribute to the setting in which they work.

On Site Procedures

At the Practicum Site, students are exposed to a variety of clinical situations, as well as the world of clinical practice. The supervisor(s) and the student spend some time initially discussing the philosophy of the institution or agency as well as that of the administration and counseling staff including emphasis on counseling policies, ethical guidelines and any other pertinent information that a student needs to know. Emergency procedures for dealing with potentially suicidal or homicidal clients and for reporting suspected child abuse or neglect are expected to be part of this orientation. As a general rule, in these cases contact your site supervisor immediately. Practicum students are not to be placed with clients known to be assaultive or dangerous in the therapy setting. The practicum students have as their first responsibility to cooperate with staff in serving the clients to whom they are assigned. In cases of doubt regarding policy or action, the practicum student should consult with the supervisor *before* acting.

Depending on the situation, practicum students usually need some time to observe and get the feel of the overall situation. It is our hope that the widest range of counseling and related activities will be provided. Some sites, however, limit their availability of certain client populations. In general, a 2nd year student, or therapist-in-training, might see a variety of clients including individual, family, or group counseling and related consultation. Attempts are made to match students' level of competence/skill and interest level with responsibilities throughout the training experience.

One of the best feedback systems is the use of audio—or video—taping of counseling sessions. This allows the student, the Site supervisors and the University supervisor to evaluate the student. To this end, it is recommended that all sessions be taped when the client and agency have granted permission. **A signed consent form must be obtained from the client and agency *prior to taping.* The program has consent forms for your use, however, check with your site as they may have their own. Either is fine to use. A copy of this form must be filed with the Department of Psychology at Seattle University.** In some institutions or agencies, parental permission may also be necessary.

Practicum Timeline

January – First Year Review with your Faculty Advisor

Late January- Practicum orientation meeting

You will:

- Receive an overview of potential practicum sites as well as instruction on the process of selecting sites and interviewing
- Be familiarized with the basic state level requirements for licensure, including appropriate WA code pertaining to the practice of psychotherapy
- Receive a briefing on the APA's Ethical Principles of Psychologists and Code of Conduct and the National Counselor Association Ethics Standards, a copy of which is kept at the front desk in the department
- Hear from current 2nd year students on practicum about their experience in applying for, interviewing for, and beginning practicum

Mid-February to the end of Winter Quarter- Select and set up interviews at potential practicum sites.

Keep in mind:

- You need to update your resume
- Write a letter of introduction
- Practice interviewing if needed
- Develop a clear sense of the kinds of population(s) and exposure to treatment modalities you desire

Spring Quarter- most students have been accepted into practicum positions by mid-Spring quarter.

Let us know:

- If you are still unclear on the direction you want to take in your practicum
- If you do not have a site please notify your advisor to help obtain a site
- If you will be starting your practicum early (mid-summer)

Important Details:

- Some sites begin in the summer, so make sure to clarify your start date at your site. If you begin in summer, you will not be receiving supervision from SU faculty until fall quarter. However, you are covered under the SU Professional Liability coverage for summer when you register for fall quarter.

- Many of you are already working in mental health agencies. Because the distinction between the salaried and educational experience is so important, you **cannot** choose a practicum that is the same as a currently held paid position.

- As part of your profession, you should to complete 4 hours HIV/AIDS training (see p. 23).

- Professional Liability coverage is extended to students when enrolled in Psyc 543, 544, & 545. This coverage includes Practicum hours began in summer before Psyc 543 and continue through summer after Psyc 545 (see below).

- Once you have been accepted into a practicum site, notify Psychology Department Administrative Assistant Rebecca Severson.

Liability Coverage for MAP Practicum Students

The MAP Practicum Agreement states that Seattle University will:

> Provide professional liability coverage through the University for students enrolled in Practicum (543, 544, 545) and during summers before and after the practicum period, provided student is enrolled for Fall Quarter (Psyc 543) and/or Psyc 545 respectively and student is not paid by the Practicum Site.

Liability coverage exists for students who are serving a Practicum Site to earn academic credit as required by a course.

If a student is acting as an employee of the Site, Professional Liability coverage is not provided.

If a student withdraws from the MAP Program, it is the student's responsibility to provide his or her own professional liability coverage AND to inform their practicum site of their change in status.

The Seattle University MAP Program will provide students with documentation of Professional Liability coverage prior to their beginning the Practicum Placement.

HIV/AIDS Education Information

Our profession highly regards safeguarding client wellbeing. To this end, we strongly recommend you must receive four (4) hours of HIV/AIDS education. Several organizations provide this education on an ongoing basis. Below is a list of links.

- For HIV/AIDS resources in King County and beyond:
  http://www.metrokc.gov/HEALTH/apu/resources/region.htm

- For basic information on HIV/AIDS education requirements:
  http://www.doh.wa.gov/cfh/HIV_AIDS/Prev_Edu/training.htm

- Red Cross training calendar:
  http://www.seattleredcross.org/health/classes/calendar.asp

- For another online training and testing option:
  http://www.healthinfonetwork.org

MAP Mentorship Program

The MAP Mentor Program began in 2010, for the purpose of giving currently enrolled students a chance to add to your education the valuable insights and experience that an alumni can offer.

We have a roster of dedicated MAP alumni who have offered to mentor. The program has a document containing a brief description of the alum's work and interests. You are able to review the mentor list at your leisure. Before you are placed with a mentor you need to discuss your options with your advisor, and then we will contact them so they can set up an introductory meeting with you. You meet with your mentor in a confidential setting, probably at their office or some other place of convenience. The mentor will not be reporting back anything you bring up and discuss to the department or faculty.

We will keep track of who is interested in what mentor only to make sure a particular mentor is not overwhelmed by calls. Practically speaking, this may mean you will need to have couple of different choices for mentoring in case someone isn't available. We have quite a few alumni interested in providing mentoring and are hopeful everyone interested will get her or his choice.

Process for selecting an alumni mentor:

1. Mentor file will be available by mid-fall quarter for review, with a hard copy at the front desk.
2. Those interested will look over the list and then contact their advisor to discuss their choice(s).
3. Once the settle on a couple of choices, they will contact the GA (Chloe) and she will contact the mentor to let them know they have someone interested in working with them.
4. Mentors will contact the student directly and make arrangements to meet and discuss working together.

At this point, MAP is out of the loop and your mentorship remains confidential. We will only keep a record of who is matched with a mentor so as not to overload an one mentor. We will ask the mentor to let us know when the mentee relationship concludes.

FACULTY AND STAFF BIOGRAPHIES

FACULTY

Alexandra Adame, Ph.D.
Assistant Professor

B.A. (2004) Mount Holyoke College	Psychology
M.A. (2006) Miami University (Oxford, Ohio)	Clinical Psychology
Ph.D. (2010) Miami University (Oxford, Ohio)	Clinical Psychology

Dissertation Title: Negotiating Discourses: How Survivor-Therapists Construe Their Dialogical Identities.

Dr. Adame has been with the department since 2010.

Past Relevant Academic, Research, and Clinical Activity:
I completed my pre-doctoral internship in clinical psychology at SUNY Upstate Medical University in Syracuse, New York. I have also worked at a state psychiatric institution and a community mental health center in rural Indiana. Additionally, I have worked with college and medical students in counseling center settings.

My primary area of research is with the psychiatric survivor movement, which is a political movement dedicated to fighting for human rights in the mental health system. I have also been drawn to the work of Martin Buber as it is applied to understanding the role of the therapeutic relationship in the healing process.

Special Interest Areas:
I tend to do research with groups whose voices have been marginalized by mental health system such as people who have experienced institutional oppression/abuse and those labeled as "severely mentally ill." These perspectives are valuable in expanding our understanding of human suffering, providing a critique on our conceptions of "normality," and in the development of alternatives to the traditional mental health system.

Statement on the Philosophical Foundation of Psychology:
Existentialism and other philosophical approaches to psychology offer an alternative to reductionist methods of studying human experience, in which people are thus understood in terms of relationships to others, their environment, culture, and socio-political milieu. Consequently, I regard self-reflexivity as essential for psychologists as they critically examine, take responsibility for, and articulate their role in the co-constructed dialogue with another person. The recognition of the inter-subjective nature of reality combined with a holistic understanding of a person's problems in living, means that the existential perspective also attunes us to issues of social justice, and a sense of transpersonal responsibility for the needs of humanity at large.

Lane A. Gerber, Ph.D.
Professor Emeritus
B.A. (1960) Franklin and Marshall College — Biology/English
Ph.D. (1968) University of Chicago — Clinical Psychology

Dissertation Title: Openness to Experience

Dr. Gerber has been with the Psychology Department since 1980. From 1980 through 1987 he was the Director of the MA Psychology Program. He occupied the Pigott-McCone Chair for Humanities from 1987 through 1992. Dr. Gerber resumed directorship of the graduate program after 1992.

Past Relevant Academic and/or Research Activity
Taught at Quinnipiac College, New Haven, CT and Medical College of Ohio, Toledo.

Courses taught included: Introductory Psychology; Interviewing; Psychopathology; Group Psychotherapy; Theories of Psychotherapy; Continuous Case Seminar; Psychotherapy Supervision; Political Psychology; Self-Psychology.

Special Interest Areas:
Current interests involve writing and research on: clinical work in individual and group psychotherapy; the psychosocial aspects of psychological and medical training and practice; how people try to integrate their professional and personal lives; working with refugees and integrating political-social-environmental issues in psychotherapy.

Statement on the Philosophical Foundation of Psychology:
According to an old fable, all the truths of the world were once locked up in a large bag. When someone tried to unlock this bag, all of the truths got out and were scattered to the ends of the earth. Each person was left to find a bit of truth for him/herself--and to remember that whatever is found is but one of the pieces in the bag.

Psychology is one path to a deeper understanding of who I am, how others feel, and what it's like to be in this world.

Steen Halling, Ph.D.
Professor

B.A. (1968) York University, Toronto	Psychology
M.A. (1970) Duquesne University	Clinical Psychology
Ph.D. (1976) Duquesne University	Clinical Psychology

Dissertation Title: The Recognition of a Significant other as a Unique Person: An Empirical Phenomenological Investigation.

I started teaching at Seattle University in 1976, and helped to develop the MA program in Psychology. In addition to teaching, I have been chair of the department and director of the graduate program.

Past Relevant Academic and/or Research Activity
Before coming to Seattle, I taught four years at Seton Hill College in Pennsylvania.

Clinical experience: Post-doctoral internship in clinical psychology in the Department of Psychiatry, Reading Hospital and Medical Center, Pennsylvania; I have also worked in a maximum security mental hospital, several psychiatric hospitals in Ontario and Pennsylvania, a training center for the mentally retarded, and a treatment center for children.

Research Areas: Phenomenological interpretation of psychopathology, psychology and imagination, forgiveness, shame, hopelessness, phenomenological research methods, and history of existential and phenomenological psychiatry.

Special Interest Areas:
Technology and its effect on human consciousness; transformations in interpersonal relationships.

Statement on the Philosophical Foundation of Psychology:
Psychology should attempt to develop a systematic understanding of human behavior and experience, an understanding which moves beyond the specific and concrete, but which nonetheless seeks to inform the lives of ordinary people. Existential and phenomenological philosophers have been helpful in providing a foundation for this effort, but the actual implementation of phenomenological psychology demands empirical research, that is, research that is based on stories and descriptions, aimed at specific psychological phenomena. It also requires a willingness to take seriously, and to put in perspective, the contributions of a variety of approaches in psychology.

Randall Horton, Ph.D.
Assistant Professor

B. A., University of Virginia, 1988
Ph.D., Psychology and Human Development, University of Chicago, 2006;
Dissertation Title: Refining theory and practice in the cultural psychology of emotion: Tibetan "anger" and the roots of the modern Tibetan commitment to non-violence

Relevant Academic, Research and Clinical Experience

Lecturer, University of Chicago, Department of Comparative Human Development, 2007-2008; The Cultural Psychology of Emotion, Cultural Issues in Immigrant and Refugee Mental Health, the Psychology of Torture, Terrorism, and Genocide.

Planned coursework at Seattle University; Practicum Supervision, History and Schools of Psychology, Abnormal Psychology

Psychotherapist, Insight Psychological Services, 2007-2008

Clinical Fellow, Northwestern University Feinberg School of Medicine, 2006-2007

Long-term research in Buddhist and Hindu communities of India and Nepal, supported by the Woodrow Wilson Foundation, the Fulbright Foundation, the Ford Foundation

Special Interest Areas

My clinical, research, and teaching interests focus on the ways that cultural factors such as moral-ethical beliefs, patterns of family interaction, linguistic categories can shape people's experience of mental health and illness. I have a particular interest in the treatment of survivors of trauma and torture, and I am involved in research to better understand the psychology of both perpetrators and victims of inter-ethnic conflict and political violence.

Statement on the Philosophical Foundation of Psychology

I work within the tradition of *cultural psychology*. Cultural psychology questions the adequacy of mainstream psychology's epistemology and practices. It begins with the supposition that, as subjective, context-bound beings, there is no a-historical, a-cultural, ground from which we can survey human psychological life. Cultural psychology examines the degree to which cultural forces can shape basic psychological processes like the experience of emotion, health and illness. In clinical work, it challenges us to examine our self-understandings and prior experiences as we engage with clients. It enjoins us to question the appropriateness of our diagnostic categories and clinical interventions, in the light of our emerging understanding of the values, beliefs, and aspirations of our clients.

Kevin Krycka, Psy.D.
Associate Professor
Director, Graduate Psychology Program

B.A. (1981) Aquinas College — Human Communications & Theology
Psy.D. (1989) Illinois School of Professional Psychology — Clinical Psychology

Dissertation Title: Focusing and AIDS: A Pilot Study

Dr. Krycka has been with the Psychology Department since 1989.

Past Relevant Academic and/or Research Activity
Expert Outside Methodologist in Qualitative research, Institute for Transpersonal Studies, Saybrook University, Bournemouth University (UK), & Union Institute Adjunct research faculty

SU Psychology courses taught include: Experiential Theory & Practice, Therapeutic Communication, Self-Psychology, Clinical Supervision, Abnormal Psychology, Theories of Personality Development, Introduction to Psychology.

Extensive counseling experience in institutional and private practice settings.
Research Areas: Creation of Meaning in Illness and Health, Focusing, Experience of Hope, and Sexual Minorities, Peacebuilding.
Current Research: Embodiment, Models for Qualitative Research, A Process Model for Peace Building, Psychological aspects of dissociation.

Special Interest Areas:
Experiential phenomenological theory and practice (Gendlin,Focusing and Thinking at the Edge [TAE]), the person of the therapist in psychotherapy, clinical supervision, phenomenological research, and psychopathology; issues facing sexual minorities; theoretical and practical application of a process model for consciousness, mind-body awareness, social change.

Statement on the Philosophical Foundation of Psychology:
We are multi-faceted and multi-dimensional beings. The complexity of human experience demands that we develop concepts and theories about existence from experiencing. The meanings we ascribe to our experience and our reflections upon life itself are the nexus of what makes us human. Psychology as a distinctly human science, should enjoin us to search, to explore, to sufficiently expand our beliefs and research practices so as to embrace the broad scope of human experience.

George D. Kunz, Ph.D.
Professor Emeritus

B.A. (1961) Gonzaga University	Philosophy
M.A. (1964) Marquette University	Psychology
Ph.D. (1975) Duquesne University	Psychology

Dissertation Title: Perceived Behavior as a Subject Matter for a Phenomenologically Based Psychology

Dr. Kunz has been with the Psychology Department since 1971. He was granted tenure in 1975.

Past Relevant Academic and/or Research Activity
Taught three years in Community Colleges in Washington, and four years at Duquesne University, before coming to Seattle University.

Articles and conference presentations in "helping and healing," "humility," "the paradoxical"
His book, *The Paradox of Power and Weakness: Levinas and an Alternative Paradigm for Psychology*, was published by SUNY Press, August, 1998.

Special Interest Areas:
The philosophical foundation for the various approaches to the study of psychological phenomena. The ethical but not moralistic foundations of human existence. The development of interdisciplinary approaches to teaching social justice in psychology.

Statement on the Philosophical Foundation of Psychology:
Rather than modeling itself after the natural sciences in its approach and methods, psychology should be a human science dedicated to reflecting on life as lived, filled with ambiguity and paradox, and always under construction. The ambiguity of our freedom conditioned by our environment, physiological states, habituated routines, and socially relevant Others makes psychology both frustrating and exciting. Our freedom is invested in us by and for the needs of Others. We are able to choose to act egoistically or ethically. Selfish freedom is cheap freedom. Concern for others is true freedom. I am particularly interested in the paradox of the weakness of powerful psychological qualities (we can sabotage ourselves), and the power of the weakness of others to call us to responsibility (we are most human when serving others).

Erica Lilleleht, Psy.D.
Associate Professor
Chair, Psychology Department

B.S. (1987) The College of William and Mary — Psychology, Biology
Psy.D. (1997) Rutgers, the State University of New Jersey — Clinical Psychology

Dissertation Title: Discipline and the mad self: Psychiatric rehabilitation, moral treatment, and the chronically mentally ill.

Dr. Lilleleht has been with the Psychology Department since 1999.

Past Relevant Academic, Research, and Clinical Activity:
Assistant Professor, Berry College in Mt. Berry, GA

- History & Systems of Psychology, Tests & Measures, Abnormal and Advanced Abnormal Psychology, Research Practicum, Introduction to Psychology

Lecturer in Psychology, Rutgers University, NJ

- Abnormal Psychology, Atypical Development

Clinical Fellow, Harvard Medical School/Massachusetts Mental Health Center

Special Interest Areas:
Throughout my personal and professional life I have been drawn to those facets of existence deemed incomprehensible or meaningless. As such, and in the realm of psychological distress, I am particularly interested in schizophrenia-spectrum experiences. Regarding the disciplines organized around schizophrenia and other forms of madness, I am interested in the ways language and power both shape and obscure psychological knowledge. Specifically, I explore the degree to which we come to know madness not from the experiences themselves, but from the texts, techniques, as well as formal and informal structures developed by disciplines such as psychiatry and psychology. Exploring questions like this requires a kind of double-awareness in which one actively contemplates both the person and the institution, as well as the present and past.

Statement on the Philosophical Foundation of Psychology:
To be engaged in the practice of psychology is to find oneself enmeshed in a series of apparent contradictions. We enter the field with a desire to help, and soon discover that understanding what this means is a challenging task with an ever changing answer. We wish to liberate those who suffer, and yet learn to do so through intellectual and interpersonal acts that can as easily oppress. We hope to understand the Other, and yet in doing so discover that we can never leave our own selves behind. I believe that we become more fully human when we open ourselves to the possibilities of error and change, pain and pleasure, melancholy and joy.

James Risser, Ph.D.
Professor

B.A. (1971) CSU Long Beach	Philosophy
M.A. (1973) Duquesne University	Philosophy
Ph.D. (1978) Duquesne University	Philosophy

Dissertation Title: Truth and Aesthetic Experience in Kant's *Critique of Judgment*

Dr. Risser has been with the Philosophy Department since 1979. He also teaches in Seattle University's Honors Program and held the Pigott McCone Chair in Humanities from 1992 to 1995. He serves on the Executive Committee of The Society for Phenomenology and Existential Philosophy (SPEP) and is a principal organizer of the International Hermeneutics Symposium in Germany.

Past Relevant Academic and/or Research Activity
Before coming to Seattle University, I taught for one year at Villanova University. I frequently attend the Collegium Phaenomenologicum, a three week summer institute, in Italy and the International Hermeneutics Symposium in Germany. Courses taught include Existentialism, Phenomenology, Hermeneutics, Philosophy and Psychoanalysis, Interpretation and Culture.

Special Interest Areas
All aspects of interpretation theory which includes the role of language in human experience, the nature of memory in relation to historical experience, and the nature of the existential encounter with the other.

Statement on the Philosophical Foundation of Psychology
The study of the human condition—human life seen in relation to the suffering of experience—will always engage ideas that move beyond the framework of a strict human science. We find these ideas in literature as well as in the descriptions and critical analyses of a philosophical human science. Ultimately, the study of the human condition is inseparable from the experience of self-understanding as the experience of finding our way in life.

George G. Sayre, Psy.D.
Lecturer

B.A. (1985) California State University Northridge	Philosophy
M.A. (1988) Azusa Pacific University	Marital & Family Therapy
Psy.D. (2001) Seattle Pacific University	Clinical Family Psychology

Dissertation Title: The Psychosomatic Marriage: An empirical investigation

Dr. Sayre has been with the Psychology Department since 2001.

Past Relevant Academic and/or Teaching Activity
Clinical experience: Fifteen years private practice specializing in, couples, family and child therapy. In addition to clinical work, provide consultation and training to education and human service agencies. Served as program director, Olympic Mental Health.

Previous teaching: Chapman College, regional graduate program, Bellevue WA

Special Interest Areas
Couples and Family therapy. The nature of enduring intimate relationships. Individualism, the ethics of being a couple. Methodological and theoretical issues in the phenomenological study of relationships. Teaching qualitative methods in introductory psychology courses.

Statement on the Philosophical Foundation of Psychology:
There is a history (especially pronounced since the ascendancy of psychopharmacology) within psychology to limit our interest to that which can be quantified by material "objective" methods. Although this natural science approach has provided us with a great deal of useful information, for psychology to be *meaningful* it must be a *human science*, with theories and methods that explore the irreducible whole of human experience. As researchers, this means that we must explore the full range of human experience, including the complex, the subjective and the ethical. As therapists, this means that we must continually look to our client's and our own lived experience in order to learn what it means to practice therapy, to do good, and to become human.

Adjunct Faculty

Claire Steele LeBeau, M.A. L.M.H.C.
Instructor

BA, Psychology and English, Duquesne University, 1995
MA, Psychology, Seattle University, 1997
MA, Clinical Psychology, Duquesne University, 2007
Anticipated Doctorate of Philosophy, Clinical Psychology, Duquesne University, May 2013

Areas of Interest:
The interpersonal origins of ethics and therapeutic application of phenomenology to the healing relationship; the use of Focusing in therapy and embodied research; and the developmental transformation of parenthood.

Christie Lynk, MA, LMHC
Instructor

B.A. Psychology, William Carey College, 1978
B.M. Music Theory, William Carey College, 1978
M.A. Psychology, Seattle University, 2005

Jan Sauer, MSW
Instructor

B.A. Psychology, University of Wisconsin, 1975
M.S.W. Social Work, University of Washington, 1977
Post Graduate Training Program, Seattle Psychoanalytic Institute, 1990-1991

Director of the Parent-Child Relations Project, 1977-1979
Director of Preschool Day Treatment Program, Valley Cities Community Mental Health Center, 1980-1985
Director of Child and Family Services, Valley Cities Community Mental Health Center, 1985-1990
Private Practice, 1988- Present

Lecturer in Child Development and Child Treatment:
-Child Therapy Association, 1996- 2001
-Psychodynamic Psychotherapy Certificate Program, University of Washington and Family Services, 1992-2000
-Northwest Psychoanalytic Association, 1999-2000

STAFF

Rebecca Severson
Administrative Assistant

Rebecca has served the SU community in various roles, joining the psychology department in 2008. She looks forward to working with all of you throughout your program.

Chloe Kramer-Baldwin
Graduate Assistant

Chloe is a second year student in the MAP program.

Zach Spirer
Office Assistant

Zach is returning junior student, his major in communications.

ADDITIONAL GRADUATE STUDENT SERVICES

Campus Computer Labs
Engineering 309; Pigott 206

To access these computers, you must have your SU email alias (login) and password. The labs have free printing, Internet access, Macs, and PCs. For current hours, check the website: http://www.seattleu.edu/oit/page.aspx?id=45

Lemieux Library
296.6233:http://www.seattleu.edu/library/

The library is located near the south end of the main campus and offers several resources in addition to books, journals, and periodicals. These include: computers, copiers, individual study carrels, meeting rooms, and interlibrary loan services. Graduate students are allowed to borrow books for an entire quarter and periodicals for one week. Your student ID is your library card. The library catalog is on their website. The library also subscribes to several hundred on-line periodical subscriptions, which you may access from home using the Internet (for this service you will need to use your SU email login and password).

Writing Center
Lemieux Library: 296.6239

You can use the writing center for assistance on papers. Bring a copy of your written assignment, a rough draft, and any ideas and/or questions about your paper.

Please call to confirm the following hours:
Monday – Thursday: 9:00am – 3:30, 7:00 – 9:00pm
Friday: 9:00am – 3:30 pm
Saturday: 10:00am – 1:00pm
Sunday: Closed

Students with Disabilities 206-296-5740
http://www.seattleu.edu/sas/DisabilityServices
Find information on learning, physical, and psychological disabilities, the process forgetting a disability documented, as well as any academic adjustments for students with documented disabilities per Section 504/ADA Policy and Appeal Procedure.

The Connolly Complex featuring the Eisiminger Fitness Center
www.seattleu.edu/student/recsports/facility/index.asp
Show your student ID card for free use of all recreational facilities.

Financial Aid Information
Student Financial Services – University Services Building
296.2000; www.seattleu.edu/services/financialservices/
Information concerning tuition, course fees, verification for employer tuition reimbursement, student loans, and work-study is available from Student Financial Services. Questions, requests for application forms, and information about deadlines should be directed to this office. The website above provides comprehensive information. Appointment letters, notification of loan checks, and tuition bills are done primarily through your student SU email account.

Collegium Program Each collegium offers a place for commuter students to meet, study, relax, and eat. The McGoldrick Collegium (http://www2.seattleu.edu/commuters/Inner.aspx?id=19052)is designated for graduate students; it is located in the Hunthausen Building, 1st floor. You may enroll is one collegium. Enrollment is ongoing and takes place at the collegium you use.

Monday – Thursday: 7am – 9pm
Friday: 7am – 4pm

Registrar's Office
University Services Building
296.5850
http://www.seattleu.edu/registrar

This office administers registration. You can also obtain official transcripts, graduation applications, and enrollment verification from this office.

Wismer Center for Gender & Diversity Located on the first floor of Loyola Hall, the Wismer Center (Loyola 105) serves as a collegial meeting and event space for faculty, students, and staff. In collaboration with other academic programs, endowed chairs and faculty and staff colleagues, the current Wismer Professor hosts seminars and event programming for the Seattle University community and the public surrounding themes of immigration, transnationalism, US minorities and identity, and women studies.

Loyola Hall, 105
296.2597
http://www.seattleu.edu/wismer/index.asp
wismer@seattleu.edu

APPENDIX A

TYPICAL SCHEDULE

1st Year Schedule:

Fall	Winter	Spring
Psyc 501 (3)	**Psyc 523 (3)**	**Psyc 503 (3)**
Psyc 505 (3)	**Psyc 527 (3)**	**Psyc 533 (3)**
Elective (3)	Elective (3)	Elective (3)
Elective (1) Skills I	Elective (1) Skills II	Elective (1) Psychopharm
9 or 10	**9 or 10**	**9 or 10**
		1st Year: 29 minimum

Summer
Elective (3) - Psyc 513 Phenomenological Research Methods
Elective (3) - Psyc 515 Group Process
Elective (3) – Psyc 5xx, Cross-cultural; Gender; Play Therapy, etc.
Summer: 9 minimum

2nd Year Schedule:

Fall	Winter	Spring
Psyc 541 (3)	Elective (3)	Elective (3)
Psyc 543 (6) Practicum I	**Psyc 544 (6) Practicum II**	**Psyc 545 (6) Practicum III**
***Psyc 547 (2) Clinical Super**	***Psyc 548 (2) Clinical Super**	***Psyc 549 (2) Clinical Super**
Psyc 546 (3) Thesis Opt		***Psyc 563 (1) Intgr Paper**
11-14	**11**	**12-14** **2nd Year: 34 minimum**
	TOTAL MINIMUM	**72-74**

<u>First Year</u>

FALL: PSYC 501, Phenomenology of the Face (R)
PSYC 505, Desperate Styles (R)
PSYC 535, Phenomenology of Therapeutic Change

WINTER: PSYC 523, Issues in Psychotherapy (R)
PSYC 527, Ethics & Phenomenology (R)
Elective

SPRING: PSYC 533, Therapeutic Communication (R)
PSYC 503, Madness and Society (R)
Elective

SUMMER: Elective
Elective
Elective

Second Year

FALL:	PSYC 541, World of the Clinic (R) PSYC 543, Basic Practicum in Therapeutic Psychology I (R - 6 cr.)* PSYC 547, Clinical Supervision I (R - 2 cr)*
WINTER:	PSYC 544, Basic Practicum in Therapeutic Psychology II, (R - 6 cr.)* PSYC 548, Clinical Supervision II (R - 2 cr)* Elective Begin planning for Integration Paper and secure an integration paper advisor.
SPRING:	PSYC 545, Basic Practicum in Therapeutic Psychology III (R - 6 cr.)* PSYC 549, Clinical Supervision, III (R - 2 cr)* PSYC 563, Integration Paper (R - 1 credit) Elective (R) indicates a required course.

* Faculty supervision of each student's practicum work typically will include audio taped sessions by the student and his/her practicum client(s).

APPENDIX B

GUIDELINES FOR USING APA CITATION AND REFERENCING FORMATS

The current authority is the: American Psychological Association (2001), *Publication Manual of the American Psychological Association*, (6th ed.). Washington, DC: Author.

This manual is available in the reference section of the library [Ref BF76.7.P83 2001], and provides answers to just about any question you can imagine, including how one cites an electronic source. Most current books and other publications in psychology follow APA format. What follows below is very basic information. Pay particular attention to the guidelines for citation and references, as you will be required to follow this format in ALL written work in this program!

APA Style Essentials

General Document Guidelines

- *Margins:* One inch on all sides (top, bottom, left, right)
- *Font Size and Type:* 12-pt. font (Times Roman)
- *Spacing:* Double-space throughout the paper, including the title page, body of the document, and references.
- *Alignment:* Flush left (creating uneven right margin)
- *Paragraph Indentation*: 5-7 spaces
- *Pagination:* The page number appears one inch from the right edge of the paper on the first line of every page, beginning with the title page. The only pages that are not numbered are pages of artwork.

Text citations

Source material must be documented in the body of the paper by citing the author(s) and date(s) of the sources. The underlying principle here is that ideas and words of others must be formally acknowledged. The reader can obtain the full source citation from the list of references that follows the body of the paper.

- When the names of the authors of a source are part of the formal structure of the sentence, the year of publication appears in parentheses following the identification of the authors. Consider the following example:

  > Wirth and Mitchell (1994) found that although there was a reduction in insulin dosage over a period of two weeks in the treatment condition compared to the control condition, the difference was not statistically significant.

- When the authors of a source are *not* part of the formal structure of the sentence, both the authors and years of publication appear in parentheses, separated by semicolons. Consider the following example:

  Reviews of research on religion and health have concluded that at least some types of religious behaviors are related to higher levels of physical and mental health (Gartner, Larson, & Allen, 1991; Koenig, 1990; Levin & Vanderpool, 1991; Maton & Pargament, 1987; Paloma & Pendleton, 1991; Payne, Bergin, Bielema, & Jenkins, 1991). [**Note:** '*&*'is used for multiple authors]

- When a source that has two authors is cited, both authors are included every time the source is cited.

- When a source that has three, four, or five authors is cited, all authors are included the first time the source is cited. When that source is cited again, the first author's surname and "et al." are used. Consider the following example:

  Reviews of research on religion and health have concluded that at least some types of religious behaviors are related to higher levels of physical and mental health (Payne, Bergin, Bielema, & Jenkins, 1991). Payne et al. (1991) showed that ...

- For six or more authors, the first author's surname and "et al." are used every time the source is cited (including the first time).

- Every effort should be made to cite only sources that you have actually read. When it is necessary to cite a source that you have not read ("Grayson" in the following example) but is cited in a source you have read ("Murzynski & Degelman" in the following example), use the following format for the text citation and list only the source you have read in the References list:

  Grayson (as cited in Murzynski & Degelman, 1996) identified four components of body language that were related to judgments of vulnerability.

- To cite a personal communication (including letters, emails, and telephone interviews), include initials, surname, and as exact a date as possible. Because a personal communication is not "recoverable" information, it is not included in the References section. For the text citation, use the following format:

  B. F. Skinner (personal communication, February 12, 1978) claimed ...

Quotations

When a direct quotation is used, always include the author, year, and page number as part of the citation.

- A quotation of fewer than 40 words should be enclosed in double quotation marks and should be incorporated into the formal structure of the sentence. Example:

  > Patients receiving prayer had "less congestive heart failure, required less diuretic and antibiotic therapy, fewer episodes of pneumonia, fewer cardiac arrests, and less frequently incubated and ventilated" (Byrd, 1988, p. 829).

- A lengthier quotation of 40 or more words should appear (without quotation marks) apart from the surrounding text, in block format, with each line indented five spaces from the left margin.

References

- *Pagination:* The References section begins on a new page.
- *Heading:* References (centered on the first line below the manuscript page; not underlined, bolded, or italicized).
- *Format:* The references (with hanging indent) begin on the line following the References heading. Entries are organized alphabetically by surnames of first authors. Most reference entries have three components:

  Authors: Authors are listed in the same order as specified in the source, using surnames and initials. Commas separate all authors. When there are seven or more authors, list the first six and then use "et al." for remaining authors. If no author is identified, the title of the document begins the reference.

  Year of Publication: In parentheses following authors, with a period following the closing parenthesis. If no publication date is identified, use "n.d." in parentheses following the authors.

  Source Reference: Includes title, journal, volume, pages (for journal article) or title, city of publication, publisher (for book). Italicize titles of books, titles of periodicals, and periodical volume numbers.

- *Examples:*
  Please note: to save space, the following examples are single-spaced. However, according to the APA, **all references should be double-spaced**, with no extra space between references!

  Journal article:

  Murzynski, J. &Degelman, D. (1996). Body language of women and judgments of vulnerability to sexual assault. *Journal of Applied Social Psychology, 26,* 1617-626.

Book:
Paloutzian, R. F. (1996). *Invitation to the psychology of religion* (2nd ed.). Boston: Allyn and Bacon.

Web document on university program or department Web site:
Degelman, D., & Harris, M. L. (2000). *APA style essentials.* Retrieved May 18, 2000, from Vanguard University, Department of Psychology, http://www.vanguard.edu/faculty/ddegelman/index.cfm?doc_id=796

Stand-alone Web document (no date):
Nielsen, M. E. (n.d.). *Notable people in psychology of religion.* Retrieved August 3, 2001, from http://www.psywww.com/psyrelig/psyrelpr.htm

Stand-alone Web document (no author, no date):
Gender and society. (n.d.). Retrieved December 3, 2001,

Journal article from database:
Hien, D., & Honeyman, T. (2000). A closer look at the drug abuse-maternal aggression link. *Journal of Interpersonal Violence, 15,* 503-522. Retrieved May 20, 2000, from ProQuest database.

Abstract from secondary database:
Garrity, K., & Degelman, D. (1990). Effect of server introduction on restaurant tipping. *Journal of Applied Social Psychology, 20,* 168-172. Abstract retrieved July 23, 2001, from PsycINFO database.

Article or chapter in an edited book:
Shea, J. D. (1992). Religion and sexual adjustment. In J. F. Schumaker (Ed.), *Religion and Mental Health* (pp. 70-84). New York: Oxford University Press.

Diagnostic and Statistical Manual of Mental Disorders:
American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., text revision). Washington, DC: Author.

- *More example of APA-formatted references:*
  Go to http://www.vanguard.edu/faculty/ddegelman/detail.aspx?doc_id=796

- *Official APA "Electronic Reference Formats" document:*
  Go to http://www.apastyle.org/elecref.html

APPENDIX C

INTEGRATION PAPER GUIDELINES

Introduction

A major requirement for your MA degree is the completion of an integration paper, a work which must be approved by your Integration Paper Advisor (IPA). In order to preserve a record of the achievement of our students and to share the benefits of your research with others, the Psychology Department requires that two copies of each integration paper be submitted. Accordingly students should understand that as the major writing requirement for their degrees, papers will be available for use and review by future students or faculty members. If a student wishes that his or her Integration paper not be made available to others outside the faculty, this can be arranged.

The following guide is not intended to set stylistic or bibliographic rules for the author. For these you should consult your Integration Paper Advisor (IPA), and the fifth edition of the *Publication Manual of the American Psychological Association*. One copy of this manual is available in the Psychology Department group room for in-house consultation.

The following guide does set forth the rules regarding the most important technical features of the integration paper. As such, it is designed to assist you in completing the technical aspects of the project. For a more conceptual discussion of the Integration Paper (including due dates and general requirements), please consult pp. 8-9 of this handbook (General Curriculum Plan – Integration Paper).

Concerns relating to content, topic, etc. should be clarified with your IPA on an individual basis. Be sure to conduct this consultation in a timely manner.

Preparing the Manuscript

The candidate should present two clean, bound copies of the manuscript to her/his IPA. In addition, one copy each of the title and abstract pages is required to be kept on file for future reference.

Paper
Plain 8 1/2 x 11 inch 20 lb. white paper should be used. As a guideline only, 20 lb., (archival) bond with 25% rag content is suggested.

Typing
Typing must be on one side of the paper only. Double-space all textual material and all preliminary pages. For quotations exceeding 40 words, follow APA guidelines (see Appendix B).

No erasures or crossed-out material should appear in the finished product. Top and left margins should be 1 1/2 inches, and the bottom and right margins, 1 inch.

Pagination
Each page of the integration paper should be assigned a number. Some of these page numbers might not have to be typed. However, these unnumbered pages should still be counted.

The preliminary pages are numbered with lower-case Roman numerals (i, ii, iii, etc). The title page (unnumbered) is counted as #i. Roman numerals appear on the page bottom center.

The remainder of the paper requires use of Arabic numerals (1, 2, 3, etc.). These should appear top right. If, however, you are using a word processor which places the numbers elsewhere, there is no problem unless the numbers appear on the left. This is not acceptable since the numbers might be cut off during the binding process.

Abstract
The abstract should give a succinct account of the integration paper so that a reader can decide if he or she wants to read the complete work. For practical purposes, limit your abstract to a maximum of 150 words. Consult the fifth edition of the *Publication Manual of the American Psychological Association*. See the following sample page for the proper abstract format.

Titling your Integration Paper
It is important that the title be a short, meaningful description of the contents of your work so that it can be located easily and be a valuable source for other scholars.

Format

Integration Papers typically have three main parts: preliminaries, text, and sources. These sections as arranged in the following order:

Preliminaries (all numbered in lower-case Roman numerals):

Title page (numeral not typed)

Acknowledgements (if any)

Abstract (required)

Table of Contents (if appropriate)

Text

Sources

Appendices (if any)

References

Preparation for Submitting Integration Paper -- Final Check

Page Format
You will submit to your IPA:

- Two complete, bound copies
- One extra title and one extra abstract page (see sample page below for correct format)

Your integration paper manuscript will use the following format:

- Every page has a number---some not printed
- Margins: left and top: 1 1/2", bottom and right: 1"
- Type of paper: 8 1/2 x 11" 20 lb. white paper.

Your integration paper manuscript will use the following pagination:

Preliminaries, numbered in lower-case Roman numerals appearing centered in bottom margin.

a. Title page blank (i)
b. Acknowledgements (if any)(ii)
c. Abstract(iii)
d. Table of Contents (if appropriate)(iv)

[Note: The page numbers above will vary depending on what is included]

Text, numbered in Arabic numerals (1, 2, 3, etc.) appearing in upper right margin

Appendixes (if any), numbered in Arabic numerals appearing in upper right margin

References, numbered in Arabic numerals appearing in upper right margin

Sample Pages:
The following two pages provide examples of the preliminary pages (specifically, the title and abstract pages). Again, adhere to the margin requirements in all text. The page number should be centered.

SEATTLE UNIVERSITY
GRADUATE SCHOOL

Integration Paper

THE TITLE OF THE WORK IN CAPITAL LETTERS AND CENTERED

BY

YOUR FULL NAME IN CAPITALS AND CENTERED

B.A., Institution from which you graduated, date (year only)
OTHER DEGREES, Institution from which you graduated, date (year only)

Submitted in partial fulfillment of the
requirements for the degree of
Masters of Arts in Psychology
date (year of award of degree)

TITLE IN FULL CAPITALS

FULL NAME (as it appears on title page)

Seattle University Graduate School, date (mm/yy)

Department of Psychology

Major Professor: Name of Integration Paper Advisor, Title,
RANK (e.g.., Professor of Psychology)

Body of abstract follows on same page, double-spaced.

APPENDIX D

AFTER SU – BECOMING A LICENSED MENTAL HEALTH COUNSELOR

One of the goals of the MA Psychology Program is to prepare you for Washington state licensure as a mental health counselor. To that end, what follows is information intended to help you pursue this designation after you have graduated. Specifically:

- Chapter 18.225 RCW (table of contents of the state laws pertaining to the definitions and licensing of mental health counselors, marriage and family therapists, and social workers)
    - http://apps.leg.wa.gov/RCW/default.aspx?cite=18.225

- Chapter 18.225.090 RCW (state law pertaining to issuance of license – requirements)
    - http://apps.leg.wa.gov/RCW/default.aspx?cite=18.225.090

- MA Course Content Identification (MAP courses that have fulfilled licensure requirements in the past). Downloadable from MAP homepage, click *Resources*.

- Mental Health Counselor License Application Packet (with link to website)
    - http://www.doh.wa.gov/hsqa/Professions/MentalHealth/default.htm

Consult American Counselor Association *ethical standards* documents prior to taking the required national exam for licensure. You can download the ACA standards from MAP homepage, click *Resources*.
http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx

Chapter 18.225 RCW
Mental health counselors, marriage and family therapists, social workers

Complete Chapter

RCW Sections

18.225.010 Definitions.
18.225.020 Misrepresentation -- Licensed by department.
18.225.030 Limitation of chapter.
18.225.040 Secretary's authority.
18.225.050 Record of proceedings.
18.225.060 Washington state mental health counselors, marriage and family therapists, and social workers advisory committee -- Established -- Composition.
18.225.070 Department of health -- Advice/assistance of advisory committee.
18.225.080 Uniform disciplinary act.
18.225.090 Issuance of license -- Requirements.
18.225.100 Disclosure information.
18.225.105 Disclosure of information -- Exceptions.
18.225.110 Examinations.
18.225.120 Application for licensing -- Fee.
18.225.130 Prior certification under chapter 18.19 RCW.
18.225.140 Credentialed in another state -- Licensed without examination.
18.225.145 Associate licensing -- Requirements.
18.225.150 Renewal of license, rules -- Failure to renew.
18.225.160 Limitation of chapter.
18.225.900 Severability -- 2001 c 251.

The above is a table of contents of the Washington state laws pertaining to mental health counselors, marriage and family therapists and social workers. For the text of these laws, please go to:

http://apps.leg.wa.gov/RCW/default.aspx?cite=18.225

RCW 18.225.090
Issuance of license — Requirements - Abbreviated.

(1) The secretary shall issue a license to any applicant who demonstrates to the satisfaction of the secretary that the applicant meets the following education and experience requirements for the applicant's practice area.

(a) Licensed social work classifications:

(i) Licensed advanced social worker:

(ii) Licensed independent clinical social worker:

(b) Licensed mental health counselor:

(i) Graduation from a master's or doctoral level educational program in mental health counseling or a related discipline from a college or university approved by the secretary based upon nationally recognized standards;

(ii) Successful completion of an approved examination;

(iii) Successful completion of a supervised experience requirement. The experience requirement consists of a minimum of thirty-six months full-time counseling or three thousand hours of postgraduate mental health counseling under the supervision of a qualified licensed mental health counselor or equally qualified licensed mental health practitioner, in an approved setting. The three thousand hours of required experience includes a minimum of one hundred hours spent in immediate supervision with the qualified licensed mental health counselor, and includes a minimum of one thousand two hundred hours of direct counseling with individuals, couples, families, or groups; and

(iv) Successful completion of continuing education requirements of thirty-six hours, with six in professional ethics.

(c) Licensed marriage and family therapist:

(2) The department shall establish by rule what constitutes adequate proof of meeting the criteria.

(3) In addition, applicants shall be subject to the grounds for denial of a license or issuance of a conditional license under chapter 18.130 RCW.

[2008 c 141 § 1; 2006 c 69 § 1; 2003 c 108 § 1; 2001 c 251 § 9.]
Notes:
Retroactive application -- 2008 c 141: "This act is remedial and curative in nature and applies retroactively to July 22, 2003." [2008 c 141 § 2.]
(Accessed 8/18/2009 from http://apps.leg.wa.gov/RCW/default.aspx?cite=18.225.090)

MA PSYCHOLOGY COURSE CONTENT IDENTIFICATION

Based on past experience, the following MA Psychology courses have fulfilled the requirements for Washington state licensure as a mental health counselor. One should note, however, that requirements can change, and the following list cannot be considered a guarantee that these courses will fulfill the same requirements in the future. When completing your application for licensure, it is always wise to consult with someone who has recently finished the process. The Psychology Department is happy to provide names of such individuals if needed.

Section 6 – Application for Mental Health Counselor

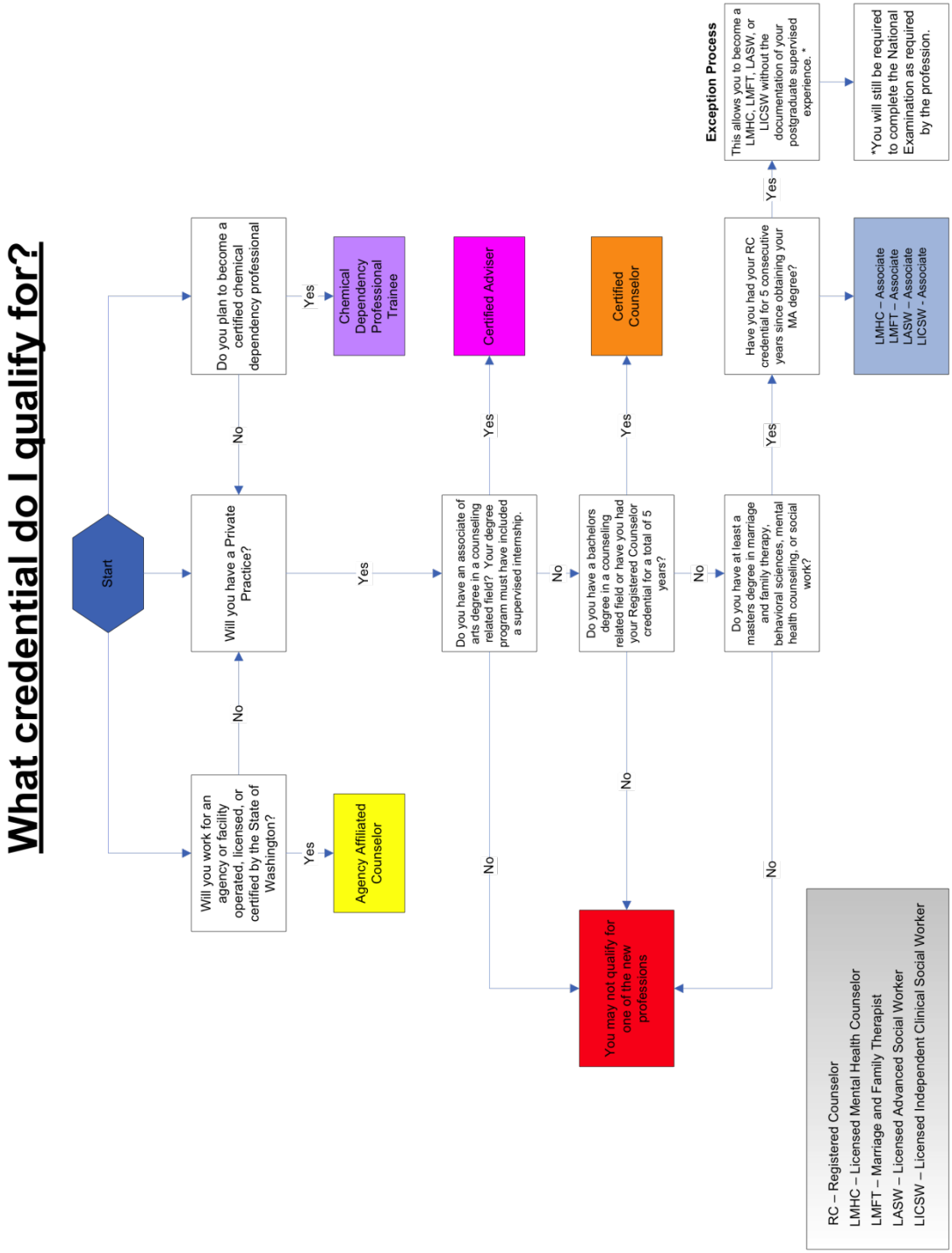
Subject content includes a core of study relating to counseling theories, counseling philosophy, counseling practicum, counseling internship, and should incorporate content in professional ethics and law and shall include at least five content areas (a) through (h) of this subsection and at least two additional content areas from the entire list. One course may satisfy more than one content area. Below 'grid' reflects current WA regulations for licensure (as of 9/14/11).

Content Area	Course Number	Title	Course Taken Quarter Taken
a) Assessment / diagnosis	PSYC 503; 505; 513	Madness & Society; Desperate Styles; Phenomenological Research	
b) Ethics / Law	PSYC 523, 527, 535, 543-45	Issues in Psychotherapy; Ethics & Phenomenology; Therapeutic Communications; Practicum	
c) Counseling individuals	PSYC 523; 533, 591	Issues in Psychotherapy; Therapeutic Communication; Experiential Psychotherapy	
d) Counseling groups			
e) Counseling couples and families	PSYC 511	Family	
f) Developmental psychology *	PSYC 591	Child Therapy & Development; Trauma	
g) Abnormal psychology/psychopathology	PSYC 503; 505	Madness & Society; Desperate Styles; Trauma	
h) Research and evaluation	PSYC 513	Phenomenological Research	
i) Career development counseling			
j) Multicultural concerns	PSYC 511; 523; 535	Family; Issues in Psychotherapy; Therapeutic Communication	
k) Substance / chemical abuse			
l) Physiological psychology			
m) Organizational psychology			
n) Mental health consultation	PSYC 543, 544, 545; 541	Basic Practicum in Therapeutic Psychology; World of Clinic	

o) Developmentally disabled persons			
p) Abusive relationships	PSYC 511; 591	Family; Trauma	
q) Chronically mentally ill	PSYC 503; 541	Madness & Society; World of the Clinic	
*may be child, adolescent, adult or life span			

**Please note: Out of state students or those contemplating licensing in another state should check with the appropriate state licensing board(s) to confirm requirements. MAP cannot guarantee compatibility between WA regulations and other state jurisdictions.

The MAP program is a 72 credit hour degree beginning with the Fall 2012 cohort. This change was made due to national trending in state licensure policy, which is more frequently requiring that applicants for licensure graduate from master level programs with 72-quarter credit hours within the degree. Unfortunately, this increases the cost of your education, but will potentially make moving from WA State to other states for licensure, should you choose, less of an issue.

Please note that while the MAP curriculum fulfills current WA state policy for master level licensure, we do not make this representation with respect to other states. Be aware that state licensure policy changes from year to year depending on the jurisdiction. MAP cannot guarantee that the set of rules enacted by a state at the time of entering the program will remain the same by time you are ready for licensure.

WA State MH Decision Making Tree