

# PSYCHOLOGY

---

## DEPARTMENT OFFICE

Stevenson Hall 3092  
(707) 664-2411  
Fax: (707) 664-3113  
www.sonoma.edu/psychology/

## DEPARTMENT CHAIR

Gerryann Olson

## ADMINISTRATIVE ANALYST

Janet Henker

## DEPARTMENT SUPPORT COORDINATOR

Mary Hanson

## GRADUATE ADMINISTRATIVE SPECIALIST

Karen Fischer

## GRADUATE PROGRAMS

Stevenson Hall 3092  
(707) 664-2682  
e-mail: psychma@sonoma.edu

## Faculty

---

Glenn Brassington  
Mary Gomes  
Maria Hess  
\*Susan Hillier  
Laurel McCabe  
Laura Naumann  
Gerryann Olson  
Matthew Paolucci-Callahan  
Heather Smith  
\*Susan Stewart  
Elisa Velasquez-Andrade  
\*Arthur Warmoth  
*\*Faculty Early Retirement Program*

## Programs Offered

---

Bachelor of Arts in Psychology  
Minor in Psychology  
Minor in Gerontology  
Certificate in Gerontology  
Master of Arts in Psychology through Special Sessions  
    Depth Psychology  
    Organization Development

## What is Psychology?

---

Psychology is defined as the study of human behavior and experience. According to the American Psychological Association, psychology has three faces: it is a discipline, a science, and a profession. Psychology is a calling that requires one to apply special knowledge, abilities, and skills in order to solve human problems. It is an extremely diverse field that attracts people with a wide variety of backgrounds, interests, and skills.

## Mission of the Psychology Department

Our department is distinguished by its focus on the quality of human experience. Founded in 1960, the department has historically been allied with the humanistic and existential traditions in psychology. This emphasis has expanded to include a diverse array of approaches to studying human experience. We now offer learning experiences in areas ranging from the experiential to the experimental, from graduate school preparation to personal growth, from individual issues to community concerns. We actively encourage the integration of various perspectives, rigorous analysis, respectful debate, and engaged skills-based learning. Our goal is to help students to develop skills in 1) knowing and evaluating their own experience, 2) understanding human experience from a variety of theoretical frameworks, 3) learning and valuing diversity and multi-culturalism, and 4) applying their knowledge in concrete ways that contribute to people's quality of life. We hope to empower students with psychological skills that will enable them to be effective agents of change in the world.

## About the Psychology Department

---

The Psychology Department at Sonoma State University is distinguished by its focus on the quality of human experience. The key words here are *distinguished, quality, human, and experience*. For us, each of these words holds special significance.

**Distinguished:** This expresses both that the department is unique and that it has achieved recognition for this uniqueness over the years. This department offered the first graduate program in humanistic psychology and also helped to pioneer that field, with four of our members having served as president of the Association for Humanistic Psychology, an international organization. The department also has been distinctive for its pioneering work in such areas as somatics, expressive arts, biofeedback, health psychology, organization development, ecopsychology, Jungian and archetypal psychology, transpersonal psychology, interdisciplinary learning, student-directed learning, experiential learning, and learning-community approaches. This distinctiveness has led to widespread recognition. The department has stood out as a beacon for many students seeking an alternative to traditional psychology.

**Quality:** This word carries a number of important messages.

First of all, we are interested in quality, as in *excellence*. At the same time, we are struck that the word *quality* is in ascendance in business, and elsewhere; even as we see ourselves surrounded by the deteriorating quality of our physical, social, and economic environments. We seek to develop a psychology that not only studies, but also enhances the quality of life. The word *quality* also communicates that we value qualitative, as well as quantitative, research methods.

**Human:** While affirming our interdependence with all creatures, this word communicates our emphasis on studying uniquely human, rather than animal, phenomena.

**Experience:** We take the subjective realm seriously, rather than focusing exclusively on the objective. Our approach to investigation is often phenomenological, and, when possible, our approach to teaching emphasizes experiential approaches to learning, both inside and outside the classroom.

The origins of the department were closely associated with humanistic and existential psychology. Our current range of interests is reflected in the section on advising and interest areas below. Our teaching-learning model is person-centered. That is, we try to foster the unique intellectual, spiritual, and emotional growth of each student as an individual. Our approach to self-knowledge leads from a concern for a private and inner self to a wider concern for one's relationship with one's community and culture.

## **Psychology Department Learning Goals and Objectives**

The Sonoma State Psychology Department is one of a handful of humanistically-oriented psychology undergraduate departments in the country. We are especially strong in several areas that are not the focus of most psychology departments but are the focus of our graduate and certificate programs: organization development, depth psychology, gerontology, somatics and body-mind approaches, and biofeedback. Our diverse curriculum offers a stimulating and timely liberal arts education that responds to current student needs and supports faculty development and renewal. The department's goals and objectives are designed to support a rich and diverse list of course offerings without compromising students' abilities to learn the skills they need. We also believe that successful teaching and learning extends beyond the classroom to individual advising.

The Psychology Department curriculum is arranged to develop the following skills in each student by graduation time. The courses are designed to enable each student to:

- Be familiar with the major concepts, theories, and perspectives in psychology;
- Be able to apply psychological theories, concepts, and principles to individual experience as well as to broader social issues and social systems;
- Be able to reflect on personal experience in light of psychological knowledge;
- Be able to recognize and understand the complexity of cultural diversity, in light of psychological knowledge;

- Be able to understand and apply basic research methods in psychology and the social sciences; and
- Be able to demonstrate skills that promote behavioral change at the individual, organizational, and community levels.

## **Careers in Psychology**

A career in psychology opens opportunity – opportunity to break new ground in science, opportunity to better understand yourself and others, opportunity to help people live richer, more productive lives, and the opportunity for ongoing personal and intellectual growth in school and throughout your career.

Some psychologists find it rewarding to work directly with people – for example, helping them to overcome depression, to deal with the problems of aging, or to stop smoking. Others are excited by research questions on topics such as health and well being, decision-making, eating disorders, brain functioning, parenting skills, forensic work, and child development. Still others find statistics and quantitative studies to be the most fascinating areas.

Traditionally, psychologists have been employed in universities, schools, and clinics. Today, more than ever before, they can be found working in businesses, hospitals, private practice, courtrooms, sports competitions, police departments, government agencies, private laboratories, and the military, among other settings.

Psychologists fill many different roles. For example, they work as teachers, teaching the discipline of psychology in universities, four-year and two-year colleges, and high schools. Psychologists work as researchers employed by universities, government, the military, and business to do basic and applied studies of human behavior. Psychologists also work as psychotherapists, helping people to individuate and resolve conflicts. Psychologists work as counselors in school settings, working with students and their families to provide support for the students' social, cognitive, and emotional development. In addition, psychologists work as administrators, functioning as managers in hospitals, mental health clinics, nonprofit organizations, government agencies, schools, universities, and businesses. Psychologists also work as consultants hired for their special expertise by organizations to advise on the subject or problem in which the consultant is an expert, including such tasks as designing a marketing survey or organizing outpatient mental health services for adolescents.

### **Careers: Graduate Work And Further Training**

For most professional work in psychology, a minimum of an M.A. degree is necessary. Most of our students who go on to graduate work in psychology enter the clinical/counseling/social work fields at both the master's and the doctoral level. Other popular choices are the fields of education, research psychology, business, organizational development, and criminal justice. A 2006 survey of SSU alumni who graduated as psychology majors found that nearly two-thirds of the respondents had gone on to do some sort of graduate work, most at the master's level.

Early in the major, students are encouraged to conduct Web searches on graduate training programs in their fields of interest in

order to find out the specific prerequisites required in order to receive training in these areas. Students should consult the psychology department website which has extensive career information and web links to graduate schools and programs in specific areas. Some of the psychology courses and non-psychology electives should be chosen with regard to career objectives. Students should consult with an advisor to ensure that they are taking appropriate courses.

Most master's and doctoral programs and employers prefer applicants who, in addition to their academic background, have some kind of applied internship or research assistantship that provides hands-on experience in their field.

**Careers: Bachelor's Degree In Psychology**

Many undergraduate psychology majors do not go on to do graduate study. A bachelor's degree in psychology means that you graduate with a strong liberal arts education and adequate preparation for entry-level employment in one of many career paths, including:

- Administration and management
- Aging human services and advocacy
- Behavior change consulting
- Biofeedback consulting
- Child development programs
- Counseling
- Editing
- Employment interviewing
- Environmental advocacy
- Executive coaching
- Health services
- Marketing and public relations
- Organizational consulting
- Personal coaching
- Personnel and human systems
- Probation and parole
- Psychiatric assisting
- Social service casework & advocacy
- Teaching
- Technical writing

**Bachelor of Arts in Psychology Degree Requirements**

<b>For first-time freshmen</b>	<b>Units</b>
General education	51
Major requirements	44
Electives	25
<b>For transfer students</b>	
General education	48
Major requirements	44
Electives	28
<b>Total units needed for graduation:</b>	<b>120</b>

Students who apply to transfer into the psychology major must have taken the following courses (or the equivalents):

- ENGL 101 Expository Writing and Analytical Reading
- PHIL 101 Critical Thinking
- PSY 250 Introduction to Psychology

ENGL 101 and PSY 250 must be completed with a grade of B or higher. Because psychology is a high-demand major, other prerequisites may be added between the release of one catalog and the next in order to control enrollment. Students considering transferring into the major should contact the department for current information.

**Major Requirements**

The major consists of at least 40 units in psychology plus a course in statistics, which may be taken in either a psychology or mathematics department. Of these units, at least 34 must be upper-division units (courses numbered 300 or higher at SSU; numbering at other institutions may differ). Most students take a statistics course that can also be used for the General Education area B requirement. All courses for the major must be passed with a grade of C or better. A maximum of 12 units of Special Studies and Internship may be taken credit/no credit in the major.

**Required Courses For the Major Include:**

- PSY 250 Introduction to Psychology (or the equivalent), taken within the past ten years. Students who believe they possess the requisite knowledge may substitute a passing score on the CLEP test in introductory psychology administered by the Educational Testing Service at (510) 653-5400.
- PSY 306 History of Modern Psychology
- PSY 307 Humanistic, Existential, and Transpersonal Psychology
- MATH 165 Elementary Statistics (or equivalent)

**Recommended Courses:**

- One research methods course
- One course focusing on psychological issues in diversity and multiculturalism

Each semester, research methods courses are listed at [www.sonoma.edu/users/s/smithh/methods/methods](http://www.sonoma.edu/users/s/smithh/methods/methods). Psychology is an academic discipline that includes the systematic analysis of human behavior, experience, and consciousness through diverse research methodologies. Students enrolled in research methods courses acquire knowledge of how to critically evaluate information from the social sciences presented in popular publications and the media, and of research skills and experience required for most psychology graduate programs and research-related jobs.

The department strongly recommends that students take courses in psychology and other disciplines that educate them about issues of diversity and multiculturalism, such as culture, race and ethnicity, sexual orientation, disability, age, religion, and social class. Courses in American multicultural studies, California cultural studies, Chicano and Latino studies, foreign languages, global studies, Native American studies, cross-cultural psychology, and women's and gender studies contribute to students' development of multicultural competence.

Students are asked to consult with an academic advisor early in their major to design a course of study that fulfills major requirements and that is in line with their interest areas and career goals. When time and interest permit, students are encouraged to consider a minor in another field, or even a double major.

## Advising and Interest Areas

The Psychology Department provides an individualized major that is tailored to meet your personal needs, interests, and directions. You should meet with an advisor no later than the second semester of your sophomore year, or if you are a transfer student, during your first semester at SSU. Your advisor will help you to design a major that will provide you with the background you need to pursue your career objectives. You are encouraged to come in for advising before the scheduled "advising for registration" period; faculty are more likely to be readily available earlier in the semester.

Students may choose an advisor or are assigned an advisor according to the interest areas they indicate on the advising questionnaire. Students may also change advisors at any time. The following interest areas can be used as a guide for designing the major program and for choosing an advisor:

- Adulthood and Later Life Development
- Clinical/Counseling Psychology
- Creative and Expressive Arts
- Cultural Psychology
- Developmental Psychology
- Depth and Jungian Psychology
- Ecopsychology
- Humanistic Psychology
- Research Methods
- Social, Community, and Organizational Psychology
- Somatics/Biofeedback/Health/Performance Psychology
- Teaching Credential Preparation
- Transpersonal Psychology

## Sample Four-Year Program for Bachelor of Arts in Psychology

### FRESHMAN YEAR:: 30 Units

<i>Fall Semester (16 Units)</i>	<i>Spring Semester (14 Units)</i>
UNIV 102 (optional) (3)	HUM 200 (3)
ENGL 101 (3)	MATH 165 (4)
GE (3)	Elective (4)
BIOL 110 (4)	PHIL 101 (3)
PSY 250 (3)	

### SOPHOMORE YEAR:: 32 Units

<i>Fall Semester (16 Units)</i>	<i>Spring Semester (16 Units)</i>
PSY Lower-Division Elective (4)	PSY 306 (4)
GE (3)	GE (3)
GE (3)	GE (3)
GE (3)	GE (3)
GE (3)	Elective (3)

### JUNIOR YEAR:: 30 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
PSY 307 (4)	Upper-Division GE (3)
PSY Elective (4)	PSY Elective (4)
PSY Elective (4)	PSY Elective (4)
Upper-Division GE (3)	PSY Elective (4)

### SENIOR YEAR:: 28 Units

<i>Fall Semester (14 Units)</i>	<i>Spring Semester (14 Units)</i>
Upper-Division GE (3)	PSY Elective (4)
PSY Elective (4)	PSY Elective (4)
PSY 499, 481 (4)	Elective (3)
Elective (3)	Elective (3)

**TOTAL UNITS:: 120**

## Minor in Psychology

Students seeking a minor in psychology are encouraged to consult with a psychology faculty advisor for assistance in planning a series of courses tailored to their own personal and career goals. The requirements of the minor are:

1. Completion of PSY 250 Introduction to Psychology (or equivalent), with a grade of B or better.
2. Completion of 20 units of upper-division psychology courses, with a minimum grade of C. 16 units must be taken for a letter grade.

## Minor in Gerontology

---

The minor in gerontology provides students with a focused multi-disciplinary program to study the aging process. The minor gives students a solid academic foundation in the field and offers practical applications through the internship. Students receive a strong theoretical orientation based in the liberal arts tradition and practical information about aging. The requirements include 22 units incorporating biology, psychology, and the social aspects of aging, and 6 elective units. Specific courses are listed under Gerontology in the catalog.

## Internships

---

The Psychology Department strongly recommends community internship experience, particularly for the student going on to counseling or clinical psychology master's and doctoral degrees.

Each semester a number of advanced undergraduate and graduate students participate in field placements and internship work experiences in organizations and agencies throughout the University's six-county service area. These internships involve on-the-job training by the agency as well as academic work under the supervision of a faculty member. This forms an important base for academic credit and helps the student obtain a range of learning experiences not otherwise found in the department. Applications for internship should be made near the end of the semester preceding the internship semester. A maximum of 8 units of PSY 499 Internship can be applied toward the major. Students planning on graduate work in clinical or counseling psychology are encouraged to gain internship experience well before applying to graduate school.

### Research Assistantships

The Psychology Department strongly recommends research assistantships for those students going on to graduate work in psychology at the master's or doctoral levels. Many university graduate programs require students to have experience in designing and conducting psychological research, as well as in analyzing data and writing up the results. In order to find out more about these research opportunities, students should consult with individual faculty members who are mentoring students in their own research projects.

## Special Studies

---

Students who wish to carry out independent study and research are encouraged to contact an individual faculty member of their choice.

## Master of Arts in Psychology

---

The Psychology Department, working in conjunction with the School of Extended Education, offers two areas of study within the master of arts program: depth psychology and organization development. Each program offers its own goals and curricula, and applicants apply to the program of their choice. Prerequisites and fees vary according to program. The M.A. programs **are self-support programs administered through Special Sessions and funded entirely**

### through student fees.

University policy requires students in master's programs to maintain continuous enrollment until completion of the M.A. program, or pay a continuing enrollment fee of \$250.00 per semester.

University policy also requires students who take four semesters to complete their thesis/project to enroll in PSY 535 Directed Writing (for organization development students, PSY 598 Culminating Paper). Consult each program's requirements for more information.

For information about individual programs, and for application materials, contact the graduate administrative specialist in psychology, (707) 664-2682, psychma@sonoma.edu. You may also write to:

Graduate Admissions  
Psychology Department  
Sonoma State University  
Rohnert Park, CA 94928-3609

## Depth Psychology Program

The curriculum offers a strong, supportive small-group learning environment within a structured 36-unit two-year curriculum. In the first year, the 10-15 member cohort group takes three year-long foundational courses. The theories course explores the basic concepts of Jungian psychology, which is a language for understanding in depth the movements of the psyche. The symbolic methods courses involves training in symbolic work in artistic media; myth and storytelling; dreamwork; ritual; and sound, voice, movement, and embodied depth techniques. The cross-cultural mythology course focuses on common archetypal motifs across cultures and incorporates earth-based healing techniques such as the medicine walk, council, initiation and rites of passage, and shamanistic practice.

In the second year, students explore depth inquiry with a research methods and master's thesis class, engage in interpersonal process, and choose seminars oriented around student interests. Students may choose to teach an undergraduate course in their field of expertise in the SSU psychology department; the program advisor assists students in developing curriculum and supervises the internship teaching experience. Students are encouraged to participate in internships or teaching assistantships in their second year in order to gain additional skills training. Students also have the option, at additional expense, of enrolling in University courses that meet their specific learning needs.

The master's thesis provides the opportunity for passionate inquiry into an area of deep interest. Students use symbolic depth-inquiry methods involving art, dreamwork, active imagination, sacred practices, and interviewing to explore their area of passionate concern. The thesis is often a study that symbolically explores psychological development. Master's projects may involve scholarly research, personal reflection, artistic inquiry, curriculum development and teaching, applications in the work world, and creative artistic productions. The thesis evening in May completes the thesis process.

A monthly public program in Depth psychology invites noted authors, analysts, therapists, and practitioners to a half-day lecture

and lunch in the Depth community.

The program in Depth psychology is designed to move students to the next step in their personal and professional development. Graduates go on to teach, to work in community mental health services and non profits, to pursue clinical training in master's and doctoral programs, to facilitate personal growth, and to research and write in the field of depth psychology.

Course prerequisites are required for admission and are designed to give students a foundation in adult development and symbolic expression.

### **Program of Study**

*The program includes the following courses:*

PSY 511A,B Theories of Depth Psychology	3,3
PSY 515 Psychological Writing	1
PSY 530A,B Seminar in Interpersonal Process	1,1
PSY 542A,B Methods and Applications of Depth Psychology	3,3
PSY 543A,B Cross-Cultural Mythology and Symbolism	3,3
PSY 570 Directed Field Experience	1-3
PSY 575 Research Methods	2
PSY 576 Seminar in Depth Psychology	1-5
PSY 582 Teaching College Psychology (optional)	3-4
PSY 584 Graduate Teaching Assistant (optional)	1-4
PSY 599A,B Master's Thesis: Project and Directed Reading	3,3

### **Prerequisites for Admission**

The Depth Psychology program has the following prerequisites:

1. B.A. or B.S. from an accredited institution;
2. Minimum GPA of 3.00 in the last 60 units of coursework;
3. An acceptable level of competence in oral and written communication, as demonstrated by the coherence of the personal statement and an oral interview;
4. Emotional maturity, as demonstrated in the applicant's personal written statement, life experiences, and oral interview;
5. Five course prerequisites (a maximum of 9 units may be lower-division courses completed at a community college): child development, adult development, personality, abnormal psychology, and research methods in psychology; and
6. A minimum semester-long experience in symbolic forms (art, dream work, writing, and/or poetry) and reflection on that expression for personal growth.

### **Fees**

Fees are set in consultation with the School of Extended Education.

Refer to the Depth Psychology website for additional information: [www.sonoma.edu/psychology/depth](http://www.sonoma.edu/psychology/depth).

### **Organization Development Program**

The psychology M.A. in organization development provides professional preparation for individuals interested in learning how to develop more effective and sane organizations. In four semesters, participants gain the practical skills, conceptual knowledge, and field-tested experience to successfully lead organization improvement efforts.

The academic experience involves seminar discussions, skill-building activities, and extensive field projects under the guidance and supervision of practitioner faculty.

Students are admitted each fall and work together as one cohort group through the 40-unit program. Interaction processes among students and instructors are an important source of learning. Both the coursework and field supervision emphasize the acquisition of personal awareness, interpersonal competence, and conceptual understanding required for effective practice in organization development.

Classes are scheduled in the evenings to meet the needs of currently employed students. Some courses schedule all-day sessions on Saturdays. For employed students, work schedule flexibility is highly desirable.

### **Program of Study**

Each cohort group participates together in an integrated sequence of courses over the four-semester program. These courses address the theory and practice of group facilitation, design and presentation of training experiences, arranging and carrying out organizational client engagements, and leading whole-system change projects. Case reports and conceptual frameworks provide a solid foundation to guide professional practice.

Students take all courses together as a cohort group. The course list is as follows:

PSY 513 Facilitation and Training	3-4
PSY 554 Organization Systems Inquiry	3-4
PSY 533A,B,C Group Dynamics in Organization Development	1-3
PSY 514 Organization and Team Development	3-4
PSY 556 Socio-Technic Systems Redesign	3-4
PSY 557 Human Systems Redesign	2-4
PSY 572A,B Internship and Professional Practice in OD	2-4
PSY 544A,B Qualitative Research in Organizations	1-3
PSY 518A,B Advanced Intervention Methods in OD	2-4
PSY 598 Culminating Paper Tutorial	2-4

The culminating experience requirement consists of two parts:

- An analytical case study demonstrating competence in the design and implementation of an organization development project with an actual organization; and
- A publishable article on a topic relevant to professional practice in organizations.

Both reports are planned with, and approved by, the student's faculty advisor.

### **Prerequisites for Admission**

The Organization Development Program has the following admissions requirements:

1. B.A. degree from an accredited college or university;
2. A 3.00 GPA for the last 60 units of academic work;
3. At least two years of relevant work experience in or with organizations;

4. Applicants should have a foundational understanding of issues and concepts encountered in organizations, as well as those pertaining to human behavior and experience. Generally, this may mean that applicants with a B.A. in psychology may need courses in business administration, while those with a degree in business may need courses in psychology. Prerequisite coursework in one or more of the following may be used to satisfy these requirements:
  - Organization behavior or organizational psychology; and/or
  - Psychological foundations, personality, development, or group process.
5. It is advisable to consult with the Organization Development Program Coordinator before taking prerequisite courses; and
6. Applicants must demonstrate an acceptable level of competence in oral and written communication, which will be demonstrated by a written statement about the student's background, relevant work experience, and specific goals to be achieved in the program; a writing sample from the applicant's recent academic or professional work; and interviews during the admissions process.

### **Fees**

Fees are set by the School of Extended Education.

Refer to the organization development website for additional information at [www.sonoma.edu/programs/od/](http://www.sonoma.edu/programs/od/).