

# **Applied Psychology MA in Psychology - in Mandarin**

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## **About the Master's in Applied Psychology Degree**

This new degree is a transformative and rigorous degree program that offers a coherent overview and exploration of the most important areas of psychological development including problem areas and aspects of healing and growth. It features a whole person – integral psychology approach including the body, mind and spirit and includes the learners not only in lecture and theory learning but applied experiential learning. All graduates will develop their skills as coaches as a professional occasion and skill set to use to apply these skills to various contexts such as in work with individuals, couples, families, groups, or leadership contexts. This degree can be completed within 2 years entirely online and in Mandarin. Most activities can be completed asynchronously, meaning students can complete the activities and lectures on as they have time within the semester.

This program is designed to help advance the careers of professionals in coaching, leadership, HR, consulting, counseling, group facilitation, education, psychology research, theory development, and writing. All graduates of this program will have met the 60+ hours of coaching practice to apply for the Associate level Credential with the International Coaching Federation, which provides an international network of coaches with ongoing networking, learning and business opportunities. We fully expect our graduates to find successful application in private practice or in companies and non-profit organizations.

## **Requirements**

This online program consists of 2 years of coursework, 2 courses per semester, or a 36 credit requirement, a final comprehensive exam and a capstone project. Embedded within the curriculum are 2 coaching skills courses which fulfill the coursework requirement for the International Coaching Federation's associate coach requirements, should graduates wish to pursue this additional certification. All coursework is completed entirely online in Mandarin during the fall, spring and summer semesters. This program accepts students in the fall, spring and summer on a rolling basis and expects students to continue with 2 courses per semester for the duration of the program with their cohort. After all other courses are completed, students begin their final semester in the capstone project experience where they develop a professional coaching relationship, ground their work in the literature and write about this experience integrating all that they have learned in the program. This culminating experience results in a thesis project that is presented to the faculty and cohort.

Fundamental to the vision of this program is psychology as integral whole person psychology and the learning will be conducted both through engaging theory, research and applied practice but also through experiential activities designed to transform the learner and develop skills and knowledge through experience.

## **Program Learning Outcomes**

1. Knowledge
  - 1.1 Demonstrate knowledge of human development theory, sexual health, family dynamics, group process and the principles of leadership development.
  - 1.2 Understand models of sub-clinical levels of problematic behavior and relationship dynamics including trauma.

2. Coaching and Leadership Development Skills
  - 2.1 Demonstrate the ability to structure a coaching relationship including notetaking, fee setting and framing the relationship.
  - 2.2 Utilize alliance building techniques, active listening, change oriented and acceptance -oriented techniques toward client goals.
  - 2.3 Demonstrate competent use of several applied interventions including but not limited to: Narrative methods, expressive arts, role play, group facilitation, drama therapy techniques, movement, motivational interviewing, guided imagery, thought logs, and somatic approaches.
  - 2.4 Manage the self, including one's sensations, reactions, attitudes, emotions and other aspects of one's experience of the self in professional relationships.
  
3. Values
  - 3.1 Appreciate diverse experiences and identities.
  - 3.2 Adopt a whole person integral view of psychology - body, mind, spirit.
  - 3.3 Assume an ethical stance and professional practice of applied psychology and coaching.

## **Admissions Requirements**

All applicants must be residents of China, and must have a bachelor's degree or equivalent from an accredited university.

## **Curriculum**

### **MA in Applied Psychology—36 units**

The curriculum for the MA in Applied Psychology requires 36 semester units, 18 units or the equivalent each year for two years.

#### **I. Common Core (27 units required)**

- APSY 5000 Integral Psychology and Critical Discourse (3 units)
- APSY 5001 The Self as Inquiry (3 units)
- APSY 5002 Families as inquiry (3 units)
- APSY 5003 Couples as Inquiry (3 units)
- APSY 5004 Trauma (3 units)
- APSY 5005 Sexuality as Inquiry (3 units)
- APSY 5008 Leadership (3 units)
- APSY 5010 Group Dynamics and Facilitation (3 units)

#### **II. Coaching Skills**

- APSY 5006 Ethical practice (3 units)
- APSY 5007 Applied Skills and Coaching 1 (3 units)
- APSY 5009 Applied Skills and Coaching 2 (3 units)

#### **III. Capstone Project (Required)**

- APSY 5011 Capstone project (3 units)

## **Course Descriptions**

### **APSY 5000 Integral Psychology and Critical Discourse (3 units)**

This is the foundational course that invites students into exploration and dialogic discourse in the program. This course develops a framework for multiple ways of knowing and being and how to be in an East-West dialogue in an inclusive and reflexive manner. This course is designed to help students master key theoretical aspects of integral psychology but also to begin to develop a sense of curiosity about the self, others, groups and society in a more experiential manner. This course is the occasion to consider what it means to know anything at all, what is psychology, what is healing, and all of the philosophical issues associated with our work. It is a place to introduce a whole person view of psychology that includes body, mind and spirit. The ultimate goal is to develop a community of learners that can be critically reflexive in their approach to difficult topics and who can identify that there are perspectives and sources of knowing that may differ between people, between cultures and over time. Another goal is that this course will set the tone for all subsequent coursework including rigorous theoretical material and personal experiential exercises.

### **APSY 5001 The Self as Inquiry (3 units)**

The self is investigated fully from multiple ways of knowing beginning with their own selves. What is the self? Artistically, somatically, as separate and innately different from others, as a developing entity, in context and relationship to others and culture. This course will include information on human development and some of the major theoretical frameworks used for understanding the self in the east and west throughout the life span. This course will offer an opportunity to experience various modalities of exploration of the key inquiry questions. This will be the place to consider problems and concerns of the self. Here

we will encourage artistic exploration, dream work, spiritual inquiry and ritual, movement, narrative, and inner exploration as a means to engage the inquiry and as applied to theory. The beginnings of discussions of how others shape the self, empathy, emotional intelligence, intellectual capacities, neurodiversity and other dimensions of difference, ethnic and sexual identity, problems with the self, health and disease will occur. The central question will be what is the self and what does the self mean in China now and how does our understanding of the self have implications for our relationships and for coaching practice. Practical skills for addressing problems with self development will be honed further in the last semester in the coaching skills series.

**APSY 5002 Families as inquiry (3 units)**

This course includes a focus on key theories of parenting, family dynamics, conflicts and concerns as well as intergenerational transmission of values and experiences. Both lecture and experiential activities and reflections will occur. We will develop stories, genograms, consider role play and other activities designed to explore the ways families operate and can develop. Structural interventions and consideration of power and gender dynamics will be addressed. Common parenting dilemmas will be explored. Discussion of co-regulation, positive discipline, non-violent communication and other skills will be offered. These will be honed further in the last semester in the coaching skills series.

**APSY 5003 Couples as inquiry (3 units)**

This course is the occasion to consider marriage, infidelity, dating, and intimacy through reflection and discussion. This particular course will leverage attachment literature and theory and activities (eye gazing, media depictions) and discussions of the issues associated with bonding, flirting, trust, romance, conflict, power, abuse, vulnerability, gender roles etc, Same sex couples, and other structures such as open arrangements and infidelity will be discussed. Some discussion of Emotionally-Focused Therapy principles, Gottman method, non-violent communication skills, and cross-cultural frameworks will be addressed. The life cycle of a couple will also explored. Skills for application will be honed further in the last semester in the coaching skills series.

**APSY 5004 Trauma (3 units)**

Trauma-informed perspectives including theories of intergenerational trauma, and how trauma impacts well-being will be presented. This course is dedicated to considering skills for self-care as a coach and building capacity for big feelings/experiences in working as a coach. This will also help to ground coaches in understanding how trauma may impact their clients and how to navigate these experiences. Practical skills will be offered including: Emotion regulation, mindfulness, distress tolerance, and, interpersonal effectiveness. Consideration of referrals for trauma and ethical scope of practice issues will be discussed.

**APSY 5005 Sexuality as Inquiry (3 units)**

This course will provide a bio-psycho-social perspective on sexuality including medically accurate and research-based information about sexual behavior, desires, orientations and practices. This course is helpful to those in particular who will be working with families and couples and individuals for whom intimacy and sexual issues may be of concern.

**APSY 5006 Ethical Practice (3 units)**

In this course we will consider ethics broadly defined and specifically related to coaching and consulting practices. Particular attention will be paid to the dynamics of the coaching relationship, scope of competence and scope of practice and practical issues associated with beginning and ending a coaching relationship, making referrals, the meaning of money and consent and other ethical issues. Difficult cases and the ethical issues that arise from them will be discussed as a way to develop an ethical community of thinkers together.

**APSY 5007 Applied Skills and Coaching 1 (3 units)**

This course provides the basic professional skills for coaching. Skills such as: Active listening, reflective listening, supporting clients, motivational interviewing, somatic attunement, goal setting and planning, setting up the coaching relationship, note taking, reflection, awareness and management, and coaching activities for particular issues will be covered and developed through dyad work and demonstration. Finding client strengths and resistances, using intuition, self-management for the coach, and clarifying goals will also be addressed. This course is largely done in an experiential integrative manner. After this course students will begin to feel that they have some skills for beginning a professional coaching practice.

**APSY 5008 Leadership (3 units)**

This course will situate leadership in terms of transformative leadership beginning with the self to create change socially through leveraging our curriculum and experience in our transformative leadership program. Techniques for grounding leadership dilemmas in larger philosophical issues and meanings are offered and leadership as developed and supported from the inside out is discussed. This is a reflective course on the leadership level helping to develop creative depth in leadership and to facilitate capacity for change and vision that can later be delivered through coaching for leader clients.

**APSY 5009 Coaching 2 (3 units)**

In the second coaching skills course the more difficult and sophisticated coaching skills are honed. This course addresses the need for discernment in making referrals, understanding the scope of coaching practice, and identifying possible concerns of an ethical nature that may arise. Dealing with issues such as client wishes for self-harm, criminal behaviors and other larger concerns will be addressed. Dual roles and the limits of the coaching role are all explored in this class. This course will also focus on how to approach: Difficult and resistant clients, confrontation and conflict, repairing after a break in attunement with the client, managing difficult emotions, complex cases, acceptance vs. change strategies, and ending coaching relationships. This course deepens and extends the learning from coaching skills 1 considering more complex cases and dilemmas. Ethical learning is integrated and applied in this course.

**APSY 5010 Group Dynamics and Facilitation (3 units)**

In this course the focus is on group process and group behaviors. Students will learn about the structure of groups, facilitation processes, and group power dynamics. How to facilitate groups and address process-oriented application of coaching skills will be covered. Cases taken from professional contexts and leadership situations that address various issues such as: Motivation, fairness issues, workforce communication, leadership dilemmas will be addressed.

**APSY 5011 Capstone Project (3 units)**

Students will integrate their learning and apply it to a coaching case which they explore in depth and present this case to the group for comment. It will include the use of coaching to address a social issue and will demonstrate integral coaching in service of the case. This particular project must meet the standards of the faculty in order for the student to meet the graduation requirements. The particular rubric for assessment will be developed by the faculty.