SOURCES OF INFORMATION

ESSENTIAL GUIDES

- Annual Graduate School Catalog (http://catalog.seattleu.edu/index.php)
- SUOnline (https://suonline.seattleu.edu/)
- The MAP Program Handbook - this volume - necessary throughout your program.

ADDITIONAL INFORMATION
(Available in the Psychology Office)

- Internship Handbook (distributed at Internship Orientation Night)
- 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 (206.296.5400) AND the Office of the Registrar (206.296.2000).
- 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

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<th>Faculty and Staff</th>
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STUDENT LEARNING OUTCOMES
GRADUATE PROGRAM IN EXISTENTIAL
PHENOMENOLOGICAL THERAPEUTIC PSYCHOLOGY

Graduate Psychology students are expected to achieve these learning outcomes:

1. Interpret human experience in a way that is informed by the existential phenomenological and hermeneutical tradition and the humanities.

2. Discern the implications of this tradition’s valuing of lived experience for psychotherapeutic work and for qualitative research.

3. Approach their clinical work in a way that reflects solid clinical training, ethical reflectiveness and sensitivity to underserved populations in the community.

4. Demonstrate a deepened reflectiveness and self-understanding, especially in the context of their psychotherapeutic work.

5. Pursue further graduate studies and/or meet the educational requirements for Washington State licensure as mental health professionals.
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 Catalog.** In order to fully understand University policy, you will need to supplement this material with information contained in SUOnline and the Graduate School Catalog.

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 assist you in every possible and reasonable way.

What follows is a description of the MA Program’s **General Curriculum, Academic Process, Academic Standards, Ongoing Assessment of Progress, Internship Year, and MAP Mentorship Program.** 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 Check sheet.

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-quarter credit program. This section of the handbook describes the two curricular components of the MA Psychology Program:

• Program Requirements (53 credits)
• Elective Credits (19 credits)

All 72 credits must be completed with a cumulative grade-point average of 3.0 or higher. You must receive at least 'C' in a graded course, or “credit” in a Credit/Fail course to count it towards your degree. You should consult with your academic advisor to determine a schedule that meets your personal needs and is consistent with your future goals.

Program Requirements
The Program Requirements represent the central body of the curriculum. You are required to take each of the following courses for a total of 53 credits.

FIRST YEAR
Fall Quarter
PSYC 5110 (3) Phenomenology of the Face
PSYC 5125 (2) Listening Skills
PSYC 5135 (3) Culture and Psychotherapy

Winter Quarter
PSYC 5120 (3) Assessment: Desperate Styles
PSYC 5140 (3) Ethics and Phenomenology

Spring Quarter
PSYC 5150 (3) Psychopathology: Madness in Society
PSYC 5155 (3) Existential Integrative Therapy
PSYC 5160 (3) Therapeutic Communication

Summer Quarter of 1st year
PSYC 5400 (2) Legal and Professional Ethics in Counseling

SECOND YEAR
Fall Quarter
PSYC 5210 (3) World of the Clinic

Fall, Winter & Spring Quarters
PSYC 5820/30/40 (6 each/ total 18) Internship I, II, III (Fall, Winter, Spring)
PSYC 5220/30/40 (2 each/ total 6) Clinical Supervision I, II, III (Fall, Winter, Spring)

Spring Quarter
PSYC 5990 (1) Integration Paper
A Typical Two-Year Course Schedule is located in Appendix A, page 43, of this Handbook

**Grades for Internship, Supervision, and Experiential Courses:**
Grades for certain courses such as Therapeutic Communication, Listening Skills, Phenomenology of Therapeutic Change, Internship 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 for these courses is still “0.”

**Electives**

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

- Graduate elective courses offered by the MAP program
- Independent Study credits taken through the MAP program.
- Other Approved Elective Coursework. This category includes credits from other SU graduate programs such as:
  - The Master of Counseling programs in the College of Education
  - The School of Theology and Ministry’s Pastoral Counseling program
  - The Masters in Social Work program.
- Other Approved Elective Coursework can also consist of:
  - Upper level undergraduate coursework with assignments modified for graduate credit (requires MAP program approval).
  - Coursework from non-SU accredited graduate institutions (requires MAP program approval)

**Important Consideration: Licensing goals in choosing electives** - The MAP program curriculum is designed to satisfy LMHC license requirements for Washington State. **If you will be seeking licensure outside of Washington State, it may be important that you take electives that fulfill the particular content requirements of the state(s) you are interested in seeking licensure.** All states have unique licensing requirements. The MAP program curriculum, even with careful selection of courses, will not satisfy the requirements of some states. It is vital that you study the licensing requirements for whichever state you wish to seek licensure within and determine the best path to seeking licensure there. Whether you are seeking outside licensure or Washington licensure, please consult with your faculty advisor to decide which electives are appropriate for you. A list of the program’s anticipated elective offerings is available through the Administrative Assistant. Anticipated electives for the current academic year are listed in the schedule on SUOnline.

**Graduate Elective Courses offered by the MAP program**
These courses may include, but are not limited to Lifespan Development, Family Therapy, Play Therapy, Group Process and Therapy, Hermeneutics, Trauma, and the Phenomenology of Therapeutic Change.

**One Credit Courses:** The program offers a range of 1 credit courses that focus on particular facets and skills in the practice of psychotherapy. You will notice that in order to have the minimum required credits for graduation (72 credits) you may have to add at least a few of these electives to your schedule in the span of your time in the program.

**Other Approved Psychology Elective Courses**
A student may take up to a **MAXIMUM** of six total credits from the following: independent study with director’s approval, graduate courses from other SU programs, upper-level (4000) SU undergraduate courses, or graduate courses completed at another university. A Petition for Exception to Policy (PEP) form must be filled out and submitted with the help of your advisor to have credits from these types of coursework counted toward your degree.

- **Independent Study within the Psychology Department (PSYC 5960)**
  Independent study provides an opportunity for students 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 MAP faculty member willing to work with you. This sponsor will meet with you on a regular basis during the term in which the independent study is scheduled. Faculty members are under no obligation to accept students for independent study, and the ability to do so will depend on the availability of time and goodness of fit with the proposed topic of the study. If you are looking for a sponsor and independent study, 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 need to 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 as part of the study
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 IS 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 5960 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 Programs and Non-SU Graduate Programs
A MAXIMUM of six credits of relevant graduate and undergraduate courses may be
taken from other SU programs and non-SU graduate programs with written approval of
the student’s Faculty Advisor adviser and filling out of a Petition for Exception to Policy
form. 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.

Faculty Advisor approval is likewise required to take an undergraduate course for
graduate elective credit. When taking an undergraduate course for credit you will be
required to register for a three credit graduate course using an independent study form.
Please seek guidance on this process (it saves time in the long run). Course assignments
and course objectives 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 in 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 Adviser and the Program Director must approve such petitions in writing.

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 MAP Program retains discretion to determine whether to approve a course for transfer credit.

**Integration Paper**  
**(PSYC 5990)**

**Purpose and Description**
The integration paper (IP) brings together theories, concepts and/or issues from your academic work with your reflections on experiences in your internship and/or related clinical research. The IP is guided by these principles:

- **Discerning the implications of this tradition’s valuing of lived experience for psychotherapeutic work and for qualitative research.**
- **Demonstrating a deepening reflectiveness and self-understanding, especially in the context of psychotherapeutic work**

As such, it is a paper of varying length. Past papers vary from 25 to 50+ 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.”
Jennifer Schulz, “Thirteen Ways of Looking at a Clinic: A Hermeneutic Phenomenology of Intersubjectivity in the Community Clinic.”
Susan Mysko, “Imaginative Functioning and the Interpretation of Reality”
Donna Lund, “Lessons from Listening: Learning from Refugee Clients and Their Interpreters.

**NOTE:** Copies of completed integration papers are on file in the MAP program offices. They are accessible to graduate students by request, but cannot be removed from the department.

An **Integration Paper Orientation Session** will be held in winter quarter of your second year. Attendance is required at this meeting. At this meeting we will go over in detail the process of
developing ideas and a proposal for your Integration Paper, as well as the process of selecting an Integration Paper Advisor (IPA). You will meet throughout the spring quarter of your final year in the program with your IPA, developing your ideas and working on the paper through multiple drafts.

In the Integration Paper Orientation Session we will discuss the process of seeking out an Integration Paper Advisor, and you will receive a list of faculty members available to serve as advisors. When you have a faculty member who has agreed to work with you, this person, your integration paper advisor (IPA), will forward this information to the Director of the Graduate Program. You will then develop a brief Integration Paper proposal and fill out an Integration Paper Agreement form (1 page) which will be signed off on by your IPA. In order for you to register for the Integration Paper course for spring quarter of 2020 you must have turned in your Integration Paper Agreement form to the program Administrative Assistant. Both the proposal and the integration paper evolve out of a process of collaboration, discussion, and revision. As such, it is essential that you meet with your IPA regularly during the spring quarter on a mutually agreed upon schedule.

Suggestions for Paper Development

Begin thinking about possible ideas and topics as you begin your internship. Recall some of your earlier papers and consider whether or not they are of use to you in your internship; similarly, does your internship 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 a therapist in training. 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. Attend the Integration Paper Orientation Session early in winter quarter of the year you will graduate.

2. Begin to develop your ideas for a paper, and following the procedures described at the IP Orientation Session select an Integration Paper Advisor (IPA) for your project. 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.

3. In consultation with your Integration Paper Advisor, complete and turn in to the program Administrative Assistant a signed copy of your Integration Paper Agreement form outlining the topic and the approach you plan to use.
4. Register for the paper as a one-credit course (PSYC 5990) in the spring quarter of the year you intend to graduate.

5. Meet with your IPA at the end of winter quarter and regularly throughout the spring quarter to develop and write your paper.

6. In writing the paper, follow APA guidelines (Appendix B) regarding citation and referencing formats. Follow the MAP Program Handbook guidelines (Appendix C of this volume) for all other formatting issues, including title page, acknowledgements and abstract formatting.

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

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

8. **Submit two bound copies** of your completed Integration Paper with an additional copy of your title and abstract pages to your IPA by the date determined with your IPA. If you do not want a copy of your Integration paper to be available in the program library for other graduate students, present or future, to read, please let your IPA and the program Administrative Assistant know.

**MAP THESIS POLICIES**

Completion of an Integration Paper (PSYC 5990, 1 credit) is one of the final program requirements for graduation. Details about the integration paper are available in this Handbook and further information will be provided to students in an information session held in the winter of their second year.

**Only under specific exceptional circumstances** can a student substitute a Master’s Thesis (PSYC 5991, variable credits) for completion of an Integration Paper. These circumstances consist of:

- A thesis necessary to fulfill licensure requirements in a home country outside of the United States.
- The proposed thesis represents a continuation of a pre-existing academic project for which data has been collected or significant work completed.

A thesis cannot be undertaken solely in anticipation of future graduate study (e.g., Ph.D., Psy.D). Students contemplating additional graduate education, and/or interested in gaining research experience should speak with their academic advisor and the Program Director about opportunities to gain additional research, writing and analytical skills.
In the exceptional circumstance that a request to undertake a thesis has been approved, the following procedures and considerations apply. A thesis is an original scholarly work, either based upon research you conduct with human subjects or an extensively researched theoretical paper. A copy of the completed thesis will be kept in the Lemieux Library for others to access and review.

Considerations for carrying out a Thesis:

1. Undertaking a thesis requires completion of PSYC 5310 (Phenomenological Research) prior to conducting your research. Note, this course is only offered during summer quarters.
2. Undertaking a thesis involves at minimum a full one-year long commitment to work with a Thesis Advisor to develop an appropriate thesis topic, collect data, conduct the necessary research and analyses, and write up the thesis through multiple drafts.
3. Completing a thesis is demanding and time-consuming work, far more so than an Integration Paper, and a student should consider their available time and other obligations (school, internship, work, family, etc.) prior to seeking to pursue it.
4. Permission to undertake a Thesis must be obtained from the Program Director by the spring quarter of your first year in the program. Approval will be contingent on the availability of a qualified and appropriate MAP faculty member who agrees to serve as the Thesis Advisor for the project.
5. If initial approval for pursuing a Thesis is granted by the Program Director, a Thesis Advisor will be specified.
6. Before the fall of their second year, a student seeking to complete a thesis must submit a Thesis Proposal to their Thesis Advisor. This is a two page document that must include the following:
   - an outline of the research topic
   - the principle question(s)/aim(s)
   - proposed participants
   - tentative plans for the analyses
   - a concise discussion of the existing literature on the thesis topic.
7. While completing the thesis, a student must register for a 1 credit minimum Thesis course, (PSYC 5991) in the spring quarter immediately prior to the student’s graduation. At the discretion of the faculty Thesis Advisor, the student may elect to take additional credits commensurate with the workload of the Thesis during Fall and/or Winter quarter.
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
- Disability Services Access

**Faculty Advisor**

After you have formally accepted an offer of admission, in the weeks before you attend the MAP Program Orientation, you will be assigned a Faculty Advisor. You will meet regularly and work with this faculty member throughout your participation in the program.

The process and dynamics of advising are important parts of your graduate experience. You should 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 will have the primary responsibility for meeting deadlines and initiating contact with your faculty advisor.

- During the spring 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.19).

**Registration**

**Process**

Registration procedures reflect both University and Psychology Department policy. Even if there are no administrative or advisor holds on your registration accounts, you are expected to check in with and seek approval of your schedule by your Faculty Advisor. You will actually register for your courses 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 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 your Faculty 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 coursework from other SU graduate or undergraduate programs count toward your degree.

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 be prepared to 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

If instructors are grading hard copies of student papers or exams, the graded work 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 program’s administrative staff. 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 student a Leave of Absence for a variety of health or 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 work in 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 to the program to continue your studies. This abbreviated re-application process consists of submitting a statement describing what has transpired in your time away and describing your preparation and readiness for resuming work in the program. You may be required as well to attend an interview with one or more faculty members. Readmission into the program is at the discretion of the program faculty and the Program Director.

Disabilities Services

Disabilities Services is a component of the Loyola Learning Center that provides academic counseling, support, advocacy and referrals for students with disabilities. The office arranges academic adjustments such as testing adaptations, note takers, books on tape, facilities access, adaptive/auxiliary aids and interpreters, and coordinates other forms of reasonable accommodation to allow students with disabilities to participate in university programs, services and activities. Written documentation of a student’s disability from a qualified professional must be submitted before reasonable accommodations and academic adjustments can be provided. Copies of the Seattle University Section 504/ADA Policy and Appeal Procedure are available at the Loyola Learning Center or online at seattleu.edu/student/lc/.

Information: (206) 296-5740, seattleu.edu/SAS/DS.
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

- 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. Dropping to half time enrollment status will affect availability of financial aid. We recommend students consult with both their faculty advisor and SU’s office of Student Financial Services if they may need to drop below full time enrollment.

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 an ‘A’ grade indicates exceptional performance in the class. A ‘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 submit a grade change, 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.

Only one incomplete will be accepted per quarter. The ‘I’ must be removed before registering for the following quarter.

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: November 15 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 course 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 ‘C-‘, ‘D’ or ‘F.’ 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 again in full 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 internship until you repeat and pass the course. A meeting with your Faculty 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/aca-code-of-ethics.pdf.) 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 (2010) *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 subject you to disciplinary action.
Academic Honesty & Plagiarism
A copy of the Academic Honesty policy is available in the Seattle University Student Handbook, which can be found on the website of the Division of Student Development at the following URL: www.seattleu.edu/studentdevelopment/
One of the most common problems is failure to appropriately cite material that is taken from a different source. If you choose to use the Internet or any other source you must provide proper citation and references. The APA style manual covers techniques for citing correctly. For additional help with citations: http://owl.english.purdue.edu/owl/resource/560/01/

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 philosophical in its original meaning, intersecting with love and wisdom.

**Ongoing Assessment of Progress**

Admission and continuation in the Master of Arts in Psychology (MAP) program is based on satisfactory academic achievement and skills and demonstration of professional competencies, awareness and self-reflection. The MAP program has the responsibility and ethical obligation to assure that its graduates are developing as competent and maturing therapists/counselors as required by Washington State law (RCW’s and WAC’s) and the American Counseling Association (ACA) Code of Ethics. Through initial and ongoing evaluation, faculty in the MAP program monitor students’ progress in being able to honor client rights, provide professional services, and fulfill other counseling responsibilities. In pursuit of these goals, the MAP program has adopted the following procedures.

In their initial orientation to the MAP program, students will receive a copy of the MAP Program Handbook and a copy of the Professional Competency Assessment (PCA) form. During their first quarter in the program, students will review the PCA form and the guidelines for assessment of student progress from the MAP Program Handbook with their Faculty Advisor. Students will sign a copy of the PCA form, acknowledging their understanding of the criteria and expectations for continuation and eventual graduation from the program. The PCA form is kept in the student’s file, and it will be referenced and updated on at least three occasions during the student's tenure in the program. Candidates will be assessed and evaluated in an **Internship Qualification Review**, **First Year Review**, and a **Review for Candidacy**.

**Internship Qualification Review**

An initial review of student progress in the MAP program occurs prior to the student’s application for clinical internship. The Clinical Director will meet with students to assess their readiness to undertake internship responsibilities in the upcoming academic year. This review occurs at the beginning of winter quarter prior to a student’s application for internship positions. MAP Faculty and the Clinical Director will review student readiness in terms of criteria from the Professional Competency Assessment, as well as their readiness to navigate the challenges and responsibilities of internship work.

If the MAP faculty and the Clinical Director determine a student has not met the requirements to apply for internship, the Clinical Director will document the basis for this decision on the PCA form. The MAP Program Director and the Clinical Director will meet with the student to discuss this decision. The faculty will adopt one of three options: 1) establish a plan for remediation of the deficiencies or concerns including a timeline for progress on particular goals and a follow-up review, 2) require a temporary leave from the program with criteria established for resuming work in the program, or 3) issue a dismissal from the program.

If a decision for dismissal is made based on student deficiencies in professional competency or
conduct, the student may contest the decision through the process outlined in the university’s *Professional Conduct: Appeal Procedures (Policy No: 2011-2)*. If a decision for dismissal is made based on academic deficiencies, the student may contest the decision through policies outlined in the university’s *Academic Probation, Dismissal and Appeal Policy and Procedures for Graduate Students (Policy No: 2005-03)*.

**First Year Review**
A comprehensive review of each student's academic and developmental progress in the MAP program occurs in the spring quarter of the student's first year or when a student has completed a minimum of 18 credit hours in the program. Students must receive faculty approval to continue in the program. For this First Year Review, full-time program faculty will meet and determine whether the student is making satisfactory progress on the first nine competency goals listed in the PCA form. They will also review the student's overall academic progress, both in terms of coursework completed and cumulative GPA. Each student will meet with their Faculty Advisor to go over the results of the First Year Review, which will be documented on the PCA form.

If concerns or deficiencies are identified in either the demonstration of professional competencies or academic progress, they will be documented on the PCA form, and the Program Director and/or the student's Faculty Advisor will meet with the student to discuss the concerns. The faculty will adopt one of three options: 1) establish a plan for remediation of the deficiencies or concerns including a timeline for progress on particular goals and a follow-up review, 2) require a temporary leave from the program with criteria established for resuming work in the program, or 3) issue a dismissal from the program.

If a decision for dismissal is made based on student deficiencies in professional competency or conduct, the student may contest the decision through the process outlined in the university’s *Professional Conduct: Appeal Procedures (Policy No: 2011-2)*. If a decision for dismissal is made based on academic deficiencies, the student may contest the decision through policies outlined in the university’s *Academic Probation, Dismissal and Appeal Policy and Procedures for Graduate Students (Policy No: 2005-03)*.

**Review for Candidacy**
The review for candidacy occurs after the student has completed their first academic quarter in their clinical internship placement. MAP faculty will meet and, based on input from the student's MAP based clinical supervisor and the supervisor and/or staff at the client's internship site, they will evaluate the student's progress and fulfillment of the full list of professional competencies listed on the PCA form. The faculty may either admit the student to candidacy for graduation or identify specific areas of concern or issues the student's attainment of these professional competencies. Each student will meet with their Faculty Advisor to discuss the results of this Review.

If areas of concern are identified faculty may request remediation of these issues and/or defer the decision on admission to candidacy. The concerns or deficiencies will be documented on the PCA form, and the MAP Program Director, Clinical Director and/or the student's Faculty
Advisor will meet with the student to discuss the concerns or deficiencies. The faculty will adopt one of the following options: 1) establish a plan for remediation of the deficiencies or concerns including a timeline for progress on particular goals and a follow-up review, 2) require a temporary leave from the program with criteria established for resuming work in the program, or 3) issue a dismissal from the program.

If a decision for dismissal is made based on student deficiencies in professional competency or conduct, the student may contest the decision through the process outlined in the university’s Professional Conduct: Appeal Procedures (Policy No: 2011-2). If a decision for dismissal is made based on academic deficiencies, the student may contest the decision through policies outlined in the university’s Academic Probation, Dismissal and Appeal Policy and Procedures for Graduate Students (Policy No: 2005-03).

If an internship site or the program terminates an internship placement, the student will fail the internship Supervision course. Dependent on the circumstances, program faculty will determine whether the student will be eligible to pursue another placement and may establish a timeline or conditions that need to be satisfied for this to take place.

**Discretionary Review**

At any point in a student's tenure in the program, the MAP Program Director, at his or her discretion, may initiate a Discretionary Review of the student's academic progress in the program or identify areas of concern in terms of the criteria set forth in the Professional Competency Assessment form. Should this be the case, the concerns or deficiencies that have been identified will be documented on the PCA form, and the MAP Program Director and/or the student's Faculty Advisor will meet with the student to discuss the concerns. The faculty will adopt one of three options: 1) establish a plan for remediation of the deficiencies or concerns including a timeline for progress on particular goals and a follow-up review, 2) require a temporary leave from the program with criteria established for resuming work in the program, or 3) issue a dismissal from the program.

If a decision for dismissal is made based on student deficiencies in professional competency or conduct, the student may contest the decision through the process outlined in the university’s Professional Conduct: Appeal Procedures (Policy No: 2011-2). If a decision for dismissal is made based on academic deficiencies, the student may contest the decision through policies outlined in the university’s Academic Probation, Dismissal and Appeal Policy and Procedures for Graduate Students (Policy No: 2005-03).
Professional Competencies Assessment
The following are the twelve areas of professional competence that will be evaluated at critical points in your work in the MAP Program. You will receive a full copy of the Professional Competencies Assessment (PCA) form at your initial program orientation. The PCA form describes each of the competencies in greater detail with benchmarks for satisfactory achievement in each area. You will have the opportunity to discuss the form and its use with your Faculty Advisor in an advising meeting during your first quarter in the program.

MASTER OF ARTS IN PSYCHOLOGY
College of Arts & Sciences, Seattle University
List of Professional Competencies

1. **Understands core EP concepts as they relate to psychotherapy.**
   As demonstrated through class assignments and discussion, student consistently identifies and articulates core EP concepts and their relevance to therapeutic work.

2. **Demonstrates an understanding of ethical responsibility in the practice of psychotherapy.**
   Student understands the power of the position of the therapist, the vulnerability of the client, and their responsibility to and accountability for learning from the patient.

3. **Demonstrates an understanding how culture, context, community, and environment shape human experience and our perspectives on human suffering and psychopathology.**
   Student demonstrates sensitivity to racial, gender, cultural, and economic differences by clarifying and understanding their own social position. Student demonstrates sensitivity ascribed differences in the client and therapist’s roles, especially in regard to power, control, and unintended subjugation of client’s perspectives. Student effectively manages perspectival differences.

4. **Develops capacity for compassion and empathy, and an ability to invite and engage with different perspectives.**
   Student demonstrates compassion for self and other. This is evidenced in the qualities of openness, curiosity, and critical reflection in class, with classmates, at internship and in clinical supervision.

5. **Demonstrates an understanding of how issues of social justice affect marginalized and underserved populations.**
   Student understands the effects of marginalization and their impact as these relate to age, gender, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status.

6. **Ability to tolerate ambiguity and complexity.**
   Offers a supportive and welcoming space to hold the work of uncertainty and ambiguity. Does not seek to avoid tension and relieve the discomfort of not knowing.

7. **Demonstrates awareness of personal limitations and a willingness to address them through reflection and feedback.**
Recognizes limitations inherent in self and others; reflects on personal growth process and creates practices for listening and utilizing input and resources from others. Seeks supports and resources prior to reaching states of overwhelm or crisis. Actively reflects on growth process with openness to ongoing challenges.

8. **Demonstrates professional behavior as defined by punctuality, meeting deadlines, carrying out assigned tasks with attention to detail and seeking guidance when appropriate.**
   Student takes responsibility for personal and professional behaviors and attitudes. Student demonstrates appropriate behavior in and out of the classroom and is dependable regarding assignments, attendance, and deadlines.

9. **Ability to apply theory to the practice of psychotherapy.**
   As demonstrated through clinical supervision, student applies a coherent theoretical framework informed by EP principles to work with clients.

10. **Demonstrates an understanding of other approaches to therapy and their relationship to EP.**
    Student demonstrates flexibility in discussing non-EP perspectives and ideas and is able to consider and/or discuss how EP compares and contrasts with other therapeutic approaches.

11. **Demonstrates knowledge of legal and professional ethics relating to psychotherapy.**
    Student demonstrates knowledge of ACA and APA ethics codes for clinical practice in the state of Washington (relevant RCW and WAC codes). Is able to articulate how to apply these standards concretely in situations.

12. **Demonstrates ability to work and cope well with the emotional, social, and intellectual demands of the work as a therapist.**
    Student demonstrates the ability to manage the stresses of therapeutic practice by using effective coping skills, including using professional and personal support systems effectively and developing routines for self-care.
**Internship Year**

**Clinical Internship**
During your first academic year in the MAP program, all graduate students study the foundations of psychology, psychopathology, diagnosis (including the DSM-V), and the theory and practice of psychotherapy. You also explore your personal motivations for becoming therapists.

Our primary focus 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.

During your second academic year at Seattle University, you will participate in a 9-12 month field experience (internship). It is our hope that students build on the foundation of the first year during their internship 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 students contribute to the internship placement in which they work.

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 student's experience at the Internship Site ("Site") below.

**Length of Service**
An internship lasts a minimum of nine months. Students are required to be on site or engaged in direct therapeutic care a minimum of 200 hours per quarter for three quarters for a total of 600 hours. Generally beginning Fall Quarter, ending Spring Quarter.

**Credits**
Internship requires 18 credits in all (6 credits per quarter) registered: PSYC 5820, 5830, 5840. Clinical Supervision requires 6 credits in all (2 credits per quarter) registered: PSYC 5220, 5230, 5240.

**On Site Supervision**
You will receive at least 2 hours per week of supervision at your internship 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. Students enroll in clinical
supervision fall, winter and spring quarters; with each group consisting of student colleagues (3-5) and a faculty member (for at least three successive quarters). You meet in the same small group with the same SU supervisor the entire academic year.

*MAP does not provide clinical supervision over summer.*

**On Site Procedures**

At the Internship Site, students are exposed to a variety of clinical situations, as well as the world of clinical practice. The supervisor(s) and the intern 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 and SU supervisor immediately.* Interns are not to be placed with clients known to be assaultive or dangerous in the therapy setting. Interns have a responsibility to cooperate with staff in serving the clients to whom they are assigned. In cases of doubt regarding policy or action, the intern should consult with the supervisor before acting.

Depending on the situation, interns 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 second 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.

**INTERNSHIP TIMELINE**

**December**

Attend the Internship Orientation Night hosted by the program

**January**

Schedule a meeting for internship readiness assessment with Clinical Director

**Overview of the process of selecting and applying to sites:**

- Resources for identifying appropriate sites to apply to
  - Clarify the clinical populations / treatment orientation / type of supervision / training opportunities that you are interested in
  - Review the Internship Placement list [(see Internship Handbook)]
  - Contact current interns and alumni
  - Talk with your Advisor
  - Talk with site directors/visit potential sites
- Applying and interviewing
  - Update your resume
• Draft cover letters
• Think about the kinds of questions you want to ask – a list of sample questions is in the back of your internship handbook
• Practice interviewing – if you wish
  o Download and review the 2014 ACA Code of Ethics
  o A link is provided on the HIV/AIDS Education Resources and ACA Ethics Code sheet in this packet
  o Talk with current 2nd year MAP students about their experiences in applying for, interviewing for, and beginning work at their internship

Mid-February to end of Winter Quarter
Contact and set up interviews at potential internship sites.

Spring Quarter
Most students will be accepted to internship positions during Spring Quarter.
Contact your advisor or the Clinical Director:
• If you are unclear on the direction you want to take in your internship
• If by mid April you have not yet obtained a placement
• If you obtain a placement and will be starting your internship early (mid-summer)

IMPORTANT DETAILS:
1. Some internship sites will require you to complete 4 hours of HIV/AIDS training. This training is required for your Washington Mental Health Counselor Associate’s (LMHCA) license. The HIV/AIDS Education Resource sheet in this packet has links to online classes and courses offered in the Seattle area. Note, some internship sites will pay for this training or provide it free as part of your orientation.
2. Many of you are already working in mental health agencies. Because the distinction between salaried and educational experience is crucial for licensure and liability, you cannot choose an internship that is the same as a currently held paid position.
3. While at your internship you will need liability coverage. This is provided by SU as long as certain conditions are met. See the sheet Liability Coverage for MAP Interns in this packet.
4. As soon as you accept a position at an internship site, notify your advisor, and fill out a copy of the Internship Placement Sheet from this packet and turn in to the program’s Administrative Assistant.
5. SU will provide a copy of the internship contract to your site supervisor before you begin your work at the site. Please it read over and discuss it with your site supervisor as you begin your orientation on the site. It describes some important requirements you will need to fulfill in your work together.
6. Finally, please read through your MAP Handbook for further information on the internship process.
Clinical Director

One primary role of the MAP Clinical Director (Ms. Christie Lynk, MA, LMHC) is to assist the program and its students in finding, developing and sustaining the highest quality internship experiences for our students. The primary role is supplemented by a mentorship role with students in the process of finding and completing the required internship. The Clinical Director assists in resolving issues that may arise while at the internship. The Clinical Director meets with the clinical faculty who provide on-campus supervision to discuss student progress and help solve any issues that might arise. The Clinical Director reports to the Program Director and maintains confidentiality of internship issues.

Liability Coverage for MAP Internship Students

The MAP Internship Agreement states that Seattle University will:

- Provide professional liability coverage through the University for students enrolled in Internship (5820, 5830, 5840) and during summers before and after the internship period, provided student is enrolled for Fall Quarter (PSYC 5820) and/or PSYC 5840 respectively and student is not paid by the Internship Site.

Liability coverage exists for students who are serving an Internship Site to earn academic credit as required by a course. All currently enrolled MAP graduate students are provided LPL (Licensed Professional Liability) Insurance through United Educators, Seattle University’s chosen provider. Coverage amounts are, $1 million (per occurrence), $3 million (aggregate), and additional umbrella coverage as needed.

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 internship 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 Internship Placement upon written request.

HIV/AIDS Education Information

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

- HIV/AIDS education resources in King County and beyond:
https://www.doh.wa.gov/YouandYourFamily/IllnessandDisease/HIV/Training

- One online HIV/AIDS training and testing option:
  http://www.healthinfonetwork.org

**Washington State Mental Health Counselor Licensure Info:**

https://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/MentalHealthCounselor/LicenseRequirements

https://www.counseling.org/resources/aca-code-of-ethics.pdf

**Professional Development Resources and Activities**

At different points in the academic year, the MAP program offers dedicated *professional development workshops and events* for students. These are focused on many topics, including Washington State licensure procedures, out of state licensure issues, preparing for the licensing exam, finding clinical supervision, and the steps and considerations in establishing private practice.

The program also makes available *MAP Professional Development Groups* (aka “Bridge” groups) to graduating students. These are an ongoing series of MAP alumni-run peer support groups which meet quarterly. In these groups program alumni meet with small groups of recently graduated students. These bridging groups provide a chance for new graduates to receive ongoing professional support and advice, and share wisdom around challenges such as navigating the licensure process, setting up clinical supervision, and preparing for the licensing exam, as well as exploring issues of setting up a practice or working in the community mental health care settings. Shannon Solie (MAP 2012) is the coordinator for these groups.

Finally, the offers an informal *Mentorship Program* that offers currently enrolled students a chance to add to their education the valuable insights and experience that an alumnus of the program can offer. The MAP program maintains a roster of MAP alumni who have expressed interest in serving as a mentor to current students. 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.
FACULTY AND STAFF BIOGRAPHIES

FACULTY

Alexandra Adame, Ph.D.
Associate Professor


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 Emeritus

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.
Director, Master of Arts in Psychology Program
Associate Professor

BA, (1988) University of Virginia  
PhD, (2006) University of Chicago  

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

Fulbright Hayes Fellow, 2003-2004  
Charlotte Newcombe Fellow, 2005-2006  
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. Similar to existential phenomenology, cultural psychology questions the adequacy of many of mainstream psychology’s assumptions 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 experience. 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 and to anchor our work, instead, in a contingent, dialogic understanding of the values, beliefs, needs and aspirations of our clients.
Kevin Krycka, Psy.D.
Professor

B.A. (1981) Aquinas College Human Communications & Theology

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.
Claire Steele LeBeau, Ph.D., LMHC
Assistant Professor

BA, Duquesne University, 1995  Psychology & English
MA, Seattle University, 1997  Psychology
MA, Duquesne University, 2007  Clinical Psychology
PhD, Duquesne University, 2013  Clinical Psychology

Dissertation Title: Maternal Guilt: An Existential Phenomenological Study of the Early Experiences of First-time Mothers

Dr. LeBeau has been with the Psychology Department since 2013.

Past Relevant Academic and/or Research Activity
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.

Special Interest Areas:
Dr. LeBeau is the facilitator of the Psychology for the Other Seminar, an annual event that brings together Levinas scholars from around the world. The Psychology for the Other seminar is celebrating its 17th year.
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 Internship, 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.
Christie Lynk, M.A., LMHC
Clinical Director

M.A. (2005) Seattle University  Psychology

Christie Lynk began teaching in the MAP Program in 2008 and became Clinical Director in 2012.

Past Academic/Teaching Experience
Founding Faculty of The Seattle School of Theology and Psychology
Whidbey Institute Co-Facilitator of Powers of Leadership Program

Clinical Experience
Music Therapist
Clinical Private Practice and Supervision
WA State Licensed Mental Health Counselor (LMHC)

Research Areas
“The Common Good”
“The Call to Relationship: Emmanuel Levinas and Stephen Mitchell”
“Ethics: A View From the Couch”
“Trading Safety for Surprise”

Special Interest Areas
Current writing and seminars center on rhythmicity in therapy, practices and cadence within the therapeutic alliance, sabbatical restoration, and grief and loss.

Statement on the Philosophical Foundation of Psychology
We learn and practice psychology as a relational act; seeking to make meaning as we embrace desire, grief, suffering, reconciliation, gratitude and hope. Psychology invites us to the intimate and vulnerable confession that we long to love and be loved as we bear witness to the lives of others.

My continuing passion is to part a curtain, that invisible shadow that falls between people, the veil of indifference to each other’s presence, each other’s wonder, each other’s human plight.

Eudora Welty
Kathleen Pape, MA, Psy.D.
Instructor

M.A. Psychology, Seattle University, 2005
Psy.D. Clinical Psychology, Antioch University, 2015

Kathleen Pape has worked as a psychotherapist in community mental health outpatient facilities, partial-hospitalization day treatment programs, Grief and Loss community groups, and in crisis management services. Her work is based in relational and psychodynamic approaches to therapy, and informed by feminist theory, complex trauma treatment theory, existential-phenomenological philosophy, and Eastern and Western spiritual practices. She is trained in EMDR Levels I and II, Dialectical Behavioral Therapy, and Lifespan Integration. She was a Graduate Fellow in the Psy.D. program at Antioch University Seattle, where she is all-but-dissertation (ABD) as of September, 2014. She completed her doctoral internship under the supervision of Laura Brown, Ph.D., ABPP at the Fremont Community Therapy Project – a trauma-informed, feminist therapy training clinic in Seattle. She has presented research on the experience of adult sibling bereavement, feminist maternal theory, and the philosophy of Emmanuel Levinas. Her current research focuses on mothering and motherhood, and a hermeneutical exploration of Postpartum Mood Disorders.
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 McCona 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.
**PROGRAM STAFF**

Monique Taylor, MAP Program Coordinator, has been a part of the program since October 2018. Her role supports the MAP program’s admissions, events, marketing, social media, and alumni engagement efforts. Monique is a Seattle native, foodie, and animal lover. Outside of her role, she is also pursuing an M.Ed. through the Student Development Administration program at Seattle U.

Terra Leigh Bell is the outgoing Graduate Admissions Assistant for Psychology. She updated the MAP program’s Facebook and Linked In sites, and has served as an enthusiastic ambassador for the MAP program to current and future students.
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/ServicesDetail.aspx?id=54531

Lemieux Library
206.296.6233: 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: 206.296.6239
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/disabilities-services/
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 Eisminger Fitness Center
https://www.seattleu.edu/recreation/
You must have your SU ID card to use of the recreational facilities.

Financial Aid Information
Student Financial Services & Office of the Registrar – University Services Building
296.2000; https://www.seattleu.edu/redhawk-axis/
Information concerning tuition, course fees, verification for employer tuition reimbursement,
student loans, student employment, registration, transcripts, graduation and enrollment verification is available from the Redhawk Axis for Student Financial Services and the Office of the Registrar. 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 ([https://www.seattleu.edu/student-outreach/adult-learners/mcgoldrick-collegium/](https://www.seattleu.edu/student-outreach/adult-learners/mcgoldrick-collegium/)) is designated for graduate students; it is located in the Hunthausen Building, 1st floor. You may enroll in one collegium. Enrollment is ongoing and takes place at the collegium you use.

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

**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

### MAP Typical Schedule for 2 Year Completion

#### 1st Year Schedule:

<table>
<thead>
<tr>
<th>Fall Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5110 (3) Phenomenology of the Face</td>
<td>PSYC 5120 (3) Assessment: Desperate Styles</td>
<td>PSYC 5150 (3) Psychopathology: Madness</td>
</tr>
<tr>
<td>PSYC 5125 (2) Listening Skills</td>
<td>PSYC 5140 (3) Ethics and Phenomenology</td>
<td>PSYC 5155 (3) Existential Integrative Therapy</td>
</tr>
<tr>
<td>PSYC 5135 (3) Culture and Psychotherapy</td>
<td>Elective (3)</td>
<td>PSYC 5160 (3) Therapeutic Communication</td>
</tr>
<tr>
<td>PSYC 5910 (2) Phen. of Therapeutic Change</td>
<td>Optional Elective (0 to 2 credits)</td>
<td>Electives (0 to 2 credits)</td>
</tr>
<tr>
<td>Optional Elective (0 to 1 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 to 11 credits</td>
<td>9 to 11 credits</td>
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</tbody>
</table>

#### 1st Summer Schedule:

<table>
<thead>
<tr>
<th>Summer Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5400 (2) Legal and Professional Ethics</td>
</tr>
<tr>
<td>Electives (3 to 7 credits)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

#### 2nd Year Schedule:

<table>
<thead>
<tr>
<th>Fall Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5820 (6) Internship I</td>
<td>PSYC 5830 (6) Internship II</td>
<td>PSYC 5840 (6) Internship III</td>
</tr>
<tr>
<td>PSYC 5220 (2) Clinical Supervision I</td>
<td>PSYC 5230 (2) Clinical Supervision II</td>
<td>PSYC 5240 (2) Clinical Supervision III</td>
</tr>
<tr>
<td>PSYC 5210 (3) World of the Clinic</td>
<td>Electives (1 to 4 credits)</td>
<td>PSYC 5990 (1) Integration Paper</td>
</tr>
<tr>
<td>Optional Elective (0 to 1 credit)</td>
<td>Electives (1 to 3 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11 to 12 credits</td>
<td>9 to 12 credits</td>
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</tbody>
</table>

#### 2nd Summer Schedule (if needed)

<table>
<thead>
<tr>
<th>Summer Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives (3)</td>
</tr>
<tr>
<td>Elective (3)</td>
</tr>
<tr>
<td>Elective (1 credits)</td>
</tr>
</tbody>
</table>
APPENDIX B

GUIDELINES FOR USING APA CITATION AND REFERENCING FORMATS


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!

For current APA style guidelines, we recommend the Owl at Purdue - https://owl.english.purdue.edu/owl/section/2/10/
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 (each page numbered in lower-case Roman numerals):

Title page (page number counted as “i” but not typed)
Acknowledgements (if any)
Abstract (required)
Table of Contents (if appropriate)

Main 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.

SEATTLE UNIVERSITY
GRADUATE SCHOOL

Integration Paper

THE TITLE OF YOUR PAPER 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

YOUR FULL NAME (as it appears on title page)

Seattle University Graduate School, date (mm/yy)

Department of Psychology

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

The body of your abstract follows here on this same page. It should be double-spaced, with left justified margins.
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 beginning with LMHCA. 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)

- Chapter 18.225.090 RCW (state law pertaining to issuance of license – requirements)

- 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/Portals/1/Documents/Pubs/670036.pdf](http://www.doh.wa.gov/Portals/1/Documents/Pubs/670036.pdf)

Consult American Counselor Association ethical standards documents prior to taking the required national exam for licensure. You can download the ACA Code of Ethics from MAP homepage, click Resources.


American Psychological Association (APA) Code of Ethics:

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

**Complete Chapter**  

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

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:

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.]

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.

Please research/review degree/course requirements for licensure out of the state of Washington.

Section 6 – Application for Mental Health Counselor

Subject content includes a core of study relating to counseling theories, counseling philosophy, 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).

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Course Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Assessment / diagnosis</td>
<td>PSYC 5150; 5120</td>
<td>Psychopathology; Assessment: Desperate Styles; Clinical Assessment: Diagnostics and the DSM</td>
</tr>
<tr>
<td>b) Ethics / Law</td>
<td>PSYC 5140; 5400</td>
<td>Ethics &amp; Phenomenology; Legal &amp; Professional Ethics</td>
</tr>
<tr>
<td>c) Counseling individuals</td>
<td>PSYC 5155; 5160; 5910</td>
<td>Existential Integrative Therapy; Therapeutic Communication; Phenomenology of Therapeutic Change</td>
</tr>
<tr>
<td>d) Counseling groups</td>
<td>PSYC 5360</td>
<td>Group Process and Therapy</td>
</tr>
<tr>
<td>e) Counseling couples and families</td>
<td>PSYC 5910 or 5370</td>
<td>Family Therapy, Couples Therapy</td>
</tr>
<tr>
<td>f) Developmental psychology *</td>
<td>PSYC 5910</td>
<td>Lifespan Development and Therapy</td>
</tr>
<tr>
<td>g) Abnormal psychology /psychopathology</td>
<td>PSYC 5150; 5120, 5340;</td>
<td>Psychopathology; Assessment: Desperate Styles; Self</td>
</tr>
<tr>
<td>h) Research and evaluation</td>
<td>PSYC 5310</td>
<td>Phenomenological Research</td>
</tr>
<tr>
<td>i) Career development counseling</td>
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<tr>
<td>j) Multicultural concerns</td>
<td>PSYC 5135; 5160</td>
<td>Culture and Psychotherapy; Therapeutic Communication</td>
</tr>
<tr>
<td>k) Substance / chemical abuse</td>
<td>PSYC 5910</td>
<td>Substance Abuse Treatment</td>
</tr>
<tr>
<td>l) Physiological psychology</td>
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</tbody>
</table>
m) Organizational psychology

n) Mental health consultation
   PSYC 5305; 5820, 5830, 5840; 5210
   Community Consultation and Advocacy;
   Internship in Therapeutic Psychology;
   World of the Clinic

o) Developmentally disabled persons

p) Abusive relationships
   PSYC 5370, 5910
   Family & Couples; Trauma

q) Chronically mentally ill
   PSYC 5150; 5210
   Psychopathology; 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-quarter 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.

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.