

MASTER'S DEGREE PSYCHOLOGY

COLLEGE OF ARTS AND SCIENCES

THE MASTER OF ARTS IN PSYCHOLOGY (MAP) IS A TWO YEAR PROGRAM GROUNDED IN THE EXISTENTIAL-PHENOMENOLOGICAL TRADITION. THE PROGRAM DRAWS UPON THE HUMANITIES AS WELL AS THERAPEUTIC PSYCHOLOGY WITH AN EMPHASIS ON BOTH THEORY AND PRACTICE. OUR STUDENTS SEE THE GOAL OF EXISTENTIAL-PHENOMENOLOGICAL PSYCHOLOGY AS THE STUDY OF HUMAN EXPERIENCES AS THEY OCCUR FOR THE INDIVIDUAL WITH A GOAL TO BE AS FAITHFUL AS POSSIBLE TO THE MEANING OF BEHAVIOR AND EXPERIENCE.



SEATTLE UNIVERSITY

EDUCATING LEADERS FOR A JUST AND HUMANE WORLD

THE MASTER OF ARTS IN PSYCHOLOGY PROGRAM

The Master of Arts in Psychology (MAP) program typically spans two years and consists of 36 credits in academic courses, 18 credits of practicum experience, and one credit for an integration paper. The usual course of study is three classes per quarter. Classes are scheduled in the late afternoon and early evening so that students are able to work on a part-time basis. The Psychology Department brings in well-known psychologists, scholars and therapists to do presentations or workshops. Past presenters include professors Max Hutt, Jacob Needleman, Irvin Yalom, Clark Moustakas, Edith Wyschogrod, Eugene Gendlin, Leon Redler, and Garry Prouty.



EXISTENTIAL-PHENOMENOLOGICAL PSYCHOLOGY

This approach to psychology is inspired by the philosophical tradition developed by thinkers such as Buber, Kierkegaard, Nietzsche, Husserl, Heidegger, Gadamer, Sartre, Marcel, Merleau-Ponty, and Emmanuel Levinas. Existential-phenomenology seeks to develop an in-depth understanding of human existence. It challenges traditions that study the person in a reductionistic manner or promote dualistic modes of thinking (e.g., mind vs. body or freedom vs. determinism). Our program distinguishes itself both by using this philosophical tradition as a foundation for psychology and psychotherapy, and as a source of insight about specific human experiences.

Existential-Phenomenological Psychology is humanistic in that it challenges the modern tendency to interpret the human condition through narrow technological lenses. It also appreciates the wisdom accumulated by the long tradition of the humanities. The existential dimension deepens our understanding of persons living in their everyday circumstances through in-depth reflection on the psychological meanings expressed in both experience and action. The phenomenological dimension encourages openness toward psychological reality by identifying and putting aside theoretical and ideological prejudgments. As a whole this approach is therapeutic in that it focuses on the psychosocial conditions that help people deal with the difficulties of life.

Finally, the existential-phenomenological approach is ethical in recognizing that the fundamental characteristic of being human is to be responsible to others. The contemporary emphasis on competitive and isolating individualism has undermined this call to be ethically bonded to our neighbor. Therapists are not detached technicians; they are responsibly committed to their clients. The essential qualities of the therapist include humility and compassion.

PROGRAM HISTORY

Students first entered the master's program in September 1981, and our first class graduated in June 1983. Over the years our program has established a strong reputation for the education and training of MA level psychotherapists. In addition, faculty and students have worked together to produce a series of qualitative research studies that have been presented at conferences and published in a variety of journals and books.

APPLICATION PROCEDURES



ADMISSIONS CRITERIA

- A bachelor's degree from a regionally accredited institution including the following five prerequisite psychology courses: abnormal, developmental, major theories of personality, statistics, and scientific research (e.g. experimental psychology). This is ordinarily the equivalent of a minor in psychology. Transcript showing a 3.00 grade point average (GPA) is required.
- Experience, either on a paid or volunteer basis, in the area of counseling or human services.
- At least a beginning understanding of existential and phenomenological psychology.
- A personal autobiographical essay (minimum of six pages), including information on your present and future interests in psychology and therapy. This essay should be sufficiently specific to give the reader a concrete sense of your personal, as well as your vocational and intellectual, development. It should include an account of work or volunteer experiences, influential courses or readings, and personal events and changes that explain why you are applying to this specific program in existential-phenomenological psychology.
- Three letters of recommendation from individuals who can speak to your qualifications for graduate work, and/or experience in counseling or human services, and/or beginning understanding of existential-phenomenological psychology.
- An interview, either in person or by telephone, will be asked of those applicants who have reached the final screening. NOTE: While in this program, students are not allowed to do psychotherapy as private practitioners.

Admissions take place in fall quarter. All materials must be received by the January 25 application deadline. Application packets are available from Graduate Admissions or the Psychology Department.

Request that one official transcript be sent to the Psychology Department and one to Graduate Admissions from every college or university attended. Confirm with each institution their policy for issuing official transcripts. If mailed to you directly, the two transcripts must remain in separate sealed envelopes.

Carefully assemble application materials as instructed below.

Assemble the following documents and send them in the manila envelope addressed to the Psychology Department.

- A copy of the completed graduate application.
- One official, sealed transcript from each college and university you have attended, regardless whether credits are posted on another school's transcripts. To maintain their official status, please do not open them.
- An autobiographical essay of six or more pages in length.
- A writing sample such as an undergraduate paper.
- Three letters of recommendation. Sign the confidentiality waiver on the recommendation envelopes designated for this purpose and distribute them to your recommenders. They must seal and sign the envelopes before returning them to you. To maintain their official status, please do not open them. Permission to contact your recommenders is assumed.
- Send original application, the fee and one set of transcripts in the envelope addressed to Graduate Admissions.
- Those applicants who have reached the final screening will be contacted for an interview after the January 25 deadline. Upon acceptance, a \$100 non-refundable tuition deposit is required to be submitted to the Psychology Department.

AFTER GRADUATION

The majority of our graduates are employed as psychotherapists in numerous community mental health settings, such as outpatient programs, residential treatment centers for adolescents, day treatment programs, family therapy clinics, halfway houses, training centers and centers for the homeless. Some enter the field of private practice after getting agency experience. In many cases our graduates have subsequently been appointed directors and supervisors of their respective programs. Roughly twenty percent of our graduates do further graduate work, most in doctoral programs in psychology; some end up teaching at the college level.

THERAPUTIC EMPHASIS



Our program investigates the psychotherapeutic attitude and cultivates it both in ourselves and our students. The therapeutic attitude illuminates our relationships to self, others, family and our cultures. This involves an attitude of caring for the multiple expressions of what it means to be human.

The program does not promote a specific technique or school of therapy. However, certain issues are recognized as central: co-creation of meaning and the face-to-face aspect of the relationship are examples.

Students are introduced to basic ideas and skills that are core to therapeutic practice. The goal is to develop skills in the context of an understanding of the meaning and purpose of the therapeutic relationship. In our society, psychotherapy is assumed to happen primarily in consulting rooms, clinics, and hospitals. Thus, the program prepares students to work in these places. However, since "psychotherapy" means, etymologically, "attending to the psyche," this activity happens in other situations and in many professions. Hence, the program is open to all students whose interests fall under the broadest definition of "psychotherapy."

Prospective students should note that the process of becoming a therapist requires attending to one's own experience and encouraging feedback from others (e.g. supervisors) even though doing so may at times be both difficult and painful. Personal therapy is helpful in providing a supportive context in which one can confront emotional obstacles and blind spots. Students whose personal issues persistently interfere with their movement towards an increased capacity to work therapeutically with others may be asked to take a leave of absence or to withdraw from the program.

Our graduate curriculum meets the Washington state law for counselors' content standards for those wanting to become licensed as mental health counselors.

FACULTY AREAS OF INTEREST

LANE GERBER, BA, Franklin and Marshall College; PhD, University of Chicago. *Individual psychotherapy; the relationship between professional and personal life; psychosocial aspects of illness and medical treatment; political psychology, including work with refugees.*

STEEN HALLING, BA, York University; MA, Ph.D., Duquesne University. *Transformations in interpersonal relationships; phenomenological approaches to psychopathology; qualitative research methods; psychology of forgiveness.*

KEVIN C. KRYCKA, BA, Aquinas College; Psy. D. Illinois School of Professional Psychology. *Psychological aspects of wellness and disease; issues facing sexual minorities and*

those with AIDS; supervision and psychotherapy; psychology of peace and hope.

GEORGE KUNZ, BA, Gonzaga University; MA, Marquette University; PhL, Gonzaga University, PhD, Duquesne University. *Philosophical foundations of psychology; individual and society; ethical responsibility and the paradoxes of power and weakness as foundational for psychology.*

DEBORAH M. LAMBO, BA and MA, Seattle University; MA, University of Washington. *The therapeutic process and relationship dynamics, loss in human experience, trauma, children, and adolescents. Emphasis on children's mental health.*

ERICA LILLELEHT, BS, Psychology, The College of William and Mary; Psy.D. Rutgers,

The State University of New Jersey. *How rhetoric and power shape our approaches to madness and modern psychiatry; the development of the 19th century insane asylum; schizophrenia-spectrum disorders.*

JAMES RISSER, BA, California State University, Long Beach; MA, PhD, Duquesne University. *Nietzsche, Heidegger, Gadamer, phenomenology of space and time; the hermeneutic study of the interpretive structure of existence.*

GEORGE G. SAYRE, BA, California State University Northridge, MA, Azusa Pacific University, Psy.D. Seattle Pacific University. *Family psychology, family and couples therapy, human development and phenomenological research methods.*

ADDITIONAL INFORMATION

Admissions Office

Seattle University
901 12th Avenue, P.O. Box 222000
Seattle, WA 98122-1090
T 206 296 2000
F 206 296 5656
E grad-admissions@seattleu.edu
U www.seattleu.edu

Toll Free Outside WA 1 800 426 7123

Toll Free Inside WA 1 800 542 0833

Psychology Department

T 206 296 5400
F 206 296 2141
E klutz@seattleu.edu
U www.seattleu.edu/artsci/gradpsy

Student Financial Services

T 206 296 2000
E financialservices@seattleu.edu
U www.seattleu.edu/sfs

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