Community Mental Health
A pioneer in integrative teaching and learning, CIIS is known for the following:

- Nationally and internationally recognized professors who expand the traditional boundaries of learning in their classes and scholarship. Study with faculty members who are committed to integrating, with academic rigor, diverse perspectives, and multiple ways of knowing.
- Leading-edge graduate programs in the School of Professional Psychology & Health and the School of Consciousness and Transformation.
- A unique School of Undergraduate Studies that features a Bachelor of Arts Completion (BAC) program offered on weekends in a cohort format. The BAC program enables students with previously earned college credit to earn an undergraduate degree in Interdisciplinary Studies.
- Online graduate programs in the groundbreaking fields of Transformative Studies and Transformative Leadership that expand our borders beyond the Bay Area. Online students benefit from an international community of learners and their reflective interaction with one another.
- A dynamic and supportive learning community—the perfect incubator for innovative ideas and study. The personal attention of faculty and our small classes enable students to express themselves with confidence.
- Internships in the six award-winning CIIS counseling centers and affiliated sites located throughout San Francisco. Students learn by practice under the guidance of trained supervisors.

Engaged and Innovative Community
Creative, curious, mindful, and socially aware—these are just a few of the words that describe the people of CIIS. What sets us apart is how we put those characteristics to work. We're passionate about intellectual inquiry and disciplined in our practice. We engage fully with our studies, one another, and our communities. Above all, we're open to new learning experiences, and we draw on the opportunities CIIS offers us to transform the world.

A Pioneering Vision
In 1968, San Francisco was the scene of a national revolution in music, politics, culture, and self-awareness. That same year Professor Haridas Chaudhuri and his wife, Bina, established CIIS, developing an equally revolutionary approach to education. They envisioned an integral approach to higher education that drew on the inspiration of the renowned Indian philosopher Sri Aurobindo. Originally focused on the integration of Asian and Western studies, CIIS has grown to include programs that offer a broad array of multicultural perspectives. While expanding the range of its programs, CIIS has retained the intimacy of an academic community rare in U.S. higher education. At the intersection of global and personal responsibility, CIIS has been committed to fulfilling Professor Chaudhuri's vision: "Humankind can no longer be divided into exclusive segments so that the fortune of one will not affect the fortune of the other."

Admissions
We begin accepting applications for the spring semester in September and for the fall semester in November. It is highly recommended that you submit all application materials at least two weeks before the February 1 priority deadline in order to avoid delays in having your application reviewed. Applicants who apply by the fall priority deadline will be notified of the admissions decision by April 1, with enrollment deposits required by May 1. If you are mailing your application from outside the United States, mail it at least thirty days before the department deadline. Applications are accepted after the posted deadline on a space-available basis.

For information on application requirements, procedures for admissions, and program-specific application deadlines, or to complete an application online, please visit www.ciis.edu/admissions. Admissions counselors (415.575.6154, admissions@ciis.edu) are pleased to answer your questions.
MA in Counseling Psychology
with a Concentration in
Community Mental Health

Program Description
visit us online at http://www.ciis.edu/cmh

Academic Year 2012–2014
California Institute of Integral Studies
1453 Mission Street, San Francisco CA 94103
415.575.6100   www.ciis.edu
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Contact the admissions counselor responsible for this program at [www.ciis.edu/admissionsteam](http://www.ciis.edu/admissionsteam) or visit our website: [www.ciis.edu](http://www.ciis.edu).
Community Mental Health Program Statement

The opportunities in public and community mental health are enormous, and the need for excellent therapists is great. CIIS has stepped boldly into this reality by creating the Community Mental Health (CMH) program. CIIS has trained MFTs for more than twenty-five years and has enabled graduates to pass the licensure exam and launch successful and fulfilling careers. Our emphasis on both professional psychology and the mind-body-spirit connection provides a unique and appropriate emphasis for therapists interested in entering the profession as it is evolving.

The curriculum has been designed to meet all California Board of Behavioral Sciences (BBS) licensure requirements and to provide knowledge and skills specifically required for community mental health. In addition to having core psychological knowledge and advanced therapeutic skills, public and community therapists must often act as advocates, systems navigators, and change agents. The ability to perform these complex and diverse duties while maintaining a strong commitment to clients, their families, and their communities is a critical factor in building and maintaining a satisfying career.

Master of Arts in Counseling Psychology with a Concentration in Community Mental Health

Concentration in Community Mental Health (CMH)

The CIIS CMH program is designed to help build a culturally competent and diverse mental health care workforce specifically trained to provide effective therapeutic services to populations in the public sector. The program provides academic excellence and professional skills from many recognized disciplines within professional psychology. In addition, the program empowers psychotherapists to provide counseling and mental health services that meet diverse clients’ needs and expectations, including those with severe mental illness.

The program represents an important collaboration between the academic and public mental health sectors. Community and public agencies are working with CIIS to develop and implement the program. An advisory board ensures that the program design continues to meet the needs of these agencies and will help strengthen the ties CIIS has to organizations that are the potential employers of our graduates.

Many consumers, students, and professionals were consulted during the planning stage of the community mental health initiative. They were asked for their input regarding the need for a community mental health program and the training it would require. Clinics and treatment programs are now seeing clients who have severe psychopathology, dual and triple diagnosis, and substance abuse. In addition, clients may belong to a population (African American, Native American, Asian, and Latino) whose community has been disproportionately impacted by poverty, stigma, discrimination, and a lack of access to services. Many who seek services are homeless, and many are veterans seeking to rebuild their lives after injuries suffered during their service. Therefore, those who were interviewed expressed unanimous support for the new program based on their experience of the level and type of therapy now required to serve an increasingly diverse community of clients.

Directors and clinicians inform us that they look forward to working with CIIS graduates who intern at their clinics or are hired as new staff. Having already received core course training in areas such as cultural competence and case management, graduates eliminate the need for clinic staff to spend valuable time training them in essential areas of client need. They also enter the field with a greater level of expertise and are able to offer quality treatment to clients.
Community Mental Health Curriculum

As an integral part of their counseling psychology education, students are introduced to the fundamentals of intensive and supplemental case management and the provision of public sector therapeutic services, in order to prepare them to work effectively in collaborative, multidisciplinary teams with other mental health and primary care providers. Coursework is closely integrated with practicum work in community agencies, where students are observed and supervised in their work with clients of diverse cultures and with complex and often severe mental health issues.

Program Format

This program has been designed for those with experience in the public and community mental health environments. The curriculum is designed to facilitate and support working individuals in achieving maximum educational outcomes while maintaining a healthy work/life balance. The courses are taught in a combination of weeklong intensives at the start of each fall semester, weekends, evenings, in weekend intensive formats, and online.

Full-Time Core Curriculum

(As the CMH program is new and the BBS is in the process of revising course requirements, this sample grid is offered for your information. Please check with your academic advisor before registering each semester.)

<table>
<thead>
<tr>
<th>Year</th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
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<tbody>
<tr>
<td></td>
<td>Theories and Practice in CMH</td>
<td>Psychodynamics</td>
<td>Professional Ethics and Family Law</td>
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<td></td>
<td>Sociocultural Foundations</td>
<td>Humanistic Mindfulness-Based Therapies with Families</td>
<td>Advanced Psychotherapeutic Theory and Practice: Child, Adolescent Emphasis</td>
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<tr>
<td>Year</td>
<td>in Family Therapy</td>
<td>Psychopathology and Psychological Assessment</td>
<td>Trauma, Crisis, and Recovery-Based Practice</td>
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<td>1</td>
<td>Human Development and the Family</td>
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<td></td>
<td>Family Systems Therapy</td>
<td>3</td>
<td>3</td>
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<td>12 units</td>
<td>9 units</td>
<td>9 units</td>
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<tr>
<td></td>
<td>Diagnosis and Treatment of Co-occurring disorders and Addiction</td>
<td>Severe and Persistent Mental Illness: Advanced Therapy and Treatment</td>
<td>Group Facilitation and Group Therapy</td>
</tr>
<tr>
<td>Year</td>
<td>Human Sexuality</td>
<td>Elective</td>
<td>Research Methods</td>
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<td>2</td>
<td>The Clinical Relationship and Therapeutic Communication</td>
<td>Supervised Clinical Practicum: Individual</td>
<td>Supervised Clinical Practicum: Individual</td>
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<td>Supervised Clinical Practicum: Group in Community or Public Settings</td>
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<td>9 units</td>
<td>7 units</td>
<td>8 units</td>
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<td>Year</td>
<td>Integrative Seminar—Final Project</td>
<td>Elective</td>
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<td>3</td>
<td>Post-Practicum</td>
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<td>6 units</td>
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</tbody>
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- All courses shown in the first year should be completed before beginning practicum. For exceptions consult with your advisor.
- Spousal Abuse Assessment and Reporting (15 hours) is a non-credit workshop required BEFORE you complete your MA.
- Aging and Long Term Care (10 hours) and Child Abuse (7 hours) are also non-credit required workshops, but are NOT required before you complete the MA; they can be taken any time prior to licensure.
**Workshop Requirement**
Students must complete the following workshop in order to graduate:
- Spousal Abuse Assessment and Reporting (15 contact hours)
CMH offers an elective that meets requirements for all three BBS requirements to sit for the licensure exam:
- Spousal Abuse, Aging and Long-Term Care, and Child Abuse.

**Personal Psychotherapy Requirement**
Students must complete a minimum of 50 individual therapy sessions before graduation. Advisors can assist students with the choice of a therapist, and the program maintains a resource directory of area therapists who work with students. (The BBS allows a maximum of 100 hours to be earned.)

**Learning Activities**
As an integral part of their counseling psychology education, students are introduced to the fundamentals of treatment planning in public mental health settings, intensive and supplemental case management, and the provision of public-sector therapeutic services in order to prepare them to work effectively in collaborative, multidisciplinary teams with other mental health and primary care providers. Coursework is closely integrated with practicum work in community agencies, where students are observed and supervised in their work with clients of diverse cultures and with complex and often severe mental health and behavioral health issues.

The degree program consists of a 60-semester-unit program of core, concentration, and elective courses and related practicum work that fulfills all of the educational requirements of California's MFT and LPCC license. The curriculum expands upon traditional psychology education, promoting a holistic view of the individual in the context of family, community, and culture; and cultivating understanding of and respect for all clients' values, beliefs, and expectations. The program is designed to provide students with a solid background in psychological theory and methods as a foundation for intensive clinical training in systemic approaches to human problems.

Students in CMH generally work in community settings, but are fully qualified for private practice as well.

**Clinical Training**
The clinical training component of the CMH program is fully integrated with the academic component. After completing qualifying first-year courses, each student gains one year of practicum experience in community agencies.

The typical supervised practicum experience requires ten to twenty hours a week at the clinical-training site. Students play a key role in identifying a practicum experience that will advance their professional training and development. However, each site must be approved by the Institute's director of field placement and the CMH program director. In addition to clinical experience, there are requirements for specific supervision structures as defined by the BBS.

During the second year, in addition to the practicum, students take MCP 7602: Supervised Clinical Practicum. This 2-unit course is offered during each semester that the student is engaged in practicum (6 units total). This course is designed to fully integrate clinical and theoretical experiences, and it provides valuable support for students in diverse practicum engagements. There are additional courses during year two, and in each case, the experience at the practicum site is built into the discussion in class.

When all required coursework has been completed, students meet with the program chair for approval. Students must complete 250 qualifying BBS hours prior to graduation but may complete as many as 1,300. Through supervised professional work in different service settings located in the San Francisco Bay Area and elsewhere in the United States, students deepen their skills in working with a variety of intervention strategies and psychological services across the spectrum of psychopathologies as they are presented in diverse populations.
Course Descriptions

The curriculum for the Master of Arts in Counseling Psychology with a concentration in Community Mental Health requires at least 60 semester hours of work. It is divided into the following three groups of courses: common core courses, concentration courses, and electives. The common core courses (designated as “MCP”) are shared by all concentrations in Counseling Psychology. They address the theory, technique, and knowledge that apply to the general practice of counseling psychology. Those MCP courses that are designated with an additional “C” are taught with a Community Mental Health concentration. Courses within the Community Mental Health concentration and certificate are designated as “CMH.”

CMH courses incorporate principles articulated in the Mental Health Recovery Model, based on social justice and community psychology. Those principles include the following:

- A holistic view of mental illness that focuses on the person, not just the symptoms.
- Recovery from severe psychiatric disabilities is achievable.
- Individuals are responsible for the solution, not the problem.
- Recovery requires a well-organized support system.
- This model stresses the importance of consumer rights, advocacy, and social change.
- This model emphasizes applications and adaptations of theory and practice to better integrate issues of human diversity.

**CMH 5015: Object Relations: Theory and Practice (2 units)**
In this course, students will learn how to identify and treat patients with advanced and complex psychological needs, in particular patients encountered in community mental health clinics (patients of the borderline and psychotic organization). Students will gain deeper understanding of the basic human psyche, how it is organized, and how change to that structure can occur. This course will cover the concepts of internal objects, splitting, projective identification, paranoid-schizoid, depressive and autistic-contiguous positions, holding, containment, learning from experience, transitional objects, playing, alpha functioning, beta bits, and the use of transference and countertransference in the treatment of psychological disorders. The primary works of Melanie Klein, D. W. Winnicott, Wilfred Bion, and Thomas Ogden, along with a few others, will be the emphasis of this course.

**CMH 5016: Dream and Fantasy Integration: A Jungian Perspective (2 units)**
This course focuses on the role that dreams and fantasies play in our lives, based on a Jungian approach. Concepts are derived from Native American history, shamanic studies, mythology, fairy tales, and more. Basic tenants of Jungian theory will be learned initially, followed by special emphasis upon working with dreams and fantasies in psychotherapeutic work. Classroom exercises will serve to elaborate and amplify dream and fantasy material in a way that will deepen our knowledge of how the unconscious world comes into play in our everyday lives.

**CMH 5022: Current Issues in Family Protection and Therapy (3 units)**
This course will provide a working knowledge of law, public policy, and treatment implication relating to key topics in the profession of community mental health. Specific components of the course will include the following: child abuse assessment and reporting, spousal abuse, domestic violence and partner abuse, aging, and long-term care. The course meets the requirements of the BBS for coverage of these topics.

**CMH 5024: Couple and Family Therapy (3 units)**
Theories and methods of couples therapy and family therapy, including systemic, strategic, narrative, family-of-origin, structural, and other major theories. This course includes significant experiential learning.

**CMH 5029: Theories and Practices in Community Mental Health (3 units)**
This course will provide basic theory and introductory practice in the recovery model of mental health and its application in psychodynamic, family systems, humanistic, and mindfulness-based therapies. The course will prepare students to provide therapy in the context of liberation and community psychology. This course will also prepare students to work effectively as therapists working in publicly funded settings. Topics include
applicability of therapeutic models in public health settings, the integration of medical and mental health services, and the continuum of care models of social services and mental health.

**CMH 5031: Trauma, Crisis, and Recovery-Based Practice (3 units)**
This course will enable students to identify and assess clients with complex traumatic disorders and identify and implement effective treatment protocols. Methods for conceptualizing, assessing, and treating individuals, families, and communities where serious crisis or trauma has occurred will be presented and experienced. As well, current controversies in the field and emerging treatments in line with recovery-based practice will also be covered.

**CMH 5033: Diagnosis and Treatment of Co-Occurring Disorders and Addiction (3 units)**
The interrelationships between mental, emotional, behavioral, and chemical dependency problems in the lives of clients will be examined. Effective clinical skills will be presented in the context of issues related to diagnosis, treatment, and treatment compliance of dually diagnosed clients. Student will learn about the legal and medical aspects of substance abuse, populations at risk, the role of support persons, support systems, and community resources.

**CMH 5035: Advanced Psychotherapeutic Theory and Practice: Child, Adolescent Emphasis (3 units)**
This course presents assessment, diagnosis, treatment planning, and treatment of children, adolescents, transition-aged youth (TAY) and their families. Case material introduces and provides clinical training in multiple strategies of intervention. This course provides the theories, applications, and methods for effectively engaging adolescents and transition-aged youth in therapy. TAY, as a subpopulation, have been identified by the State of California as a priority population for effective therapeutic interventions.

**CMH 5042: Humanistic, Mindfulness-Based Therapies with Family (3 units)**
Presents a history of humanistic and mindfulness based psychotherapies and their application in community clinical settings. Offers a historical perspective beginning with Carl Rogers theory through the development of mindfulness based theory and practice. Case materials present assessment, diagnosis, prognosis, treatment planning and treatment options using these theories. Student will experience and practice multiple methods of evaluation and the implementation of evidence based practices in community mental health settings. Examines relationships between humanistic, mindfulness, and other clinical theories.

**CMH 5045: Family Systems Therapy (3 units)**
Presents a history of family systems, related psychotherapies, and their application in community clinical settings. Offers a historical perspective beginning with Murray Bowen's research through the development of evidence-based and culturally appropriate theory and practice for the families of California today, including the application of counseling constructs, assessment and treatment planning, clinical interventions, therapeutic relationships, psychopathology, or other clinical topics. Case materials present the impacts of culture, race, sexual orientation, and gender identity on family development and process. The effects of poverty, class, and immigration will be analyzed and addressed as therapeutic opportunities and challenges. Student will experience and practice multiple methods of evaluation and the implementation of evidence-based practices in community mental health settings. Examines relationships between family systems therapy and other clinical theories.

**CMH 6001: Advanced Therapy and Treatment: Severe and Persistent Mental Illness (3 units)**
This course involves a careful examination of the etiology (biological, psychological, and social) clinical diagnosis, and treatment of severe and persistent mental illness (i.e., schizophrenia, bipolar disorder, severe character pathology, dual diagnosis) in a community mental health setting. A comprehensive, integrative, and contemporary theoretical framework through which to understand and treat severe and persistent mental illness across the lifespan will be introduced. Students will become adept at differential diagnosis, and the application of effective, evidenced-based treatments found in community mental health settings. Included will be consideration of issues related to the early onset of psychosis, the inclusion of family members in treatment, and the application of recovery and wellness principles in the treatment of severe mental illness.

**CMH 6613: Socio-Cultural Approaches to Family Therapy (3 units)**
Students will engage in a fifteen-hour service learning project in a community mental health setting that is unfamiliar to the student. Using the principles learned in class, this experience will offer the opportunity for the student to explore a growing sense of self-awareness around cultural differences, as well as increase knowledge
and skills in working in a diverse community setting. Students will also explore the concept of cultural humility and its application in the provision of culturally informed community mental health work. Prerequisite: CMH student.

**CMH 6651: Beyond Cultural Competence: Cultural Humility in Family Therapy (2 units)**
Racism, sexism, and other forms of oppression constrain the lives of diverse clients and impede family therapy within community mental health settings. This advanced course builds on the overview provided in CMH 6605 and develops and enhances skills that enable the therapist to deliver family therapeutic services to the diverse populations in the San Francisco Bay Area, California, and beyond. Diversity factors to be studied include, but are not limited to, race, ethnicity, social class, language, sexual orientation, gender identity, disability, immigration status and history, and type of family. Understanding and working effectively with these factors is crucial to maximizing effective and culturally competent therapeutic interventions. However, in today's community mental health settings, delivering culturally competent services is only the beginning. An additional component this course seeks to embrace is that of cultural humility, which privileges a patient-focused model of working and emphasizes therapist self-awareness and a respectful attitude toward diverse points of view. Prerequisite: CMH 6605.

**CMH 7701: Integrative Seminar—Final Project (3 units)**
This culminating course provides an opportunity for students to reflect on their processes of personal and academic integration in the CMH program. Students will demonstrate the following: key learning from theoretical and conceptual standpoints, and knowledge of community and public mental health systems and clinical experiences.

**MCP 5108: Psychopathology and Psychological Assessment (3 units)**
This combined course provides a historical, comparative, and contemporary overview of the development and clinical presentation of adult psychopathology and the categorization system of the Diagnostic and Statistical Manual, along with a survey of the clinical process of testing for both psychopathological structures and non-pathological personality features and traits. The individual counselor's ability to clinically analyze and interpret assessment instruments, including diagnostic tests, will be emphasized.

**MCP 6101: Human Sexuality (1 unit)**
This course explores personal, interpersonal, and transpersonal dimensions of sexual experience, including awareness, attitudes, meaning, expression, response, sexual counseling, and integration with personal development.

**MCP 6401: Research Methods (3 units)**
Overview of research methodologies with special focus on qualitative approaches, comparative ways of knowing, and the creation of an integral inquiry research project.

**MCPC 5111: Professional Ethics and Family Law (3 units)**
Professional orientation, ethics, and law in counseling, including California law and professional ethics for Marriage and Family Therapists and Licensed Professional Clinical Counselors, professional ethical standards and legal considerations, licensing law and process, regulatory laws that delineate the profession’s scope of practice, counselor-client privilege, confidentiality, the client dangerous to self or others, treatment of minors with or without parental consent, relationship between practitioner’s sense of self and human values, functions and relationships with other human service providers, strategies for collaboration, and advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

**MCPC 5201: Human Development and the Family (3 units)**
Theories and research in life transitions, stages of development, and rites of passage, from prenatal conditions through adult experience, to dying.

**MCPC 5501: Psychodynamics (3 units)**
Presents a history of psychodynamic ideas and their application in clinical settings. Offers a historical perspective beginning with Freudian theory through the development of object relations theory. Covers basic theoretical and clinical concepts; clinical theories about the self and self-development; and the topics of transference, countertransference, and defense. Examines relationships between psychodynamic and other clinical theories.
**MCPC 5620: The Clinical Relationship and Therapeutic Communication (3 units)**
This course provides an overview of key concepts and methods in therapeutic communication and the clinical relationship. The relationship between therapist and client is one of the central concerns of contemporary theories of therapeutic change. This course explores the relationship between therapist and client from the perspectives of contemporary psychodynamics, person-centered, feminist, and queer theories. It provides various perspectives on transference and countertransference, the working alliance and the therapeutic partnership, and how to work with these dynamics in the clinical setting. The course includes role-plays and simulations to further the understanding of therapeutic communication.

**MCPC 5632: Group Facilitation and Group Therapy (3 units)**
This course provides the basic theories and practice necessary to design and facilitate psycho-educational groups, special-topic groups, peer support groups, and other groups currently delivered in community mental health settings. In addition, students will learn theories, practice, and techniques, including principles of group dynamics, group process components, group developmental stage theories, therapeutic factors of group work, group leadership styles and approaches. Pertinent research and literature on group counseling methods will be presented and students will practice multiple methods of evaluation of group effectiveness.

**MCPC 7606: Supervised Clinical Practicum: Group, in Community or Public Settings (2 units)**
Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills.

**MCPC 7601: Supervised Clinical Practicum: Individual (2 units)**
For MCP practicum students working in schools. Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills.

**MCPC 7602: Supervised Clinical Practicum (2 units)**
Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills.

**MCPC 7604: Supervised Clinical Practicum: Individual (in school settings) (Two Semesters) (3, 3 units)**
Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills.

**MCPC 7605: Supervised Clinical Practicum: Group (in school settings) (Two Semesters) (3, 3 units)**
Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills.
Core Faculty

**Steven Tierney, EdD, CAS**, is the program chair of CIIS's graduate counseling psychology concentration in Community Mental Health. He holds an MA in counseling and social psychology from Wayne State University and an EdD from Northeastern University. Tierney also has a postgraduate certificate in child and adolescent psychotherapy from Boston University. He is a certified addiction specialist who has worked in community-based organizations in Boston and San Francisco for three decades, creating and providing innovative mental health and medical service models for adolescents and transition-aged youth. His areas of interest include mental health and HIV, adolescent addiction issues, new community therapeutic models, and access to care/poverty issues in mental health. He has been the principal investigator on several Special Projects of National Significance (SPNS), examining models of adolescent HIV, mental health, and substance abuse services. Tierney will continue research in these areas and looks forward to working with others in the CIIS community who share these interests. He is a member and former president of the Health Commission for the City and County of San Francisco.

**Fernando Castrillon, PsyD**, earned a master's in sociology from the University of California and a doctorate in clinical psychology from CIIS. He is a licensed clinical psychologist. Castrillon serves as core faculty in the Community Mental Health program at CIIS and is the founder and former director of the Institute's Clinic Without Walls. Castrillon is also a candidate analyst at the Lacanian School of Psychoanalysis in Berkeley, and is on the editorial boards of the journals *Ecopsychology* and *Universitas Psychologicas*, among others. His clinical, teaching, and research interests include the production of subjectivity (both human and more-than-human), psychoanalysis, community mental health, ecopsychology, poststructuralist social/cultural theory, schizoanalysis, liberatory politics, cosmology, entheogens, the impact of hypervelocity technological change on human psychology and intersubjectivity, the intersection of critical social theory and psychology, contemporary approaches to the treatment of psychosis, xenopsychology, violent political movements, war, terrorism, and revolution. He recently coedited, with Doug Vakoch, a special double issue of *ReVision*, entitled “Ecopsychology.” Castrillon maintains a small private practice in the East Bay and in San Francisco.

**Josefa Molina, PhD**, received her doctorate in clinical psychology from CIIS in 1996; is a licensed California psychologist (and approved supervisor); and has extensive experience in direct services and program leadership, most recently during five years with the Berkeley Department of Mental Health where she worked first as training director and then as quality improvement program supervisor. Prior to that she served as the director of behavioral health for the Pascua Yaqui tribe in Tucson, Arizona, where she integrated the substance abuse and mental health programs. Molina has also worked in local community based organizations, serving as a program manager at Instituto Familiar de la Raza and New Leaf: Services for our Community. As the training director in the JFKU PsyD program and in the Graduate Psychology Program at New College of California, she also taught multiculturalism courses, psychopathology, and provided practicum supervision.

Adjunct Faculty

**Melissa C. Anderson, MFT, PhD** in neurobiology, received her master's degree in clinical psychology from New College of California. She also earned a doctorate in biomedical science with a specialization in neurobiology from Mount Sinai School of Medicine, where she studied the biochemical basis of anxiety and trauma. As an undergraduate at the University of Wisconsin-Madison, she studied bacteriology and completed a bachelor of science degree. In addition to her position as adjunct faculty at CIIS, where she teaches psychopharmacology and provides supervision, Anderson does research on schizophrenia and bipolar disorder at Kaiser Permanente in Oakland and is in private practice in Berkeley and San Francisco. She has worked in the areas of sexual assault, rape crisis, domestic violence, and elder and dependent adult abuse, and maintains an interest in geriatric psychology. In her practice, her areas of expertise and interest include severe mental illness, trauma and geropsychology. She is also interested in working with creative “blocks” and exploring the generative aspects of trauma. She works from an experience near psychoanalytic perspective integrating ideas from the British Middle School, Freud, Lacan, and feminist and critical social theory with perspectives from neuroscience.
Therese Bogan, MFT, finished her MA in the Integral Counseling Psychology program at CIIS. Her undergraduate work was focused on postmodern thought in the Cultural Studies Department, University of Minnesota, with community study placement through Hamline University. Since 2001, she has worked with young people and their families to support their empowerment and integration, after trauma or the discovery of mental illness, in community mental health and private practice. She teaches Sociocultural Approaches to Family therapy and a variety of other courses related to family relationships. Bogan provides clinical supervision for One Family, Community Works West, where the primary goal is for young people to remain connected to their parents during incarceration. Her areas of training and special interest include somatic approaches to trauma, attachment-based therapy with parents and caregivers, and community-based programming vision change from deficit to empowerment.

Naomi O’Keefe, PhD, is a licensed clinical psychologist who received her doctorate from CIIS in 1994. She earned her master’s degree from Sonoma State University, while interning as a counselor at San Francisco Juvenile Hall. She has an extensive background in psychodrama, Gestalt, and somatic therapies, and teaches courses in group counseling, human sexuality, couple and relationship therapy, clinical hypnotherapy, and dream work. In her private practice in San Francisco, she specializes in couple’s therapy for couples of all sexual identities and orientations. Her areas of interest and expertise include helping couples develop the skills to create and maintain long-term, intimate relationships; utilizing active therapies in groups; and developing training courses for graduate students utilizing clinical hypnotherapeutic approaches.

Todd Troutman, MA, PsyD, holds a master’s and doctorate in clinical psychology from the American School of Professional Psychology. He has worked in multiple community mental health settings delivering long-term, depth-oriented psychotherapy and neuropsychological assessment to individuals and families in underserved populations. In addition to teaching at CIIS, he has a private practice in San Francisco working with adults and children. His clinical areas of interest include relational psychoanalysis, evidenced-based psychoanalytic practice, integration of cognitive-behavioral and dialectal-behavioral techniques in psychoanalytic psychotherapy, child neuropsychological assessment, and interdisciplinary systemic work with children who struggle with neurodevelopmental challenges. At CIIS he has taught Psychopathology and Psychological Assessment, Human Development, Treatment of Persons with Severe and Persistent Mental Illness, and Advanced Psychoanalytic Theory: Relational Perspectives.

Deborah Yarock, MA, MFT, received her graduate degree in 1991 from CIIS and her undergraduate degree in human services from Antioch University in Philadelphia, with coursework at Northeastern University, Boston. In addition to her position as adjunct faculty at CIIS, she serves as the clinical manager at Episcopal Community Services in San Francisco. She is a staff educator, and primary consultant for mental health issues within the organization. Yarock has worked as a therapist, supervisor, educator, and counselor/case manager in a variety of community mental health settings, addiction treatment centers, and housing facilities for the past twenty-five years. She has also maintained a private practice in San Francisco, serving clients and supervising interns for the past seventeen years. Her interests and expertise include sexual abuse trauma, addiction recovery, the therapeutic uses of art and creativity, and the relationship between self-care and care of others.

**Alumni Profiles**

In California, the non-Hispanic white population is less than 40%, but the percentage of non-Hispanic whites in the mental health profession in California is double that. Our program seeks to respond to this reality in the following two ways: First, we recruit, educate, and support graduate students who represent the communities of California. This requires a commitment to develop and offer courses and clinical experiences that reflect the cultures and communities of the students and the population of the state of California. Second, we seek to equip all therapists who graduate from the CMH program with enhanced awareness of the clinical needs of diverse populations and the ability to provide services that are culturally and linguistically effective.
CIIS encourages other representation of diversity, including students from the LGBTQI community, as well as diversity in age range. We seek (and attract) creative, motivated, mature students who have already demonstrated a strong interest in community mental health or community service. Integrity, introspection, and dedication are all essential attributes. This is what some of our students have to say about the program.

Adriana Furuzawa (MA ’11)
“I’ve been working as a program coordinator in a day rehabilitation program for adults with chronic and severe mental illness in Alameda County for the past six years and have been in the community mental health field for ten years. I have always been intrigued by the power of the community in helping individuals restructure themselves and move on with their lives after dealing with issues that challenge their natural ability to cope. Even in situations where people struggle with chronic illnesses and stigma, the community provides unique conditions for healing and personal growth. When I joined the CMH program, I knew this was the graduate program for me.”

Julio Gonzales-Amez (MA ’11)
“I am currently working for a nonprofit organization, and the CMH program is helping me understand and connect with the individual who has therapeutic needs. Being Latino (Peruvian), it is important that the CMH program is preparing me for the opportunity to help people in my diverse community and unify their needs beyond the scope of their uniqueness.”

Liz Olsen (MA ’11)
“Working in the community mental health field is challenging to be sure, yet it is also incredibly rewarding. I was looking for a way to enhance my skills and be more effective in my job working with seniors with co-occurring disorders. CMH is the perfect fit. A cohort model with students as diverse as our community shares learning experiences, diverse perspectives, and mutual goals—a healthy and vibrant community. I feel blessed to be a part of this program at CIIS.”

P. Geoffrey Young (MA ’11)
“As a counselor and advocate at the residential treatment program of the Progress Foundation, and as a student, teacher, and researcher in the locally based network of clinicians involved in the Lacanian School of Psychoanalysis, it is a privilege to participate in the launching of this new program. The CMH program aims not only at prioritizing (a step forward all on its own) but also transforming the models and criteria by which professionals are trained for and in community mental health settings. The cohort is exceptionally diverse—even global.”

Admission to the Program

Applicants must meet the general admissions requirements of the Institute. These include academic transcripts, an autobiographical statement, a statement of goals, two letters of recommendation, and a current résumé.

In selecting candidates for admission, the program considers the following factors to be desirable: a background, interest, and demonstrated commitment to public and community mental health (work or volunteer), and evidence of a commitment to achieving positive health outcomes in these settings. Alternatively, experience in community planning, community organizing, and/or social justice in a paid or volunteer position will be helpful, as well as sufficient personal stability, and energy to become an effective helper, present interests, and past academic records that indicate probable success in completing graduate studies. The statement of professional goals and objectives submitted with the application form should address these issues.

In addition to the above considerations, the program seeks individuals who exhibit the interpersonal communication skills required of psychotherapists. These include a congruence of feelings and action, an ability to listen and attend, a willingness to be self-reflective, and an openness to evaluating and changing behaviors and attitudes.
As the program operates on a cohort model, students are interviewed about their goals, objectives, and experiences. These interviews aim to create a cohort of students who can support, motivate, and sustain one another during the seven semesters of study and into your professional career.

Community Mental Health Advisory Board
Our community advisory board, Partnership for Community Mental Health, is composed of people with experience in the public and community mental health systems. Membership includes consumers, providers, health and policy leaders, students and educators. The Partnership is formed to provide an open line of communication between CIIS faculty, students, and staff, and the communities we will partner with as we provide professional training, research, and community service.

Partnership for Community Mental Health Goals
- To provide creative, thoughtful leadership in the development of therapeutic models, curriculum content, clinical training components, community-based internships, and professional leadership designed to define community mental health.
- To enhance the cultural and linguistic competency of the curricula, training experiences, and program.
- To build bridges with community organizations and government-based service agencies.
- To serve as role models and best-practice advocates for students and graduates of the CMH program.
- To identify and encourage research needs in community mental health. This may include providing expertise in expanding the definition of research and “evidence-based services and programs” (i.e., to include community-based, culturally appropriate research).
- The Partnership enhances the CMH program’s ability to draw upon the unique knowledge and perspective of community-based providers, community members, leadership, and consumers. They provide input on the local relevance, scientific merit, and practical feasibility of research conducted by the CMH program, its faculty, and/or graduate students to produce a relevant, meaningful, and successful research agenda. The goal of the agenda is improving the quality of life for professional psychologists practicing in community and public environments, and the people with whom they work.

CIIS Accreditation
CIIS is accredited by the Western Association of Schools and Colleges (WASC). The CMH program meets the academic requirements for the LPCC and MFT licensure in California.

Contact the admissions counselor responsible for this program at www.ciis.edu/admissionsteam or visit our website: www.ciis.edu.
San Francisco Is Our Campus
San Francisco is a hub of connections—international, cultural, and professional—within one of the world’s most beautiful natural environments. Diverse neighborhoods make up the city, and CIIS is located in the lively downtown area.

Inside our buildings, you’ll find intense learning experiences, a rooftop Zen garden, meditation room, bookstore, art exhibits, and our popular organic café. Outside, a spirit of renewal is invigorating SoMa, our South of Market neighborhood. Parks, shops, and housing are sprouting up in the area between Mission Street and the San Francisco Bay, already anchored by Symphony Hall, the Asian Art Museum, Yerba Buena Center for the Arts, the Museum of Modern Art, San Francisco Public Library, and City Hall.

In the city and throughout the Bay Area, students gain work experience at challenging practicum sites. There’s an exciting synergy here between personal and communal growth you won’t find anywhere else.

Through CIIS Public Programs & Performances, the Institute offers students and the public a dazzling variety of concerts, workshops, conferences, lecture series, and urban retreats—many granting continuing education credit—that showcase leaders in spiritual practice, interfaith dialogue, psychology, social activism, bodywork, performing arts, dance, movement, and many other areas. The Arts at CIIS sponsors numerous art exhibits and events, and travel tours take alumni and friends to such destinations as India and Costa Rica. A recent major conference, “Expanding the Circle: Creating an Inclusive Environment in Higher Education for LGBTQ Students and Studies” attracted participants from colleges and universities throughout the U.S. and internationally.

Open the Door to Your Future
Our place is yours during CIIS open houses and program information sessions—great ways to experience our community and learn about programs firsthand. You can also call or email our admissions counselors who can answer your questions, put you in touch with specific programs, and schedule a classroom or campus visit.

Financial Aid Is Available
CIIS administers a full complement of financial aid programs, including federal student loans, scholarships, grants, student employment, and private loans. Please call the Financial Aid Office for details at 415.575.6122 or visit www.ciis.edu/financialaid
Integral

An approach to life, philosophy, and education that focuses on wholeness and integration of body-mind-spirit. The Sri Yantra symbolizes the integration of the spiritual with the worldly, embracing paradoxes and honoring diversity as part of its method of comprehending unity.

“What happens at CIIS is very nearly unique in the world of higher education. It is also revolutionary...No one is truly educated until heart and mind have been joined with action.”

PARKER PALMER
Author, educator, activist

Accreditation

CIIS is accredited by WASC (Western Association of Schools and Colleges, 985 Atlantic Avenue, Suite 100, Alameda CA 94501; 510.748.9001).

Diversity

California Institute of Integral Studies recognizes and honors the value of a diverse academic community. It is committed by law and by purpose to serving all people on an equal and nondiscriminatory basis.

In Brief

LOCATION
- In downtown San Francisco
- Walk to public transportation

COMMUNITY
- 1,400 students
- Age range from 20 to 75
- 7% international
- 26% students of color
- 71% women
- Online students across 4 continents
- More than 5,000 alumni in 28 countries

COSTS
For a detailed breakdown of costs—full-time, part-time, and per-unit—visit www.ciis.edu/admissions or call Admissions at 415.575.6154.

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