



**SOUTHWESTERN COLLEGE
& NEW EARTH INSTITUTE**



Consciousness-Centered Graduate School for Counseling and Art Therapy/Counseling

2018–2019 Catalog

Southwestern College
3960 San Felipe Road
Santa Fe, New Mexico 87507

Main (505) 471-5756, Toll Free (877) 471-5756
Fax (505) 471-4071
info@swc.edu www.swc.edu

◆ Southwestern College is accredited by the Higher Learning Commission
of the North Central Association of Colleges and Schools. ◆

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604

*Southwestern College maintains a nondiscriminatory policy.
This catalog is subject to revision at any time during the school year.*

This catalog is the official source of the College's academic guidelines, programs, policies and procedures. Degree candidates are responsible for meeting the College's graduation requirements, as reflected in the catalog under which they entered the program. Students who re-apply to the program after a period of absence for more than a year, will re-enter the program under the catalog in effect when they are re-admitted. The catalog is updated annually.

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REFLECTIONS FROM DR. JAMES MICHAEL NOLAN, PRESIDENT



Greetings!

I never cease to be amazed at the power of the Southwestern College curriculum, the speed and depth of our students' personal and professional growth, and the meaningful and varied career paths our graduates create after graduation. Personal transformation and career success go hand in hand—we consistently get that feedback from graduates and the agencies that hire them. It is very exciting to witness.

As a College, we work to remain an affordable and strong value proposition. The Populi course and student records management system has allowed for an updated course delivery and registration experience, something students have been requesting for several years.

Building the Tierra Nueva Counseling Center (TNCC), updating to an electronic health records (EHR) system, and making TNCC a full-fledged community mental health center allows students to leave Southwestern with cutting-edge clinical experience, fully prepared for their first professional position. We are proud of this development and the agencies that serve as internship sites and hire our graduates express their appreciation of the superior training Southwestern College students bring.

We continue to improve efforts to support our graduates beyond graduation day. When states have unusual licensing requirements, we offer independent studies to fill in the gaps. We offer training in marketing, clinical treatment, and “golden thread” case documentation, the industry standard. In addition, each month we list job openings all over the country, to assist our graduates with career development and advancement.

The Southwestern College faculty is incredibly diverse in terms of education and psychotherapeutic orientation. Most are current, active practitioners in the fields of Counseling and Art Therapy. The New Earth Institute certificate programs offer opportunities to broaden your professional competencies, while spending time training and networking with licensed professionals from the New Mexico community. For many, these certificate programs have shaped or made careers as our graduates become known as specialists in an area of clinical practice to which they are personally called.

The transformational experience of Southwestern College is amplified by the fact that we are located in Santa Fe, NM, (www.santafenmtrue.com), an international travel destination which wins awards every year in travel and art magazines. Located at the foot of the Sangre de Cristo Mountains, Santa Fe and northern New Mexico are renowned for cultural diversity, vibrant art communities, and a variety of outdoor activities (world-class hiking, skiing, cross-country skiing, mountain biking). The launch of the stunning art installation phenomenon called Meow Wolf (www.meowwolf.com) has brought international attention to Santa Fe and created many jobs for artists and creatives of all ages – our students included.

Southwestern College has a robust presence on Facebook, Instagram, Pinterest, YouTube, and LinkedIn. Our blog site (at www.swc.edu/blogs) has over a thousand posts with topics ranging from breakfast spots in Santa Fe, to professional licensing advice, to what our graduates are doing, to what it is like to be a person of color at Southwestern College.

When you decide to attend Southwestern College, you are choosing the adventure of a lifetime. Whether you are 23 or 63, a native of New Mexico, or coming in from Maine or Alaska or Texas (75% of our students come from out-of-state), your life will take a turn toward personal expansion and professional excellence – the likes of which you cannot yet imagine. You will forever be changed.

Welcome. I am delighted to have you as part of the Southwestern College/New Earth Institute community.

James Michael Nolan, President
Southwestern College

WHO WE ARE

Southwestern College is a consciousness-based graduate school in Santa Fe, New Mexico. We offer master's degrees in the fields of Counseling and Art Therapy, leading to licensure. We also offer specialty certificate programs for ongoing professional development.

Our innovative curriculum integrates personal growth, consciousness, and holistic professional training in intimate experiential classrooms. Our faculty members are reflective practitioners and respected agents of change in their communities.

Together, faculty and students work to facilitate a transformational process of self-reflection and increased awareness, which prepares our students for meaningful and sustainable careers. Our overall approach and philosophy is best summed up in our Mission Statement: "Transforming Consciousness through Education."

• ABOUT SANTA FE

Santa Fe, the capital of New Mexico, sits at an altitude of 7,000 feet, and features stunning high desert vistas, breathtaking sunsets and a four-season climate offering over 300 days of sunshine each year. For pursuing graduate studies, there could be no place in the United States more visually or artistically stimulating than Santa Fe. In addition, Santa Fe is a diverse cultural area, providing a multitude of opportunities for leisure, recreation and cultural activities. It is a rich blend of Native American, Hispanic, European and wild west influences.

Among the many museums worth visiting are the International Folk Art, the Indian Arts and Culture, the NM Museum of History and the Georgia O'Keeffe. Summer comes alive with renowned theatrical productions, a wide variety of music offerings and the world-famous Santa Fe Opera.

Throughout the year, residents enjoy numerous festivals and dances at the nineteen Northern New Mexico pueblos. World renowned Spanish Market and Indian Market take place annually in the down-

town Plaza. The latter is the largest such art market in the world. For those who want a taste of the West, the rodeo comes to town in June. Outdoor life can be lived to the fullest in northern New Mexico. Horseback riding, skiing, snow-boarding, golfing, fishing and boating are all within close proximity. Bicycling, bird watching, hiking and rafting are popular activities as well.

• QUIMBY/SOUTHWESTERN COLLEGE: ROOTS TO PRESENT DAY

Southwestern College previously known as Quimby College, was founded by Dr. Robert Waterman. Quimby College offered its first classes in 1979, grounding the original curriculum in the educational philosophies of Ralph Waldo Emerson, Rudolf Steiner, John Dewey, Carl Rogers, Carl Jung, Abraham Maslow and the perennial wisdom traditions of the East and West.

Phineas Parkhurst Quimby himself was a visionary mental/spiritual healer in 19th century New England. His philosophy that people have the innate capacity to heal themselves and create lives of joy, abundance and spiritual connection inspired many related schools of thought and today can be found in the writings of people like Eckhart Tolle, Wayne Dyer, Deepak Chopra, Stephen Covey, Matthew Fox, Barbara Marx Hubbard and Caroline Myss, as well as in the philosophical tenets of Positive Psychology. Quimby's philosophical legacy is known as "New Thought," and several international organizations are dedicated to exploring this lineage, which remains very much alive today.

As you can see, Southwestern College combines the great truths and teachings from many cultures and eras with the progressive discoveries of modern psychology, art therapy, interpersonal neurobiology, and that exciting new territory where science and spirituality are finally meeting on common ground. Our graduates have become leaders in the field, and are employed all over the country and abroad. By infusing the curriculum with deep and ongoing opportunities for personal transformation, Southwestern College has made it possible for its graduates to move more quickly into leadership opportunities after graduation.

• GROWTH AND SUSTAINABILITY AT SOUTHWESTERN COLLEGE

Southwestern College has been devoted to “consciousness” since the day it opened its doors in 1979 as Quimby College. As time passes, we explore new dimensions of consciousness and how to use them to fulfill our responsibilities to the planet.

About twenty years ago, College leaders made a commitment to building a relationship to the environment by planning a green and sustainable future for the College. After years of saving and receiving donations from ecologically-minded supporters, in 2009 the College built a new Art Therapy Complex with solar panels and a water capture system.

That same year SWC received a federal grant of \$130,000 to install seven large rain catchment tanks to supply a drip irrigation system for landscaping. The grant also funded the addition of photovoltaic cells on the roof of the new building, which generate enough electricity to serve our needs and to sell some back to the city.

In June of 2012 we acquired four-plus acres of property adjacent to our campus. We broke ground in the summer of 2105 on a new counseling center build a new counseling center that serves our students as well as the Santa Fe community. The Tierra Nueva Counseling Center opened in January, 2016.

• KEY PEOPLE IN SOUTHWESTERN COLLEGE'S HISTORY

Robert D. Waterman, Ed.D., LPCC, is the co-founder of the College and continues to teach Archetypal Psychology. Dr. Waterman holds the title President Emeritus and is a non-voting member of the Board of Trustees.

Katherine Ninos, M.A., LPCC, was in the first graduating class of Quimby College. She began working for the College in 1980, became Administrative Vice-President in 1986, Vice President in 1996 and Executive Vice President in 2014. She developed and teaches the courses

Psychology of Consciousness and Psychology of Altruism, and is an *ex-officio* member of the Board of Trustees, serving as Secretary. She is Director of The New Earth Institute and creator of the annual Transformation and Healing Conference. Ms. Ninos continues to be a powerful spiritual leader and an influential teacher in the Santa Fe community.

Marylou Butler, Ph.D., was appointed Academic Vice President in 1986 and became the second President of the College in 1996. Dr. Butler chaired the process that led to Southwestern's initial accreditation by the Higher Learning Commission.

James Michael Nolan, Ph.D., became the College's third president in 2006. His passion is to build and nurture a community that supports the College's mission of combining excellent clinical training with opportunities for personal growth and social change. Dr. Nolan's professional interests include positive psychology, leadership, and the meeting grounds of psychology, spirituality and the ancient wisdom traditions. He holds a Ph.D. in Counseling Psychology from The Ohio State University. His graduate studies in English and Irish literature have been a profound influence on his personal and professional vision. Dr. Nolan maintains a private practice in Santa Fe.

• MISSION, VISION AND GOALS

• Mission: Transforming Consciousness through Education

This mission guides every program, class, or service we offer to the world, whether on-site, web-based, or in a distance-learning environment. It is our intention for our mission to be served by, and transmitted through, all our activities. Web-based programs and distance-education allow us to reach a wider, national and international audience with our mission, vision, and goals.

• **Vision:** We see a kinder, more compassionate world in which the core values of interconnectedness, heart-based collaboration, mutual respect, and acceptance guide our work together.

- **Values:**

Partnership—We welcome all voices in an atmosphere of inclusiveness, cooperation, and respect; we promote active engagement with, and promotion on, relationships that serve the whole.

Empowerment—We support each one to be centered within and act from one's own light and wisdom in relationship with outer circumstances or conditions.

Mindfulness—We support deepening our awareness so we can be fully present with all that is.

Service—We offer our gifts, knowledge, and energy to responsibly serve our communities with integrity, sensitivity, and gratitude.

Love—We seek to express love as unconditional peace, joy, compassion, and gratitude.

- **STATEMENT OF PURPOSE**

Our purpose is to engage in transformational teaching, learning, and service in order to activate innate human potential and creativity, increase conscious awareness, embrace the unique life path of each one, and enhance the synergy among all beings.

- **GOALS**

1. To be a nationally-recognized school fostering personal growth and transformation through adult classes, workshops, and conferences, using on-site, web-based, and distance-learning environments.

2. To prepare and support service-oriented professionals who are reflective practitioners in their respective fields of study.

3. To promote transformational consciousness through high-quality experiential graduate study and continuing education for service professionals, using on-site, web-based, and distance-learning formulas.

- **CONSCIOUSNESS AND SWC'S MISSION AND EDUCATIONAL PHILOSOPHY**

Southwestern College's mission is "Transforming Consciousness Through Education."

Consciousness, as understood at Southwestern College, is the capacity and willingness to live with intentionality, and the highest possible level

of awareness regarding our personal, social and spiritual reasons for being here. Thus consciousness becomes the powerful clinical and spiritual ground upon which our faculty and students build, develop and apply the extensive knowledge bases and skills that comprise the art and science of Counseling and Art Therapy. This focus on consciousness is foundational to informed, ethical and effective clinical work, and distinguishes Southwestern College from most other graduate schools of psychology, counseling or art therapy.

The key influences in developing the educational philosophy and curriculum were Emerson, Steiner, Maslow, Rogers, Jung, Dewey and Quimby. The primary themes they brought to the College were:

- Deep learning comes from the personal experience and relationship with the material being learned.

- Effective experiential learning will "awaken the teacher within" and allow each student to create their own personal meaning and develop their clinical models out of their direct experiences and insights.

- Individual and social transformation occurs when deeply experiential learning is applied in a conscious, intentional manner in the world.

- One's personal understanding of, and experience with, spirituality or the divine, whatever the lineage or tradition, are core components to effectively apply one's education to transforming consciousness out in the world.

- **APPLICATION OF MISSION AND EDUCATIONAL PHILOSOPHY**

The vehicles for implementing Southwestern College's mission are its masters degree programs in the fields of Counseling and Art Therapy, the New Earth Institute, and the Tierra Nueva Counseling Center. The College's training model for these vehicles relates directly to the mission as well.

Guiding Principles, Beliefs and Values

- In order for counselors and art therapists to facilitate transformation in others, they must first cultivate a relationship with their own inner and

outer resources and demonstrate an ability to make use of these resources in their own lives.

- Helping professionals and conscious leaders must have an experiential understanding of transformation and the capacity to nurture continued transformation in self and others.

- Intentionally offered experiential education can provide the opportunity, framework and context for such transformational experiences.

- Self-reflective practitioners who value the cultivation of an evolving consciousness and who have an experiential understanding of transformation are best suited to teach and/or facilitate in such a learning environment.

- Spiritual awareness, development, and a personal practice, path or understanding are integral to the full development of an informed and effective holistic, integrative approach to counseling and art therapy.

- Combining the best practices and evidence-based approaches of current mainstream counseling, psychology and art therapy with alternative healing methods and perennial wisdom traditions allows students to develop their own multiculturally-informed model for understanding how to help transform peoples' lives as a counselor or art therapist.

- An institutional “service orientation” toward our community is consistent with and integral to our mission.

INSTITUTIONAL LEARNING OUTCOMES, FOUR AREAS:

Our Institutional Learning Outcomes fall into four general areas. Students are expected to:

1. Demonstrate the skills to facilitate transformation in self and others;
2. Demonstrate the ability to examine implicit assumptions embedded in various belief and social systems, and how these influence conscious relating;
3. Develop a lifelong commitment to

multicultural awareness and clinical competency

4. Demonstrate the skills and knowledge necessary to function as an ethical professional

1) TRANSFORMATION

In Part One, “Transformation” relates significantly to the experience one has of exploring oneself, learning and applying theories and methods of counseling and art therapy to one’s own experience, and using this process to transform one’s own consciousness. A central aspect of this is cultivating awareness of the dynamic relationship between how one impacts and is impacted by others, whether in relation to individuals, communities, or the world. In Part Two, the focus shifts explicitly toward helping others with their transformational processes, and takes place largely in the counseling or art therapy relationships that the student develops in practicum and internship. The supervisory relationships as well as the continuation of personal therapy allow students to continue their own growth process as they hone their professional helping and healing skills and identity.

2) AWARENESS

In each of our courses, students are encouraged to explore implicit assumptions embedded in various systems, such as national, regional and institutional/organizational cultures, organizational cultures, family cultures, family of origin, and peer groups, to name a few. This awareness is promoted in both intellectual and experiential ways; the classroom is a forum for this exploration. Assignments are designed to help students become more aware of their reactions to material as well as potential areas of bias that are affecting their perceptions. This continued process of inquiry, exploration and self-reflection is a critical aspect of cultivating conscious relationships.

An awareness of implicit assumptions is an essential skill in providing psychotherapeutic services. Without such examination, a therapist is much more likely to impose his or her worldview on a client, which is antithetical to therapeutic process. Furthermore, by engaging in this process of expand-

ing awareness, our students are more able to serve diverse populations without imposing views and values from the dominant culture.

3) MULTICULTURAL COMPETENCY

Counselors and art therapists find themselves working in an increasingly diverse context with communities, families and individuals unlike themselves. Multicultural awareness, knowledge and competency are core to the ethical practice of every licensed professional. Southwestern College recognizes that learning about difference, whether based in cultural, religious, political, economic, regional, racial, ethnic, language, age, ability, worldview, gender or sexuality is a core competency for counselors and art therapists.

To better meet this Institutional Learning Outcome, students will complete a course in Multicultural Awareness to document their own growth in awareness and understanding of diversity and multiculturalism. Students will be invited into deep reflection on the social and personal impact of multiculturalism, diversity and difference as they learn about themselves and others. This exploration begins early themselves and others. This exploration begins early in the program and continues through their coursework. Both the Core Curriculum and the Final Exam address multicultural issues.

4) PROFESSIONALISM

Our students are being prepared to work within a licensed profession. Our program provides rigorous clinical training, which prepares students to work autonomously within the field. Within the professions of Counseling and Art Therapy, there are certain conventions and requirements that our students are exposed to throughout their educational process: therapeutic stance and presence, boundaries, ethical standards, the nature of the therapeutic relationship, attire, and continued learning as the field evolves. Maintaining proper professional standards and practices as licensed counselors and art therapists is essential throughout one's career. Membership in the American Counseling Association and the American Art Therapy Association is highly recommended.

•ASSESSMENT OF STUDENT LEARNING OUTCOMES

In addition to the successful completion of coursework, practicum hours and internship, students are required to demonstrate their knowledge and abilities at the end of Part One and at the end of the program. At the end of Part One, students are required to successfully complete a written core curriculum exam, covering the areas of the therapeutic process, theoretical knowledge, clinical skills and attitudes and an awareness of multicultural issues gained in Part One coursework. Art therapy/ Counseling students must also participate in a portfolio review.

The College's Commitments to Learning and Training:

Southwestern College commits to supporting our Institutional Learning Outcomes in the following ways:

- By providing both the challenge and support for students to avail themselves of the opportunity to do the deep self-reflection and learning needed for personal transformation.
- By providing students with a rigorous, challenging yet individualized academic environment which encourages the individual's experience of self-discovery and expanded consciousness, which in turn informs the process of learning the art and science of counseling and art therapy.
- By providing intensive and diverse supervised experiences in clinical practice wherein the students can apply and hone the assessment, diagnostic and therapeutic skills needed to practice counseling and art therapy at a professional level.
- By providing and modeling a framework for maintaining self-awareness, personal/spiritual growth and self-care in an emotionally and mentally rigorous field.
- By teaching and modeling the ethical practice of counseling and art therapy and encouraging a life-long commitment to examining new ethical issues as they arise in the field.
- By teaching and maintaining our collective awareness of multicultural considerations and competencies in this ever-diversifying world.

- By providing the education, training and support needed to pursue and achieve professional licensure, and providing continuing education opportunities to continue the process of life-long learning as a licensed professional.

- By providing transformational learning opportunities and affordable therapeutic services to the community at large.

• COLLEGE ORGANIZATION

Southwestern College is a private, non-profit corporation. Under the governance of its Board of Trustees, the President is the chief executive officer. The Board of Trustees is composed of seven to fifteen members. Board officers are the chair, vice chair and treasurer. A student member is elected by the student body each April and a faculty member by the faculty annually.

The President is a non-voting member of the Board of Trustees and the Executive Vice President is the Secretary of the corporation. The President is responsible for the overall well-being of the institution and supervises the Executive Vice President, the VP for Academic Affairs and Dean (VPAA/Dean) and the Chief Financial Officer (CFO). The President and Executive Vice President develop and oversee staff policies and procedures related to the ongoing administrative activities of the College. The VPAA develops and oversees faculty policies and procedures related to the academic activities of the college.

• Executive Council

The President, Executive Vice President, the VP for Academic Affairs and Dean (VPAA) and the Chief Financial Officer (CFO) comprise the Executive Council, who together oversee the activities of the college and spearhead strategic planning.

• Academic Council

Academic Council (AC) shares the vision and responsibility for all academic programs and policies of the institution and holds collective/joint responsibility for all accreditation processes, initiatives outcomes, assessment, and remedial actions required by the respective accreditation bodies (HLC, CAAHEP/ACATE, and others). AC maintains authority in all academic areas and has the right to create exceptions to formal written policy and to render decisions in areas in

which there are not written policies.

AC serves as the central Assessment Committee and regularly reviews assessment data gathered through surveys, exit interviews, persistence and completion data, as well as reviewing student artifacts using rubrics and learning outcomes. AC is responsible for closing the feedback loop on assessment for ongoing program improvement.

AC may appoint search committees, *ad hoc* committees and standing subcommittees as-needed. Current subcommittees include: Student Success Team; HLC Reaccreditation Task Force; CAAHEP Accreditation Task Force.

AC is chaired by the Chief Academic Officer who serves as the Vice President of Academic Affairs & Dean as well as the Higher Learning Commission Accreditation Liaison Officer. Members include: President, Executive Vice President/Director of the New Earth Institute, the Counseling Chair, Art Therapy/Counseling Chair, Director of the Master of Arts in Art Therapy for Clinical Professionals, full-time Art Therapy faculty member, Tierra Nueva Clinical Director and the Student & Career Services Director. Others may be invited to attend on an as-needed basis.

• Administrative Staff

Administrative staff meetings, chaired by the Executive Vice President and Director of the New Earth Institute, are held with the President, VP of Academic Affairs and Dean, Chief Technology Officer, Chief Finance Officer, TNCC Director, TNCC Operations Manager, Business Office staff, Director of Enrollment Services, Library Director, Registrar, Financial Aid Administrator, Student Services Director, Office Manager, Chief Administrative Support and Admissions Associate. The purpose of these meetings is to maintain the communication required for decision-making related to an effective organizational structure. This ensures the support of the mission of the College.

• Administrative Office Hours

Southwestern College office hours are 9:00a.m. to 5:00p.m., Monday through Friday. The main office is open on all legal holidays if there are classes scheduled. Individual office hours may vary on holidays. The college is closed the Friday after Thanksgiving and the week between Christmas and New Year's Day.

• DISTANCE EDUCATION

Southwestern College occasionally offers online courses. When available, these are listed in the quarterly schedule of classes. To support student learning in the online environment, we utilize a dynamic course platform called Populi. Institutional Technology, under the leadership of Donna Harrington, provides support for all students and faculty in accessing educational materials and services available in Populi. Library services are linked to each course as are faculty lectures, other viewing material, required and recommended reading, rubrics, assignments, grades, discussion, etc. Students and faculty communicate directly through the course-work. Faculty are trained in online teaching methods.

In addition to course support, Populi provides access to student forms, student transcripts, financial aid information, business office information, advising and student services, and academic support. It is a robust interactive student database and courseware platform.

Students and alumni may seek permission to complete independent study work in the online environment. Students and alumni needing this educational service should reach out to Emilah DeToro, Director of Student and Career Services, to arrange for an online independent study. Priority for online independent study work is given to those seeking additional course units or academic credits to meet the requirements of state licensure.

GRADUATE STUDIES

Southwestern College is accredited by the Higher Learning Commission and approved to offer the following graduate degrees, certificates and distance courses at their campus location, 3960 San Felipe Road, Santa Fe, NM 87507. The College is registered as an institution of higher education with the New Mexico Higher Education Department.

Degree Programs:

- Master of Arts in Counseling
- Master of Arts in Art Therapy/Counseling*
- Master of Arts in Art Therapy for Clinical Professionals*

*These programs are also approved by the American

Art Therapy Association (AATA) and are seeking Accreditation in 2018 through the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Certificate Programs:

- Addictions, Abuse and Recovery
- Applied Interpersonal Neurobiology
- Children's Mental Health
- Ecotherapy
- Human Sexuality
- Infant Mental Health
- Trauma, Grief and Renewal

Certificate programs may be taken concurrently with a degree program or as stand-alone classes.

The purpose of the master's degree programs at Southwestern College is to prepare mental health professionals for careers in counseling and/or art therapy. M.A. graduates are able to apply for licensure in New Mexico and many other states. Art Therapy/Counseling graduates are eligible to apply for registration and board certification with the Art Therapy Credentials Board (ATCB) of the American Art Therapy Association (AATA). Art Therapy/Counseling graduates can also be licensed as a Professional Art Therapist (LPAT) in New Mexico, and can obtain a Licensed Professional Clinical Counselor (LPCC) credential in New Mexico as well.

Many of our graduates get licensed in other states. **We encourage applicants and students to research the licensing requirements in the state they wish to practice as a counselor or art therapist.**

The Director of Student and Career Services would be happy to answer questions about licensing requirements and our curriculum.

The master's degree programs vary in length, and we offer a variety of scheduling options for students, whether they attend full-time or part-time. Students in the M.A. in Counseling and M.A. in Art Therapy/Counseling programs are required to fulfill a personal therapy requirement of 40 face-to-face sessions with a mental health professional licensed in New Mexico. The personal therapy requirement provides for both academic and personal growth. The experience of being a client teaches students about the nature of the therapeutic relationship, including an appreciation of the emotional life of the client. The experience also provides an opportunity for personal growth that strengthens emotional balance and therapeutic skills.

M.A. ART THERAPY/COUNSELING

- American Art Therapy Association approved program since 1998.
- Curriculum and degree prepare graduates for licensure in art therapy and/or counseling.
- 98 quarter units.
- Art Therapy/Counseling practicum can be done at Tierra Nueva Counseling Center.
- Entire year of applied learning with clients in practicum and internship.
- Transformational learning approach shared by faculty and students.

The Masters Program in Art Therapy/Counseling emphasizes the use of the visual arts as a therapeutic approach in clinical, educational, community and rehabilitation settings. While visual arts are the primary therapeutic modality, the creative process may be supported by classroom experiences in other expressive therapies.

The experiential learning approach allows the student to participate with the faculty in the learning process. A holistic approach in a dynamic classroom setting lends itself well to self-reflection and personal growth while the student builds professional skills.

Faculty members provide an eclectic philosophy that encourages the student to explore the wide range of theories in the field as well as the most current approaches and issues.

The art-making process, as well as the art product, are valued in art therapy studies at Southwestern, with emphasis on spiritual awareness, the therapeutic relationship, and the honesty of the art.

There is a sense of genuine community within the school that is nourished by faculty, administration and students. The Art Therapy Studio provides a quiet space for creative expression. There is a weekly open art studio for community building.

Our Art Therapy/Counseling program is committed to intentionally welcoming and nurturing diversity in the field of art therapy. With joy, we anticipate positive changes with our field as new, diverse clinicians inform how the work is done.

• PROGRAM LEARNING OBJECTIVES

Students will:

- **Knowledge:** Demonstrate an ability to understand the theory, ethics, and professional/clinical protocols necessary to practice art therapy/counseling as an entry level professional and consistent with the guidelines established by CAAHEP and Art Therapy Credentials Board.

- **Skills:** Demonstrate the clinical skills necessary to practice art therapy/counseling as an entry level professional.

- **Attitudes and Behaviors:** Demonstrate an ability to engage in reflective practice that includes multicultural awareness, creative inquiry, openness, empathy, respect and conscious relating.

The field of art therapy is expanding, and there are more opportunities than ever before available to graduates. Southwestern College prepares masters-level art therapists with the theoretical background, art therapy skills and character strength to practice in:

- Clinical settings—participating in the development and implementation of treatment plans for clients by using creative expressive modalities;
- Community settings—assisting individuals in achieving mental health and personal effectiveness through open studio art making;
- Educational and institutional settings—facilitating the development of individuals and groups in their efforts to achieve higher levels of personal and organizational effectiveness.

Our graduates have worked in such diverse settings as hospitals, schools, recovery centers, private clinics, public and private agencies, private practice and in behavioral health consulting.

We also strive to make art therapy services at Tierra Nueva, our Counseling Center, available, accessible and affordable to people living in northern New Mexico.

It is an exciting time to join us and we encourage you to contact the Enrollment Services Office to discuss in greater detail how you can launch your career in art therapy. See Admissions requirements for the M.A. in Art Therapy/Counseling on page 22.

• Art Therapy/Counseling Program Chair



Deborah Schroder, M.S., ATR-BC, LPAT, is the Chair of the M.A. in Art Therapy/Counseling program. She obtained a graduate degree from Mount Mary College in Milwaukee, Wisconsin, where she taught art therapy for several years.

Deborah is an active member of the American Art Therapy Association and serves as the art therapy representative on the NM Counseling and Therapy Practice Board. She also serves on the Board of CASA (Court Appointed Special Advocates) Program serving Santa Fe, Rio Arriba and Los Alamos counties.

Ms. Schroder is very interested in promoting art therapy internationally, and in the summer of 2017 she gave a workshop on Art-Based Genograms at the Arts in Society Conference in Paris. She has been a presenter at several European Creative Arts Therapies conferences, including Crete in 2005, London in 2009 and Italy in 2011. She also presented at the Society for Psychopathology of Expression in 2006, and the 2008 International Family Therapy Association's World Congress in Portugal.

Ms. Schroder is the author of *Little Windows Into Art Therapy* (Jessica Kingsley) and *Exploring and Developing the Use of Art-Based Genograms in Family of Origin Therapy* (Charles C. Thomas).

“What is needed is to learn afresh,
to observe and to discover for ourselves
the meaning of wholeness.”

—David Bohm

M.A. ART THERAPY FOR CLINICAL PROFESSIONALS

This Master's degree is available to Clinical Professionals who already have at least a Master's degree in social work, counseling or another clinical degree, and would also like to be credentialed as an art therapist.

The curriculum provided in this graduate program offers comprehensive training and practical experience with art therapy in the classroom, at our clinic, the Tierra Nueva Counseling Center, and out in the community.

The M.A. in Art Therapy for Clinical Professionals has been developed as a clear path toward the field of art therapy for professionals who are already working in a related mental health field. These counselors, therapists and social workers have skills and experience that we welcome and we know that their careers will be enhanced by the use of art therapy.

The coursework includes all of the academic and clinical content required by the American Art Therapy Association. Graduates are eligible to accrue hours for the national designations of ATR (registered art therapist) and BC (board certified), through the Art Therapy Credentials Board Inc.

• PROGRAM LEARNING OBJECTIVES

Students will:

- **Knowledge:** Demonstrate an ability to understand the theory, ethics, and professional/clinical protocols necessary to practice art therapy/counseling as an entry level professional and consistent with the guidelines established by CAAHEP and Art Therapy Credentials Board.
- **Skills:** Demonstrate the clinical skills necessary to practice art therapy/counseling as an entry level professional.
- **Attitudes and Behaviors:** Demonstrate an ability to engage in reflective practice that includes multicultural awareness, creative inquiry, openness, empathy, respect and conscious relating.

As the field of art therapy has continued to grow, the need for professionals who can provide art therapy has grown. Our experiential, holistic approach to learning invites the active participation of mental health professionals, welcoming their academic knowledge and work experience, creating a rich classroom experience for everyone. See Admissions Requirements on P. 23.

• Director of M.A. Art Therapy for Clinical Professionals and Online Learning



Laura L. Lansrud- López, M.A., ATR-BC, LPCC, LPAT, NCC, ATCS, ACS, is the director of the M.A. in Art Therapy for Clinical Professionals and Online Learning. Laura has a rich and diverse work history, spanning forensic sciences, crisis intervention, behavioral health, clinical supervision, and higher education. Laura holds a Master of Science degree in Forensic Sciences from The George Washington University, and a Master of Arts degree in Art Therapy/Counseling from Southwestern College in Santa Fe, New Mexico. She is licensed in New Mexico (LPCC & LPAT), Virginia (LPC), and Maryland (LCPAT). She is nationally credentialed in art therapy (ATR-BC) and counseling (NCC) and holds certification for Supervision in both fields (ATCS, ACS).

As an educator, Laura embraces a transformative learning approach that honors our lived experience and innewisdom while cultivating practical skills, knowledge, critical thinking, creativity, and above all curiosity. She has over 10 years' experience teaching graduate level courses in art therapy and counseling, both online and in person, offers continuing education and workshops for licensed professionals, and provides clinical supervision in both art therapy and counseling across the country.

Laura has held positions of Secretary and President of the New Mexico Art Therapy Association and was a member of the Nominations Board for the Art Therapy Credentials Board. Most recently, Laura served as Chair of the Counseling Program at Southwestern College and Clinical Director of Tierra Nueva Counseling Center from 2015 to 2017.

In addition to directing the M.A. in Art Therapy for Clinical Professionals and Online Learning, Laura is also an art therapist in Bethesda, Maryland, volunteers at Walter Reed Military Medical Center, teaches in the Art Therapy Department at The George Washington University.

M.A. COUNSELING

- Curriculum and degree prepare graduates for licensure.
- 97 quarter units (equivalent to 65 semester units).
- Practicum at Tierra Nueva Counseling Center, a counseling agency owned and operated by Southwestern College
- Entire year of applied learning in practicum and internship in counseling.
- Experiential learning including self-reflection and application of theory.
- Strong sense of community within a college setting.

The M.A. in Counseling Program has a unique, integrative and holistic approach within an experiential and transformational learning environment. Students are prepared to practice as mental health professionals while also cultivating personal and spiritual development.

The Program integrates effective modes of counseling while incorporating all levels of psychological functioning including the imaginal, emotional, somatic, mental and spiritual. This approach fosters a creative sense of self and the potential for change and growth.

Students experience their own psycho-spiritual transformation through self-reflection as they learn counseling theory and practice. They develop their own professional identities as counselors, which is examined and reinforced through applied learning in practica and internships. Faculty members are dedicated to encouraging a sense of individuality and creativity within the learning process for students. The College prepares master's-level counselors with the theoretical background, facilitation skills and character strength to practice in:

- Clinical settings, assessing client needs and developing and implementing treatment plans;
- Community settings, assisting individuals in achieving mental health and personal effectiveness;
- Educational and institutional settings, facilitating the development of individuals and groups in their efforts to achieve higher levels of personal and organizational effectiveness.

- Private practice, integrating counseling, creativity and spirituality.

• PROGRAM LEARNING OBJECTIVES

Students will:

- **Knowledge:** Demonstrate an ability to understand the theory, ethics, and professional/clinical protocols necessary to practice counseling as an entry level professional and consistent with national standards for counselors consistent with CACREP and ACA.

- **Skills:** Demonstrate the clinical skills necessary to practice art therapy/counseling as an entry level professional.

- **Attitudes and Behaviors:** Demonstrate an ability to engage in reflective practice that includes multicultural awareness, creative inquiry, openness, empathy, respect and conscious relating.

See Admissions Requirements for the M.A. in Counseling on page 24.

• Counseling Program Chair



Kate Latimer, M.A., LPCC, received her B.A. in Social Science from Humboldt State University in 1998, blending her love of Psychology, Sociology and Native American Studies. After several years working in the non-profit and public education sectors, Kate moved to Santa Fe and completed a M.A. in Counseling from Southwestern College.

Kate began her counseling career at Solace Crisis Treatment Center where she developed expertise treating PTSD resulting from sexual trauma, domestic violence, childhood abuse, military combat, and violent crime. Kate also worked closely with the NM National Guard on post-deployment reintegration. In addition, Kate has collaborated with various New Mexico law enforcement and first responder agencies to provide training on stress management and PTSD prevention.

Kate integrates her training in evidence-based crisis stabilization and trauma treatment approaches with somatic awareness, spiritual practices, and creative modalities designed to facilitate inner awareness

and alignment. She encourages her clients to connect to their higher power, let go of limiting beliefs, practice gratitude and forgiveness, choose love over fear, and seek meaning in every experience. She brings curiosity, compassion, and humor to the process of transformational dialogue as a teacher and a counselor.

VICE PRESIDENT OF ACADEMIC AFFAIRS and DEAN



Ann Filemyr, Ph.D., is an educator, published poet, teacher and mentor. Dr. Filemyr teaches several courses in the Counseling Masters program and serves as the Director of the Ecotherapy Certificate Program.

Her commitment to higher education aligns with her belief in the power of human beings to thrive and flourish as part of creation. Her own educational journey included a Bachelor of Philosophy in the Creative & Performing Arts from Thomas Jefferson College in Michigan; a Master of Arts in Creative Writing/Poetry from the University of Wisconsin-Milwaukee and a Doctor of Philosophy in Environmental Communications from Union Institute and University. Her educational path connects her passion for creative expression with a concern for healing ourselves and the Earth. She understands that we must transform our own lives in order to address our concerns for others and for our world. Dr. Filemyr served as the Academic Dean at the Institute of American Indian Arts in Santa Fe from 2005 to 2009. Prior to that she was Professor of Cultural & Inter-disciplinary Studies, then Dean of Faculty and Vice President at Antioch College in Yellow Springs, Ohio from 1990-2005.

Dr. Filemyr was trained as a ceremonial leader and traditional healer by the late Keewaydinoquay Peschel and served as her graduate teaching and research assistant at the University of Wisconsin-Milwaukee and as her personal apprentice for twenty years. Kee was a culture carrier, storyteller and herbal medicine woman in the Midewiwin tradition of the northern Great Lakes. Dr. Filemyr continues to live and teach from this lineage.

M.A. ART THERAPY/COUNSELING COURSEWORK

Course ID	Course Name	Units
AT/CN 530	History of Art Therapy: Founders and Foundations	2.0
AT/CN 545	Theories of Art Therapy	3.0
AT/CN 593	Art Therapy Techniques and Materials	3.0
AT/CN 594	Studio Art	1.0
AT/CN 597-2	Multicultural Perspectives in Art Therapy/Counseling with Diverse Populations	3.0
AT/CN 637	Art Therapy/Counseling Capstone Process	1.0
AT/CN 656-2	Practicum I and Lab: Helping Relationships with Individuals in AT/Counseling	4.0
AT/CN 657-2	Practicum II and Lab: Helping Relationships with Groups, Couples & Families in AT/Counseling	4.0
AT/CN 660-2	Professional Ethics in Art Therapy/Counseling	4.5
AT/CN 663-2	Theory and Practice of Family Art Therapy/Counseling	4.0
AT/CN 664-3	Assessment and Appraisal in Art Therapy/Counseling	4.5
AT/CN 665-2	Addiction Assessment and Treatment in Art Therapy/Counseling	4.5
AT/CN 698-6	Professional Seminar in Art Therapy/Counseling: Prof. Identity Development	2.0
AT/CN 698-6L.2	Art Therapy/Counseling Internship	4.5
AT/CN 698-7	Professional Seminar in Art Therapy/Counseling: Professional Orientation	2.0
AT/CN 698-7L.2	Art Therapy/Counseling Internship	4.5
CN AT 500-3	Multicultural Awareness	1.5
CN AT 522-2	Applied Theories of Human Development	4.5
CN AT 523-2	Archetypal Psychology: Creativity, Symbolism and Metaphor	4.0
CN AT 530-2	Psychology of Consciousness I: Ontology	5.0
CN AT 531-2	Psychology of Consciousness II: Paradigm Shifts and Change Agents	5.0
CN AT 542-4	Foundations: History and Theories of Counseling	4.5
CN AT 543-2	Group Dynamics	4.5
CN AT 574	Psychology of Altruism: Fundamentals of Helping Relationships	2.0
CN AT 581-2	Psychopathology	4.0
CN AT 581-4	Psychopathology: Psychopharmacology	.5
CN AT 598-6	Research Methods and Program Evaluation	4.5
CN AT 625-2	Career and Life Development	4.5
One Elective		2.0
Total Units:		98

M.A. ART THERAPY FOR CLINICAL PROFESSIONALS COURSEWORK

Course ID	Course Name	Units
AT/CN 530	History of Art Therapy: Founders and Foundation	2.0
AT/CN 545	Theories of Art Therapy	3.0
AT/CN 593	Art Therapy Techniques and Materials	3.0
AT/CN 594	Studio Art	1.0
AT/CN 597-2	Multicultural Perspectives in Art Therapy/Counseling with Diverse Populations	3.0
AT/CN 637	Art Therapy/Counseling Capstone Process	1.0
AT/CN 656-2	Practicum I & Lab: Helping Relationships with Individuals	4.0
AT/CN 657-2	Practicum II & Lab: Helping Relationships with Groups, Couples & Systems	4.0
AT/CN 660-2	Professional Ethics in Art Therapy/Counseling	4.5
AT/CN 663	Theory & Practice of Family Art Therapy/Counseling	4.0
AT/CN 664-3	Assessment & Appraisal in Art Therapy/Counseling	4.5
AT/CN 665-2	Addiction Assessment & Treatment in Art Therapy/Counseling	4.5
AT/CN 698-6.2L	Art Therapy/Counseling Internship	4.5
AT/CN 698-6	Professional Seminar in Art Therapy/Counseling: Prof. Identity Development	2.0
AT/CN 698-7.2L	Art Therapy/Counseling Internship	4.5
AT/CN 698-7	Professional Seminar in Art Therapy/Counseling: Professional Orientation	2.0
CN AT 523-2	Archetypal Psychology: Creativity, Symbolism and Metaphor	4.0
CN AT 574	Psychology of Altruism or One Elective	2.0
CN AT 598-6	Research Methods and Program Evaluation*	4.5
CN AT 625-2	Career and Life Development*	4.5
Total Units:		66.5

*NOTE: If an applicant has taken Career and Life Development or Research and Program Evaluation at another institution, please discuss the transfer process with your Enrollment Services representative. If your courses transfer, you will only be required to take a 1-unit class specific to Art Therapy in each content area. If your courses do not transfer, you will take the 4.5-unit course.

M.A. COUNSELING COURSEWORK

Course ID	Course Name	Units
CN 565-3	Addiction Assessment and Treatment in Counseling	4.5
CN 577-4	Multicultural Perspectives in Counseling with Diverse Populations	3.0
CN 656-2	Practicum I and Lab: Helping Relationships with Individuals	4.0
CN 657-3	Practicum II and Lab: Helping Relationships with Groups, Couples and Families	4.0
CN 660-3	Professional Ethics in Counseling	4.5
CN 663-2	Theory and Practice of Family Counseling	4.0
CN 673	Advanced Counseling Skills	3.0
CN 664-4	Assessment and Appraisal in Counseling	4.5
CN 698-6	Professional Seminar in Counseling: Professional Identity Development	2.0
CN 698-6L.2	Counseling Internship	4.5
CN 698-7	Professional Seminar in Counseling: Professional Orientation	2.0
CN 698-7L.2	Counseling Internship	4.5
CN AT 500-3	Multicultural Awareness	1.5
CN AT 522-2	Applied Theories of Human Development	4.5
CN AT 523-2	Archetypal Psychology: Creativity, Symbolism and Metaphor	4.0
CN AT 530-2	Psychology of Consciousness I: Ontology	5.0
CN AT 531-2	Psychology of Consciousness II: Paradigm Shifts and Change Agents	5.0
CN AT 542-4	Foundations: History and Theories of Counseling	4.5
CN AT 543-2	Group Dynamics	4.5
CN AT 574	Psychology of Altruism: Fundamentals of Helping Relationships	2.0
CN AT 581-2	Psychopathology	4.0
CN AT 581-4	Psychopathology: Psychopharmacology	.5
CN AT 598-6	Research Methods and Program Evaluation	4.5
CN AT 625-2	Career and Life Development	4.5
4 Electives of 2 units each		8.0
Total Units		97

THE NEW EARTH INSTITUTE OF SOUTHWESTERN COLLEGE

The New Earth Institute (NEI) of Southwestern College is the spiritual and administrative home for our educational and experiential offerings to the greater world community.

The NEI offers certificate programs, lectures, classes, and the long-standing Transformation & Healing Conference. These offerings explore the transformative qualities of integrative health, holistic psychology and alternative therapies in experiential learning environments. Recognized professionals in the fields of counseling and art therapy, as well as alternative health practitioners and medical professionals, present their work through the New Earth Institute programs. Additionally, many teachings are offered by Earth-based practitioners and indigenous medicine people, bringing participants into the experience of ceremonial healing.

Classes are generally offered through The New Earth Institute at reduced tuition for people wishing to receive continuing education credits (CECs). Degree students choose their required electives from the NEI offerings. When taken for credit, tuition is charged by the quarter unit. Degree students may also take these classes for non-credit at the CEC price, as they often choose to complete one or more certificate programs. This allows them to create areas of specialty.

Katherine M. Ninos, M.A., LPCC, is the Executive Vice President and Director of The New Earth Institute of Southwestern College. Ms. Ninos has been with the College since its inception and carries its mission and the memory of its history. She strives to bring a variety of cutting-edge offerings to SWC students and the greater community.



• COMMUNITY LECTURES

The New Earth Institute sponsors lectures on current topics related to the helping professions at low or no cost to the community.

• THE ANNUAL TRANSFORMATION AND HEALING CONFERENCE

The New Earth Institute sponsors an annual Transformation and Healing Conference. This conference provides an opportunity to experience the many ways available for developing new levels of expression and well-being in body, mind and spirit. It includes experiential workshops given by local practitioners as well as special events and ceremonies.

Nationally-recognized professionals are featured in the keynote presentations. The intentions of the conference are to:

1. Focus on a theme each year that provides in-depth teachings in a specific area; present a group climate where participants gain a comprehensive picture of what is occurring in the fields of consciousness studies, transformation and healing, and the implications this has on our community;
2. Provide an opportunity for individuals to explore and experience different approaches to well-being, selecting those that may be helpful in their own personal transformation and healing;
3. Create an environment for networking among practitioners and with the community; and offer Continuing Education Credits (CECs) for counselors, art therapists and social workers.

Past keynote presenters for the Transformation and Healing Conference include Gabor Maté, Gregg Braden, John Bradshaw, Bonnie Badenoch, Cathy Malchiodi, Sandra Ingerman, Catherine and Bruce Moon, Jean Houston, Matthew Fox, Richard Schwartz, Lee Cartwright, Robert Waterman, Grandfather David Monogye, James O'Dea, Bill O'Hanlon, Marion Woodman, Lewis Mehl-Madrona, Robert A. Johnson, Jeanne Achtenberg, Amy and Arnie Mindell, Hugh Prather, Carol Pearson, Steven Levine, Peter Levine, Joan Halifax, Gerald Jampolsky and Thomas Moore.

• SPECIALTY CERTIFICATE PROGRAMS

Specialty certificate programs are offered under the auspices of the New Earth Institute. These programs consist of a series of intensive offerings in specific areas with a goal of providing specialized training. A tremendous benefit to degree students is that they can develop areas of specialty within these certificate programs while completing their MA degree programs. Having a specialty certificate as a newly licensed art therapist or counselor can create wonderful opportunities early in one's career. Certificate programs include:

- Addictions, Abuse and Recovery
- Applied Interpersonal Neurobiology
- Children's Mental Health
- Ecotherapy
- Human Sexuality
- Infant Mental Health
- Trauma, Grief and Renewal

Classes are announced in the quarterly schedules and posted on the College's website. Certificate classes can be taken for credit or for CECs. Contact the Enrollment Services office for more information.

• ADDICTIONS, ABUSE AND RECOVERY CERTIFICATE

The goal of this program is to provide reflective practitioners with an integrated approach in the treatment of addictions with individuals, families and communities. Attention will be given to the utilization of evidence-based practices in cultural contexts that lead to meaningful outcomes. This certificate provides hours that will apply to either the LSAA (Licensed Substance Abuse Associate) or LADAC (Licensed Alcohol and Drug Abuse Counselor) licensure in New Mexico.

To complete this Certificate, students will take four core courses and two electives, for a total of six courses, 96 contact hours, or a combination of quarter units and CECs.

Core Courses Include:

- AAR 5000 *Holistic Models and Biological Aspects of Addiction and Recovery*
- AAR 5100 *Clinical Skills: Evidence-Based Practices in the Treatment of Co-Occurring Disorders*
- AAR 5200 *Clinical Skills: Motivational Interviewing, Basic to Intermediate Level*
- AAR 5300 *Ethical & Cultural Issues in Addiction*

Elective Courses: (Subject to Change)

- *Process Addictions: Sex, Gambling, Gaming, Eating, Shopping & Other Compulsive Behaviors*
- *Adolescents and Addictions*
- *Clinical Skills: Using Expressive Therapies To Treat Addiction*
- *Clinical Skills: Using Nature-Based Approaches in the Treatment of Addiction*



Brian Serna, M.A., LPCC, LADAC, is an international trainer and consultant in Evidence-Based Practices (EBPs), ethics and cultural issues in behavioral healthcare. He has trained and consulted with programs in over twenty different states and five different countries. His company, Serna Solutions LLC, provides training, consultation and direct behavioral health services to troubled adolescents and their families.

• APPLIED INTERPERSONAL NEUROBIOLOGY CERTIFICATE

The Applied Interpersonal Neurobiology Certificate is designed to equip counselors and educators with a comprehensive theoretical framework rooted in contemporary interpersonal neurobiology, and a corresponding toolbox of effective experiential skills. All courses will highlight the embodied interconnection between mind-brain-body-spirit. Participants will be taught methods for accessing and mobilizing the deep resources of imagination, spontaneity and creativity that exist in every human being and group. The program is grounded in the current theory of interpersonal neurobiology, social engagement, somatic psychology, trauma and attachment.

To complete this Certificate, students will take four core courses and two electives, for a total of six courses, 96 contact hours, or a combination of quarter units and CECs.

Core courses include:

- AIN 5000-2 *Integrating Brain, Body and Heart Intelligence*
- AIN 5100 *The Theory and Practice of Fostering New Neural Pathways for Creativity, Spontaneity and Play*
- AIN 5200-2 *Mindfulness-Based Emotional Processing (MBEP): Supporting Emotional Processing through Felt-Sense Awareness*
- AIN 5300 *Neurobiological Roots and Applications of Experiential Action Methods*

Elective courses include: *(subject to change)*

- *Earth Body, Earth Mind*
- *Moving Toward Wholeness: The Intrinsic Wisdom of Body/Mind/Spirit through Holotropic Breathwork*
- *A New Perspective on the Essentials and Practice of Group Work*



Kate Cook, M.A., LPCC, TEP, is the Director of the Applied Interpersonal Neurobiology Certificate program. She is a Board Certified trainer of Psychodrama, Sociometry and Group Psycho-therapy. Ms. Cook has provided training in Psychodrama and Action Methods locally and nationally since 1994 and maintains a private practice as a trainer, consultant and educator.

• CHILDREN'S MENTAL HEALTH CERTIFICATE

The Children's Mental Health Certificate was developed in collaboration with agencies serving children, adolescents and families in New Mexico. There is a need throughout the United States, and especially in New Mexico, for clinicians who have focused training in the assessment, diagnosis and treatment of mental health issues affecting children and teens.

CMH courses are taught by practitioners with expertise in, and passion for, the well-being of children and families. Experiential work, lectures and lively discussions comprise the courses within this certificate.

To complete this Certificate, students will take three core courses and choose three courses from

the list of electives, for a total of six courses, 96 contact hours, or a combination of quarter units and CECs.

Core courses include:

- CMH 5110 *Ethical Issues in Working with Children and Families*
- CMH 5016-2 *Integrative, Holistic Development of Children's Mental Health from Diverse Cultures*
- CMH 5250 *Attachment, The Heart of Well-Being* (**OR** IMH 5200-2 *Focus on Attachment and Development*)

Elective courses include: *(subject to change)*

- *Children and Teen Suicide Assessment, Prevention and Intervention*
- *Loss in a Child's World*
- *Foundations of Jungian Sandplay Therapy*
- *Gender and Sexual Identity Development*
- *The Neuropsychology of Sandplay Therapy and Trauma*



Cynthia Fulreader, M.A., LPC is the Director of the Children's Mental Health Certificate program. She has over 30 year of experience in the field of child and family mental health. She trained extensively with pioneer, Dr. Virginia Satir, and other leading experts in the field of children's mental health, including the study of child brain development with Dr. Daniel Siegel. She has a broad area of experience from working in agencies, in children's hospital, school counseling as well as through her bilingual private practice.

• ECOTHERAPY CERTIFICATE

This program will explore Earth-based approaches drawn from perennial wisdom traditions and indigenous knowledge systems that speak directly to the importance of our sacred relationships to each other and the Earth. The focus will be on utilizing ceremony, ritual, wilderness settings and nature in order to become more effective therapists with access to a variety of modalities to serve the needs of clients.

Students will select one core course by choosing either the faculty-led Wilderness Fast, or a Community-based Eco-therapy Project, which is a self-designed project with faculty mentorship.

To complete this Certificate, students must complete one core course and three electives for a total of 68 contact hours or a combination of quarter units and CECs.

Core Courses include:

TE 5700 *Wilderness Fast OR*

TE 5325 *Community-Based Ecotherapy Project*

Elective Courses include: *(subject to change)*

- *Ceremony, Ancient Narrative and Healing*
- *Dreams, Visions and the Sacred*
- *Earth Body, Earth Mind*
- *The Council of All Beings*
- *Sacred Connections: Plants, Animals, People and Place*
- *Exploring Kinship Relations Using Ecotherapy and Art Therapy*



Ann Filemyr, Ph.D., is the Director of the Ecotherapy Certificate program. She also serves as Vice President of Academic Affairs & Dean at SWC. She is a published poet, mentor and author. She served for two decades as an *oshkibewis* or apprentice/helper to the late Ojibwe herbal medicine woman, Keewaydinoquay. She continues to live and teach from this lineage. (See full bio on page 12).

• HUMAN SEXUALITY CERTIFICATE

The Human Sexuality Certificate program is designed to prepare therapists to address sexual issues and concerns in psychotherapy. Our clinical courses ground students in developmental sexuality and facilitate the development of specific clinical skills for thinking, theorizing and working with a variety of sexual issues. Student will have an opportunity to explore their own sexual development, attitudes, assumptions, prejudices, sexual history, dreams and fantasies.

This program is designed for a wide range of practitioners including therapists, nurses, social workers, physicians, clergy, body workers, health educators and students in helping professions who want to deepen and expand their clinical skills in human sexuality education and therapy.

To complete this Certificate, students will take three core courses and three elective courses, for a total of six courses, 96 contact hours, or a combination of quarter units and CECs.

Core courses include:

- HS 5000 *Sexual Attitudes and Development*
- HS 5300 *Clinical Skills: Theorizing and Thinking About Sexual Issues in Psychotherapy*
- HS 5500 *Clinical Skills: Working with Sexual Issues in Psychotherapy*

Elective courses include: *(subject to change)*

- *Integrating Sexuality and Spirituality: The Heart and Soul of Sex*
- *Erotic Intelligence and Pleasure Literacy*
- *Touch and Embodiment*
- *Innocence Betrayed: Understanding Sexual Abuse and Trauma*
- *Anatomy of Couples Therapy*
- *Variations on Coupledness: From Celibate to Single to Polyamorous*



Ginna Clark, PsyD., ATR-BC, LPCC, is the Director of the Human Sexuality Certificate program. She is a member of the American Art Therapy Association and the International Association for Relational Psychoanalysis and Psychotherapy. Ms. Clark received her doctorate from the Institute of Contemporary Psychoanalysis and Psychotherapy in Los Angeles, CA.

• INFANT MENTAL HEALTH CERTIFICATE

The Infant Mental Health Certificate is designed to offer participants knowledge, insights, and skills related to working with infants/young children and their caregivers. These courses introduce students to the field of infant mental health and facilitate development of clinical skills including observing, thinking, and reflecting while working with infants and young children and their caregivers in a family system.

Students will explore their own internal process while working with infants, young children and family systems. They will learn current research supporting early intervention, assessment and treatment approaches.

To complete this Certificate, students will take four core courses for a total of 64 contact hours or a combination of quarter units and CECs.

Core Courses include:

- IMH 5100-A *Overview of Infant Mental Health: Neurobiology, Regulation and the Developing Brain*
- IMH 5200-2 *Focus on Attachment and Development: Use of Self, Theoretical Foundations and Reflective Practices*
- IMH 5300A *Relationship as Client: Child-Caregiver Dyadic Interaction and the Family System*
- IMH 5400A *From Reflection to Action: Reflective Practice, Intervention and Treatment*



Michelle Daly, M.S.P.H., M.A., LPCC, ATR, IMH-E, is the Director of the Infant Mental Health Certificate program. Ms. Daly's background is multi-faceted, including public health and expressive arts therapies. She is passionate about early intervention, and works with families and groups from a strength-based and trauma-informed perspective to enhance healing and integration. She is endorsed as an Infant Mental Health Specialist in New Mexico.

• TRAUMA, GRIEF AND RENEWAL CERTIFICATE

The Trauma, Grief and Renewal Certificate program combines experiential, introspective and expressive approaches to understanding issues of life transitions, trauma, grief and serious illness. In this program, grief is viewed as a natural part of the life cycle. Dr. Elisabeth Kübler-Ross has endorsed this program and it is also recognized by the Association of Death Education and Counseling (ADEC).

To complete this Certificate, students must complete all six core courses, for a total of 96 contact hours, or a combination of quarter units and CECs.

The six core courses include:

- TGR 5100 *Counseling Skills for Trauma and Grief*
- TGR 5200 *Dying to Know: Issues of Death and Dying for the Professional*
- TGR 5300 *The Art of Healing Grief and Trauma*

- TGR 5400 *Trauma Theory, Process and Intervention*
- TGR 5500 *Theories of the Grief Process and Bereavement Interventions*
- TGR 5600 *Ethics, Self-Compassion and Professional Issues*



Sara Morgan, M.A., is the Director of the Trauma, Grief and Renewal Certificate program. Ms. Morgan has worked in the fields of death & dying, grief & trauma throughout her professional life. She was invited to be on the staff of the original Dying Center, founded by Ram Dass and Stephen Levine in the 1980s, and has taught at the Elizabeth Kubler Ross Institute.

Her work as a psychotherapist opened her to the widespread and unique modalities needed to aid adults and children suffering from the many forms of Trauma rampant in our culture. Sara's world view and therapeutic perspective has always been a blend of psychological and transpersonal realities. She is a senior teacher in an international Sufi lineage, a longtime Buddhist practitioner, has lived and studied in India, in Benedictine and Zen monasteries. She has a unitive respect for all traditions, and finds an open, loving heart to be essential for all authentic healing and transformation.

OTHER PROGRAMS

• COLLEGE STUDIES

The College Studies Program is designed for students with the minimum of an undergraduate degree who are interested in personal growth or professional development. The program provides an opportunity for students to experience the unique type of transformational education Southwestern College offers.

Students may take up to 10 units of designated College Studies courses provided they have the necessary course prerequisites. The designated College Studies courses are:

- Applied Theories of Human Development
- Psychology of Altruism
- New Earth Institute Electives

If students wish to take more than 10 units, it

is necessary to apply for admission to a degree program. Students may take unlimited courses through the New Earth Institute. See Admissions Requirements on P. 25.

• PROFESSIONAL STUDIES

This program is designed for those who already have a graduate degree in counseling, art therapy or clinical social work. Professional Studies students may take classes to enhance their professional skills or increase personal awareness. Students may take any coursework, although some second year courses may not be available to professional studies students.

Professional studies students should be aware that Southwestern College promotes a holistic and integrative approach to counselor training and development. By guiding students through profound, intentional, transformational experiences we prepare them to be conscious, effective, professional agents of change. See Admissions Requirements on P. 25.

ADMISSIONS

Southwestern College accepts students who have the motivation for self-discovery and the academic and/or professional background to pursue an intensive program of study. Those best suited are adult learners who want to deepen and enhance their relationship to life, develop a career in the mental health professions and/or enhance their professional skills.

Southwestern College admits students to its educational programs without regard to race, color, age, sex, religion, sexual preference or national and ethnic origin. Because of the psychological and academic rigor of the program, anyone experiencing a significant life transition should consider the timing of their admissions application and entry into the program. The Director of Enrollment Services is available to answer questions about the program and admissions eligibility. Please direct your questions to:

Director of Enrollment Services
Southwestern College
3960 San Felipe Road, Santa Fe, NM 87507
Toll-free (877) 471-5756, ext. 6815
admissions@swc.edu

All M.A. degree applicants must submit an application, a nonrefundable \$50 application fee, a current resumé and a typed autobiographical personal statement (three pages preferable). Official transcripts must be sent from all previous colleges to the Director of Enrollment Services. The application can be completed online at www.swc.edu.

Art therapy applicants must submit an art portfolio of 12 to 15 images of current creative work in at least three media. This can be uploaded with the online application, or sent separately as a CD or thumb drive. After all items have been received, applicants may be invited to have an admissions interview.

Please Note: Transcripts and related admissions records become the property of the College and cannot be copied, returned to the student or sent to another institution.

Southwestern College admits M.A. students in the fall and winter quarters. Students are able to change from part-time to full-time and full-time to part-time while in the program, however, to do so requires a consultation with the Student and Career Services Director.

Southwestern College offers rolling admissions on a space-available basis. Early application is suggested to allow time to process financial aid.

Applicants who wish to transfer from other M.A. programs in counseling or art therapy should begin by having a conversation with the Director of Enrollment Services to discuss transfer credit and the process of getting it approved. Graduate coursework is evaluated on a case-by-case basis for equivalency to the degree requirements of Southwestern College. This is completed following acceptance to a degree program.

ADMISSIONS DECISIONS

Decisions regarding degree program admissions are based on consideration of:

1. Interpersonal skills and attitude during the admissions process;
2. Potential for success in the experiential and

self-reflective programs at Southwestern College;

3. Potential for success in the counseling and/or art therapy fields based upon past academic or professional achievement;
4. Motivation for self-reflection and personal growth, and maturity;
5. Maturity and the congruence of the applicants' interests with the mission and philosophy of Southwestern College.

• **FULL ADMISSION**

Full admission to a Southwestern College degree program is based on the admissions application, the admissions interview, the successful completion of all course prerequisites, and the above criteria.

• **CONDITIONAL ADMISSION**

SWC may admit an applicant conditionally if: the applicant has not completed all the program prerequisites, but plans to do so prior to enrollment; OR the applicant arranges to complete certain prerequisites in a mutually agreed upon time frame. The offer of admission can be rescinded if conditions are not met. Conditionally admitted students are eligible to receive financial aid.

• **DECLINED OR DEFERRED ADMISSION**

Southwestern College retains the right to deny or defer acceptance of any candidate based on its own judgment of the readiness and/or suitability of the applicant to engage the curriculum effectively. This can be due to personal or situational variables. Sometimes the nature of a life transition is such that, in the view of the College, engaging in the SWC experience would not be in the best interest of the candidate, and possibly not in the best interest of the College, the other students or faculty.

All admissions decisions are final, and they are not subject to negotiation or appeal. The admissions committee cannot answer questions concerning the specific reasons an application is rejected. An applicant denied admission by a program may contact the Director of Enrollment Services to discuss steps needed to bolster the application and reapply in the future.

• **RESCINDED ACCEPTANCE**

The Admissions Acceptance Letter can be rescinded under certain circumstances. This usually relates to a change in undergraduate academic status, behavioral concerns, life transitions that prove challenging, or misrepresentation during the admissions selection process.

• **RE-ADMISSION**

Applicants admitted to the College who do not enroll within one year from the quarter of acceptance must submit a new application, personal statement and resumé in order to reapply. If an application for re-admission is made within one year of the initial admission date, the transcripts and recommendations will still be valid. Students who begin coursework towards an M.A. and then discontinue classes for more than one year must meet with the Director of Enrollment Services before registering for any additional coursework. Reinstatement is not automatic.

Students who have been absent from the program for more than one year must submit a new application with a \$50 application fee and a personal statement. They must meet with the Director of Enrollment Services and the Student and Career Services Director to determine eligibility for re-acceptance. Students who have taken coursework in the College Studies Program or Professional Studies Program must submit a new application and \$25 application fee after a one-year period of having taken no additional coursework.

• **ENROLLMENT DEPOSIT**

Upon notification of acceptance into a degree program, students are expected to pay a nonrefundable enrollment deposit of \$200 by the deadline stated in their acceptance letter. The deposit is credited to the student's account and will apply toward tuition. Failure to pay the \$200 by the deadline can jeopardize the status of the incoming student's date of entry.

ADMISSIONS: M.A. ART THERAPY/COUNSELING

The following criteria must be fulfilled for admission to the M.A. in Art Therapy/Counseling Program:

1. Applicant must hold a bachelor's degree from an accredited institution. The College recognizes the importance of life experience, community service and personal motivation as indicators of future academic success in the art therapy/counseling field. These factors, along with a personal statement that describes professional and educational goals and intentions, will greatly enhance the likelihood of admission for applicants.

2. The applicant must have completed three classes or a minimum of 9 semester credits of undergraduate psychology coursework. Of the 9 undergraduate semester credits in psychology coursework, Abnormal Psychology and Developmental Psychology are required. One additional psychology elective of the applicant's choice is also required. Examples of undergraduate elective courses are Introduction to Psychology, Personality Theory, Social Psychology and Addictions, to name a few. An addictions class could help to prepare you for a credential in the field during your program.

A grade of 'C' or better is required in each course. Courses taken on a pass/fail basis are also acceptable. All psychology prerequisites must be completed prior to full-time enrollment.

The student must also have completed six classes or a minimum of 18 semester credits in undergraduate studio art coursework. Painting, a 3-dimensional course (i.e. ceramics, sculpture or jewelry-making, etc.) and four studio art electives of the applicant's choice are required.

It is recommended that these studio art courses be taken at an accredited institution of higher education. Coursework taken in private or community settings may be accepted provided it has been group instruction and it meets Southwestern College requirements. If the student selects private or community coursework, a minimum of 75 hours in each medium is required to fulfill the studio requirements. A letter from the instructor documenting the length of class, hours per class and total studio hours completed must be submitted for approval. It will be decided on a case-by-case basis. Individual studio instruction may not be accepted due to the lack of classroom experience. Studio art courses must be taken for a grade of 'C' or better or on a pass/fail basis. Audited courses

3. The applicant must submit an art portfolio of 12 to 15 images with at least three media represented. The art portfolio can be downloaded into the online application, or the applicant can send it as a CD or thumb drive. **The art portfolio will not be returned to the applicant.**

4. All application information must be complete prior to admission, including:

- Application to Southwestern College with a nonrefundable \$50 application fee
- Current resumé
- Official transcripts from all colleges and universities attended
- Typed autobiographical personal statement;
- Art portfolio (12-15 images)
- Two letters of recommendation

5. Applicants may be invited to an interview with the Admissions Committee. Due to the applied and holistic nature of the program, the applicant's presentation of self, including communication and reflective skills in the interview, are critical factors in the determination of acceptance.

ADMISSIONS: M.A. ART THERAPY FOR CLINICAL PROFESSIONALS

The following criteria must be fulfilled for admission to the M.A. in Art Therapy for Clinical Professionals:

1. M.A. degree in counseling or social work or other clinical degree.
2. Six classes or a minimum of 18 semester credits in undergraduate studio art coursework. Painting, a 3-dimensional course (i.e. ceramics, sculpture or jewelry-making, etc.) and four studio art electives of the applicant's choice are required. These classes can be completed at a community college if needed.
3. An application to Southwestern College including a nonrefundable \$50 application fee.
4. A resumé.
5. Official transcripts from all undergraduate and graduate colleges or universities attended

6. Typed personal statement of professional and educational goals.

7. The applicant must submit an art portfolio of 12-15 images with at least 3 different media represented. This can be mailed as a CD or flash drive along with the application. **The art portfolio will not be returned to the applicant.** Eligible applicants will be invited to an admissions selection interview.

8. All applicants must have an interview with the Admissions Committee. Due to the applied and holistic nature of the program, the applicant's presentation of self, including communication and reflective skills in the admissions interview are critical factors in the determination of acceptance.

ADMISSIONS: M.A. COUNSELING

The following criteria must be fulfilled for admission to the M.A. in Counseling program:

1. The applicant must hold a bachelor's degree from an accredited institution. The College recognizes the importance of life experience, community service and personal motivation as indicators of academic success in the counseling field. These factors, along with a personal statement that describes professional and educational goals and intentions, will enhance the likelihood of admission for applicants.

2. The applicant must have completed a minimum of 9 semester credits of undergraduate psychology coursework. Of the 9 undergraduate semester credits in psychology coursework, Abnormal Psychology and Developmental Psychology are required. One psychology course elective of the applicant's choice is also required. Examples of undergraduate elective courses are Introduction to Psychology, Personality Theory, Social Psychology and Addictions, to name a few. An addictions class could help to prepare you for a credential in the field during the program.

A grade of 'C' or better is required in each course. Courses taken on a pass/fail basis are also acceptable. All psychology prerequisites must be

completed prior to full-time enrollment.

3. All application information must be complete prior to admission, including:

- Application to Southwestern College with a nonrefundable \$50 application fee
- Current resumé
- Official transcripts from all colleges and universities attended
- Typed personal statement of professional and educational goals and intentions
- Two letters of recommendation

4. Applicants may be invited to an interview with the Admissions Committee. Due to the applied and holistic nature of the program, the applicant's presentation of self, including communication and reflective skills in the admissions interview, are critical factors in the determination of acceptance.

ADMISSIONS: International Students for M.A. Programs

Southwestern College admits qualified international students. The application deadline for non-citizens is six months prior to the intended quarter of enrollment. International students should request foreign student application information from the Director of Enrollment Services at admissions@swc.edu.

Prior to speaking with SWC admissions, an international student should read the International Student Guidebook on our website at <https://www.swc.edu/international-students/>. All students who are not United States citizens or permanent residents must apply to Southwestern College under the following stipulations:

1. The student must demonstrate a command of the English language, both written and oral. A Test of English as a Foreign Language (TOEFL) score is required when English is not the student's primary language.

2. Transcripts from institutions outside the United States must be evaluated by a foreign transcript evaluation service. The admissions office maintains a list of services.

3. A nonrefundable \$50 application fee.

4. Student must have adequate financial support to cover tuition, fees, room and board, travel and incidental expenses for twenty-four months. A certified statement from a bank, governmental agency or sponsor must be included with the application.

ADMISSIONS : College Studies Program

This program is for students with an undergraduate degree interested in personal growth or professional development. College Studies students can take the following courses for credit: Applied Theories of Human Development and Psychology of Altruism: Fundamentals of Helping Relationships as well as courses offered through the New Earth Institute Certificate Programs. To enroll in College Studies coursework at Southwestern College as a non-degree student, an applicant must:

1. Submit a completed application to SWC with a non-refundable \$25 application fee.
2. Provide an official transcript of Bachelor's degree or diploma
3. Submit a 2-page personal statement describing motivation and purpose for becoming a College Studies student.

If the student plans to become degree-oriented, a personal statement, current resumé, official transcripts from all colleges attended two references and an admissions interview will be necessary to apply for a Masters program.

ADMISSIONS: Professional Studies Program

This program is designed for those who already have a graduate degree in counseling, art therapy or clinical social work and are interested in personal growth or professional development.

1. Submit a completed application, including a non-refundable \$25 application fee
2. Submit an official transcript verifying graduate degree program and completion.

There are some limitations to the coursework that a Professional Studies student is eligible for at SWC. For example, someone who as a M.A. in Counseling or Social Work, who is interested in taking art therapy coursework, will not be able to do so. They can, however, apply for a second M.A. Degree that we offer - M.A. in Art Therapy for Clinical Professionals. Contact admissions@swc.edu.

REGISTRATION

Southwestern College operates on the quarter system. Each class meets a total of 10 contact hours for each one-quarter unit of credit. An exception may occur in some of the Certificate Program courses.

Degree students register for courses online through the college's student management system called Populi. Non-degree students may register for courses in person, online, by telephone or by mail. Registering by any method does not guarantee enrollment in a particular course or section. Registration is not accepted from students with delinquent accounts.

Registration for degree courses must be completed before the first week of classes. Registration during the first week of classes is considered late registration. Registration after the first class session requires permission of the VPAA/Dean or Academic Council. Admission is closed, without exception, after the second class session.

Refer to quarterly course schedules for information on specific times and dates for each class.

TUITION AND FEES

Registering for a course contractually obligates the student to pay all related fees. Tuition and fees are subject to change annually.

• TUITION

• **Degree programs** – Tuition for the 2018-19 academic year is \$580 per quarter unit for online and in-person classes.

• **Independent Studies** – 2018-19 tuition for established independent studies is \$580 per quarter unit. Individualized independent studies are \$870 per quarter unit.

• **New Earth Institute Certificate Classes** – \$365 (non-credit) or \$580 per quarter unit (credit) except for the Wilderness Fast, which is \$1,160 (credit or non-credit) plus possible additional fees. See quarterly schedules for final fees.

• FEES

• Add/Drop Fee - \$50 (There is a one-week grace period following registration before this fee is assessed.)

- Application fee - \$50
- Continuing Education fee - \$20 for 2 CECs
- Diploma duplication fee - \$25
- Educational Resource fee - \$165 per quarter when registered for 3 or more units. This fee covers, but is not limited to, such expenses as classroom supplies, IT needs, library costs, examination and administrative costs.

- Enrollment deposit – Upon acceptance, \$200 is required to hold a student's spot for enrollment. The deposit will be applied to tuition if enrollment occurs within two years after acceptance. If student does not enroll after two years, the enrollment deposit is forfeited.

- Incomplete fee - \$25 (includes internship extension)
- Late Payment fee - \$25
- Library fines - 25 cents per day per overdue book in main circulation; \$1.00 per day per overdue book in Reserve; \$1.50 per day for interlibrary loan materials
- Payment plan fee - \$25 to set up a payment plan
- Replacement fee for TNCC Magnetic key card - \$50
- Returned check fee - \$50
- Student ID replacement Fee - \$10
- Syllabi Reproduction fee - \$20
- Transcripts - \$10
- Transcripts (unofficial) - \$5
- Transcripts (rush) - \$15

• PAYMENT METHODS

- Online - The preferred payment method is through student Populi accounts.
- In person - See Business Office or Front Office
- By phone - Call the Business Office, 505-467-6813.
- By mail - Send checks or money orders to:
Southwestern College Business Office
3960 San Felipe Rd
Santa Fe, NM 87507

• REFUNDS

Refunds of tuition will be made to students who complete the withdrawal procedures according to the schedule below. If the student is receiving financial aid and drops a class after classes have started, the student might be required to repay federal

loans. Please check with the financial aid office.

• For regular 10-week degree program courses:

- Withdrawal prior to the first day of the quarter: 100% refund of tuition
- Withdrawal during the first week of the quarter: 90% refund of tuition
- Withdrawal during the second week of the quarter: 75% refund of tuition
- Withdrawal during the third week of the quarter: 50% refund of tuition
- Withdrawal during the fourth and fifth weeks of the quarter: 25% refund of tuition
- Withdrawal after the fifth week of the quarter: No refund
- There are no refunds of educational resource fees.

• Degree program courses that are not on a 10-week schedule:

Refunds will be pro-rated according to the same percentage of course completion as the regular 10-week courses, starting with the first day of class.

• For NEI weekend courses, .5 or 1-unit classes, whether in-person or online, as well as independent study courses:

- Withdrawal prior to 2 weeks before the first class: 100% refund of institutional charges
- Withdrawal less than 2 weeks up to 72 hours before the first class: 75% refund of institutional charges
- Withdrawal 72 hours or less before the first class: No refund

• PAYMENT PLANS

Financial assistance may be granted to students in the form of a limited payment schedule. Contact the Business Office at 505-467-6813 for information regarding a payment plan.

• THIRD-PARTY PAYMENTS

To authorize a third-party to make payments on a student's account, a purchase order or letter of intent from employer or agency should be submitted to the Business Office at the time of registration. If indicated on the purchase order, students may purchase books on account. Contact the Business Office for more details.

• DELINQUENT ACCOUNTS

Accounts not in good standing by the end of the quarter will be denied the following privileges:

- Registration
- Readmission
- Transcripts
- Payment plans for future quarters
- Library book check out

All account balances must be paid in full before a student can graduate.

FINANCIAL ASSISTANCE

Southwestern College offers financial aid programs for students and makes every effort to help a student meet financial needs, subject to the availability of funds. The Southwestern College financial aid programs include Unsubsidized Federal Direct Loans, Graduate PLUS Loans, scholarships, graduate assistantships and payment plans. Each state's Department of Labor or Division of Vocational Rehabilitation may provide assistance through other programs.

Southwestern College's financial aid programs are founded upon the premise that responsibility for financing an education ultimately rests with students and their families. Students and their families should investigate local sources, such as service organizations, churches, Native American tribal affiliations, corporations and foundations for scholarship and loan funds.

• LOAN PROGRAMS

The Unsubsidized Federal Direct Loan

An Unsubsidized Federal Direct Loan is a non-need-based loan available to degree students who maintain satisfactory academic progress and are enrolled with at least half-time status. During the period a student remains enrolled with at least half-time status, the interest accrued on this loan may be capitalized (added to the loan principal) or may be paid monthly or quarterly by the student. Repayment of the loan by the student begins six months after graduation, upon early withdrawal or when enrollment status changes to less than half-time (minimum of 6 quarter units).

For the 2018–19 academic year, the maximum amount potentially awarded to a student in Unsubsidized Federal Direct Loans is \$20,500. Students who expect to

use Federal Direct Loan funds to cover all or part of the cost of tuition must have a loan guarantee in place at the time of registration to have funds to cover their tuition. This requires the submission of a Free Application for Federal Student Aid (FAFSA) and other documentation that can take as long as six weeks to process. For more information on the FAFSA, visit www.fafsa.ed.gov. **The federal school code is 030761.**

If a student does not have a loan guarantee in place at the time of registration, that student will be responsible for paying a minimum of one-third of the total tuition charges upon registration and for establishing a payment schedule for the remaining tuition balance. The fee for setting up a payment schedule is \$25 per quarter. Registration can take place at any time up to the first day of class; however, official registration dates are established each quarter.

• SCHOLARSHIPS

The Southwestern College Scholarship Program awards scholarships on an annual basis. The amounts vary and each has its own set of eligibility requirements. These scholarships are available to degree students who are enrolled in 4.5 or more units during each quarter. The financial aid office publicizes these scholarships to students through postings, campus email and on our website.

You can visit our website, www.swc.edu, to review in greater detail our tuition assistance program. It includes scholarships for both entering and current students. Graduate Assistantships are also awarded once a year. In addition to SWC scholarships, the local public library may have other sources of scholarship information. Additional scholarship information can also be found on our website, www.swc.edu.

• OTHER RESOURCES

Southwestern College will provide upon request a website link to private lending institutions that can assist students in meeting additional educational costs and living expenses. We have chosen these lenders because students have used these lenders in the past three years. However, we do not have a preferred lender arrangement with any of the lenders listed, as we cannot recommend a lender to you. We will certify a loan for you from a lender of your choice. We strongly suggest

that you research alternative lenders to find the best loan options for you. These loans are approved based on the credit history of the student and it is the responsibility of the student to apply to the lender of their choosing.

• **VETERANS BENEFITS**

Southwestern College is approved by the New Mexico Veterans Service to educate veterans. Veterans wishing to obtain information should contact the Veterans Affairs Educational Office at 1-888-442-4551.

Students needing additional information regarding the Southwestern College financial aid programs may write, call or e-mail:

Southwestern College Financial Aid Office
3960 San Felipe Rd.
Santa Fe, NM 87507
(505) 467-6806
Toll-free (877) 471-5756, ext. 6806
christymartinez@swc.edu

ACADEMIC GUIDELINES

• **ADD/ DROP POLICY AND PROCEDURE**

To add a course prior to the first class session:

- Submit a completed Add/Drop form to the registrar's office.
- Tuition for courses added must be paid to the Business Office at the time of submission.

To drop a course:

- Consult with the Student and Career Services Director.
- Submit a completed Add/Drop form to the registrar's office.

The drop is effective on the date the Add/Drop form is received. (For tuition refund information, see "Refunds".)

• **INCOMPLETE POLICY**

Giving an Incomplete is the prerogative of the instructor. Determination of the circumstances warranting an Incomplete is made by the instructor in

consultation with the student and the Student Services Director and/or VPAA/Dean. Students requesting an Incomplete should speak with their instructor as soon as possible.

1. Incompletes in ten-week courses must be negotiated by the end of the ninth week of classes, except in cases of emergency (i.e., illness, death in the family).
2. In shorter classes, an agreement between the instructor and student must be reached before the end of the course.
3. There is a \$25 administrative fee due when the student submits the Petition for Incomplete.
4. Instructors may assign an Incomplete if an emergency prevents a student from submitting a Request for an Incomplete.
5. The deadline for submitting incomplete coursework is the end of the fifth week after the quarter ends. If coursework is not completed within the five-week period, the student will automatically be given a failing grade.
6. A request to extend the Incomplete further than 5 weeks may be submitted to the Student and Career Services Director via a Petition for Program Exception. Academic Council will review the request and notify the student of their decision.
7. The Incomplete remains on the transcript if the student does not re-enroll.
8. If you are receiving financial aid, please check with the Financial Aid Administrator to determine how receiving an incomplete may affect your funding.
9. If the class you are receiving an Incomplete is a prerequisite for another class, you will not be able to register for that class until you have completed the class and received a grade.

Students requesting an Incomplete must complete the following:

- Consult with the course instructor.
- If agreed, sign and complete the Petition for Incomplete.
- Pay \$25 fee to the Business Office

• **CLASS ATTENDANCE AND PERFORMANCE POLICY**

A high level of scholarship, regular attendance and participation in classes is expected. Due to the ex-

periential nature of classes, attendance and participation in all sessions is required. Planned absences must have prior permission of the instructor. Attendance at first, last and weekend classes is mandatory. Please see the Student Handbook for the detailed attendance policy.

• GRADING POLICY

All work completed by a student in a course, independent study and practica is evaluated by the instructor and recorded on the permanent transcript. Students are expected to maintain a minimum cumulative GPA of 2.75 (B-) in each course to be in good standing, to participate in practicum courses and to graduate.

Only grades of B- or above will be accepted towards fulfilling degree requirements. When a student is given a grade of C+ or below in a core course, the course must be retaken. Students may appeal a grade following the Grade Change Policy in the Student Handbook.

If a student receives a C+ grade or lower in any course, they will no longer be considered in good standing and will be placed on academic probation. This could jeopardize financial aid eligibility. Students who are on probation for two quarters while enrolled may be subject to suspension or expulsion.

Grades are given at the end of each quarter to indicate the quality of the student's work. The grading procedure is stated on the syllabus for each class and may include class attendance and participation, written assignments and class projects. Refer to the Student Handbook for information on the assessment of student academic achievement.

Grades are posted to Populi by the instructor no later than one week after the end of the class and are available to students after submission of their course/instructor evaluation. No course grades will be released if a student's account is financially delinquent or if they have not completed the required online course evaluation.

Numerical Equivalents of Grades, used in calculating Grade Point Average (GPA) are as follows:

A/A+	Excellent performance	4.0
A-	Very good performance	3.75
B+	Good performance	3.5

B	Adequate performance	3.0
B-	Minimally adequate performance	2.75
C+	Failure	2.5
C	Failure	2.0
C-	Failure	1.75
D/F	Failure	0
I	Incomplete	
W	Withdrawal by student	
AW	Administrative Withdrawal (Initiated by Academic Council)	
IW	Instructor Initiated Withdrawal	
P	Passing/Passed	
S/SP	Satisfactory	
WVD	Waived Course/Transfer Credit	
IPR	In Process	

• TRANSFER POLICY

Since the Southwestern College curriculum includes academic and experiential components, the College grants transfer credit only after careful evaluation of a student's work at other institutions. Applicants considering transferring from other graduate institutions should submit syllabi of their graduate coursework when applying for admission.

• COMPLETION POLICY

Degree-seeking students must complete M.A. programs in Counseling or Art Therapy/Counseling within six (6) years. The first part of the program is referred to as Part One. The second part of the program is called Part Two. If a student is absent from a program for more than one year, they must re-apply. (See Readmission page 22).

• GRADUATION REQUIREMENTS

1. Successful completion of the required number of units with a cumulative GPA of 2.75 (B-). A grade of 'C' is not a passing grade for any course.
2. Successful completion of the core competency examination at the end of Part One. The examination evaluates competencies achieved in four areas: theoretical knowledge, applied skills and attitudes, human development and multicultural sensitivity and awareness. Students must pass the examination with a B or better. Part One Art Therapy/Counseling students also submit an art portfolio for review prior to matriculation into Part Two.

3. Successful completion of a written comprehensive essay examination at the end of Part Two.
4. For Art Therapy, the successful completion and public presentation of a Capstone Project. (Out-of-state students may send a film for their presentation). The project can be based on one's personal art-making, a community service project, a special project with clients at the internship site, an exhibit, etc.
5. Successful completion of forty sessions of face-to-face personal therapy with a mental health professional licensed in New Mexico. Students are responsible for the cost of personal therapy. See handbook for details.
6. Payment of all other outstanding balances, including library fines, is required.
7. Financial aid exit counseling, if receiving financial aid.

STUDENT GUIDELINES

• ETHICAL CONDUCT

Southwestern College students are encouraged to represent themselves and the College with integrity and respect. They are also encouraged to maintain their own ethical code of conduct. This code may include personal responsibility, a sense of integrity, a striving for excellence, honesty, and an orientation toward service to the community. The Student Handbook provides further details.

• SUBSTANCE ABUSE PREVENTION POLICY AND PROGRAM

The substance abuse prevention policy applies to all students, faculty and staff. The unlawful possession, use or distribution of illicit drugs or alcohol by students, faculty, and staff is strictly prohibited at this institution. The use of consciousness-altering drugs is a violation of professional standards in addition to impairing the abilities needed to become a conscious, helping practitioner. Students, faculty and staff are prohibited from consuming alcohol or mind-altering substances prior to coming to campus or while on campus.

Those not complying with these standards will be subject to legal actions, as specified in local, State and Federal law and/or institutional sanctions including probation, suspension or expulsion. If a student is placed on probation or is suspended, the College may require substance abuse treatment or other measures prior to resuming a normal course of study. Because the use of consciousness-altering drugs is considered counter-productive to the goals of the curriculum, students are asked to refrain from involvement in their use altogether.

• STATEMENT OF STUDENT RESPONSIBILITY

Although the programs at Southwestern College are oriented toward personal process and self-awareness, it is important to emphasize that these programs are educational rather than therapeutic. Attendance at Southwestern College is not a substitute for therapy.

The College expects students to have the emotional maturity to complete the program of study and participate in the experiential aspects of the curriculum as professionals-in-training rather than as clients. Students are required to seek personal therapy to assist them during their enrollment at SWC.

• THE STUDENT RIGHT-TO-KNOW ACT (See Appendix A at back of catalog.)

"Do not go where the path may lead,
go instead where there is no path
and leave a trail.

—Ralph Waldo Emerson

TIERRA NUEVA COUNSELING CENTER

Tierra Nueva Counseling Center (TNCC) of Southwestern College provides affordable individual, family, and group counseling and art therapy services to the northern New Mexico community. It is located at 3952 San Felipe Road, next door to the SWC campus. TNCC's licensed therapists, counseling interns, and practicum students utilize a holistic psychology framework based on a transformational view of human development. Under supervision, our therapists-in-training utilize psychotherapeutic approaches that address the emotional, mental, multicultural and spiritual aspects of each client.

TNCC also provides advanced training and continuing education for our students and other helping professionals in the community in areas such as case documentation, electronic health records, supervision, conscious entrepreneurship, advanced clinical skills, and professional identity and development.

Part Two counseling and art therapy/counseling students complete their practicum hours at TNCC and assist many clients in our community to make positive life changes. Following practicum at TNCC, students can apply for internships at one or more of over 90 mental and behavioral health agencies in New Mexico, including TNCC.

***Note: Southwestern College Students and their family members may not be clients at Tierra Nueva Counseling Center.**



Bob Deane, M.A., LPCC is the Clinical Director of TNCC. Bob obtained his Master's degree in Counseling from the College of Santa Fe. He has worked in many different settings in Santa Fe for many years, including as program director for Youth Shelters and Family Services, the Children's Intake/Assessment Coordinator for the SF Community Guidance Center and counselor at Santa Fe Public Schools. He helped start the Hope Springs intensive outpatient gender specific program for boys, and worked as the Children's Intake/Assessment Coordinator for the Santa Fe Community Guidance Center, where he was a member of the Mobile Crisis Team. He has facilitated numerous psychotherapy groups on depression/bipolar, DBT skills and parenting for teens.

THE QUIMBY MEMORIAL LIBRARY

The Quimby Memorial Library serves the students, alumni, faculty and staff of Southwestern College and the New Earth Institute. In addition, members of the Jungian Society are offered library privileges. Any exceptions to this policy to provide for individual patrons will be made by the Library Director.

The Library supports teaching and research in counseling, art therapy, applied psychology and transformational education. The Library contains more than 20,000 books, journals, and audiovisual materials and is a member of New Mexico Consortium of Academic Libraries. The library houses the Quimby Collection, a rare book collection that focuses on comparative religion and metaphysics, and acquired the Edith Wallace collection at her passing in 2004. She was a prominent and influential figure in the field of art therapy.

Patrons have access to interlibrary loan through which they may request books, articles and publications from libraries throughout the United States. Students have access to academic libraries in New Mexico and OCLC WorldCat, which is a global catalog of library collections.

In addition, the library offers these premium resources: an interactive online catalog and web-based management and user interface; EBSCOhost research databases; Gale Databases using El Portal, including Expanded Academic ASAP; Gale's Newstand and Newsbank, InfoTrac Professional and Custom Journals, and Brainfuse JobNOW, and Help NOW.

Quimby Memorial Library is affiliated with the Association of College Research Libraries (ACRL), American Indian Library Association (AILA); American Art Therapy Association (AATA); Association of Tribal Archives, Library and Museums (ATALM); The National Association to Promote Library and Information Services to Latinos and the Spanish Speaking (REFORMA); American Library Association (ALA) and the New Mexico Library Association (NMLA); American Psychological Association (APA); and American Counseling Association (ACA).

Library services include:

- Full-service reference assistance
- PC and Mac laptops, iPads & Kindles
- Campus-wide wireless internet access

- Computers for internet research and word processing with color printing and scanning available

STUDENT AND CAREER SERVICES



Emilah Dawn DeToro, M.Ed., PCC, has served in student affairs and higher education for 25 years and in private practice as an Intuitive Life Coach since 2006. She is credentialed through the International Coach Federation as a Professional Certified Coach (PCC).

As the Student and Career Services Director, she supports student growth, retention and success in SWC's academic programs and life by offering:

- Academic Program Plan Advisement
- NEI Certificate Program advisement
- Student Success Coaching
- Career Services and Licensing/Credential Support
- Americans with Disabilities Act (ADA) consultation and administration
- Answers to "How do I...?" "Can I...?" and a variety of other questions students ask about their experience at SWC.

She also coordinates:

- New Student Orientation
- The Student Conduct process on behalf of Academic Council
- Independent Study classes for Alumni needing additional coursework to meet state licensing requirements
- The Graduate Assistant Program (post-award)

Please see the details of Student and Career Services offerings in the Student Handbook.

OTHER RESOURCES

SWC also offers the following resources for students and staff:

• Spiritual Practice Room

Southwestern College promotes an integrative approach which supports and acknowledges spirituality. Our spiritual practice room is available for prayer and meditation and is conveniently located in the same building as the student lounge.

• Student Lounge

A place on campus where students can go to "hang out," check their email, brew a cup of coffee, or take a nap. The lounge is available to students year round and houses a kitchen and living room area for comfort and socializing.

• Art Therapy Studio

The Art Therapy Studio is a dedicated place for art-making on campus. A kiln and plentiful art supplies are available. The studio is usually open during office hours, or students may borrow a key and arrange to use it in the evenings or on weekends. There is a weekly open studio available for students, staff and faculty that is announced quarterly.

• Peace and Reflection Garden

In 2012, Southwestern completed the installation of a Peace and Reflection Garden, which includes a scenic path, a pergola, prayer flags and a wind sculpture. Students are encouraged to use this space as a place for reflection and cultivating a deep sense of inner peace.

• Art Gallery

The Wild Heart Art Gallery on campus is located in the foyer of the Art Therapy building. Curated art shows of student, faculty and staff work are held on a periodic basis.



FACULTY

The Southwestern College faculty is composed of professionals with established reputations as clinicians and educators. Faculty are actively involved in academic governance, committees, clinical supervision, curriculum development and other faculty-related matters. They are supplemented by adjunct faculty who are hired to teach specific courses or render other academic services to the College.

The College views effective teachers as professionals with experience in applied settings who bring the benefit of their experience into the classroom. The choice of reflective practitioners as faculty serves the applied focus of Southwestern College's mission and educational philosophy. Clinical faculty hold licensure in art therapy, counseling, psychology or social work. Many are certified in specialty areas such as psychodrama, expressive therapy and hospice counseling.

Christopher Alexander

B.A., M.S., California State University; Ph.D., The Professional School of Psychology

Dan Best

B.A. Ancient Greek & Biology, College of William and Mary; M.Ed. & Ed.S. Counseling, University of Virginia; LPCC, LMFT

Francesca Bottos

B.A. Family Studies, University of New Mexico; M.A. Counseling, Southwestern College; LPCC

Arlene Burke

B.A. Art Education, University of New Mexico; M.A. Art Therapy/Counseling, Southwestern College; LMHC, ATR

Seren Clancy

B.A. Philosophy and Religion, Appalachian State University; M.Div. Emory University; M.A. Art Therapy, Southwestern College; ATR-BC, LPCC

Wendy Chapin

B.A. Theater and History, University of Colorado at Boulder; M.A. Art Therapy, Southwestern College

Ginna Clark

B.S. Psychology with minor in Women and Gender Studies, College of Charleston; M.A. Art Therapy, Southwestern College; PsyD., Institute of Contemporary Psychoanalysis and Psychotherapy, ATR-BC; LPCC

Kate Cook

B.A. Education, University of New Mexico; M.A. Psychology, Antioch University; Certified Psychodrama Practitioner, LPCC, TEP

Michelle Daly

B.S. Mathematics, University of Missouri at Columbia, M.S.P.H., University of Illinois at Chicago, M.A. Art Therapy, Southwestern College; ATR, LPCC, IMH-E®

Robert Deane

B.A. History, Minor in Education, University of New Hampshire; M.A. Education, Emphasis in Community Counseling/At-Risk-Youth, College of Santa Fe; LPCC

Emilah DeToro

B.S. Management, Clarkson University; M.Ed. St. Lawrence University; PCC

Ann Filemyr

B.Ph. Creative and Performing Arts, Grand Valley State University; M.A. English/Creative Writing, University of Wisconsin-Milwaukee; Ph.D. Environmental Communications, The Union Institute and University

Jaffa Frank

B.B.A., Business Administration, University of New Mexico; M.A. Counseling, Southwestern College; Ph.D. Depth Psychology, Pacifica Graduate Institute; LMHC

Cynthia Fulreader

B.S., World Issues and Community Education, School for International Training, Brattleboro, VT; M.A. Counseling, Southwestern College; LPC

Juan Carlos Gonzalez

B.A. University of Miami, Psychology; M.A. University of Miami, Clinical Psychology; Ph.D., University of Miami, Clinical Psychology; Licensed Psychologist

Amy Hautman-Bates

B.A. Studio Arts & Art History, University of Minnesota; M.A. Art Therapy/Counseling, Southwestern College; ATR, LPCC

Jason Holley

A.B. Princeton University, Cultural Studies; M.A. Counseling, Southwestern College; LPCC

Natascha Holmes

B.S. Fine Arts from Florida A&M University; M.A. Art Therapy/Counseling Southwestern College; LMHC

Carrie Ishee

B.A. Psychology, Hood College; M.A. Art Therapy, Southwestern College; LPCC, LPAT, ATR-BC, PCC

Amber Johnson

B.F.A. Sculpture, Institute of American Indian Arts; M.A. Art Therapy/Counseling, Southwestern College; LPCC, ATR

Magdalena Karlick

B.A. Community Learning and Development, New York University; M.A. Art Therapy/Counseling, Southwestern College; ATR, LPAT, LPCC

Charmayne Kilcup

B.A. Psychology, University of Puget Sound; M.A. Counseling, Southwestern College; Ph.D. Transpersonal Psychology, Sofia University

Laura Lansrud-Lopez

M.A. Forensic Sciences, The George Washington University; M.A. Art Therapy/Counseling, Southwestern College; ATR-BC, LPCC, LPAT, NCC, ATCS, ACS

Kate Latimer

B.A. Social Science, Humboldt State University; M.A. Counseling, Southwestern College; LPCC

Patricia Lopez

B.S. Art Education, Southwestern Oklahoma State University; M.A. Art Therapy/Counseling, Southwestern College

Michelle Lynn

B.A. Elementary Education, University of New Mexico; M.A. Counseling, Southwestern College; LMHC

Sepi Majd

B.F.A. Fine Art Photography, Corcoran School of Art and Design; M.A. Art Therapy/Counseling, Southwestern College; LPCC, LPAT

Craig McAdams

B.A. Political Science: Peace and Conflict Studies, Bowling Green State University; M.A. Counseling, Southwestern College; LPCC

Lyndsey McAdams

B.A. Social Work, Bowling Green State University; M.A. Counseling, Southwestern College; LPCC\

Denise Moore

B.A. Latin American Studies, Oberlin College; M.A. Counseling, Southwestern College; LPCC

Sara Morgan

B.A. American Civilization, Brown University; M.A., Education and Counseling, NM Highlands University

Shara Moscinska

B.A. Liberal Arts, St. John's College Annapolis; M.A. Counseling, Southwestern College; LPCC

Katherine M. Ninos

B.A. Psychology, Alfred University; M.A. Counseling and Education, Quimby College; LPCC

Katherine Paras

B.F.A. Fine Arts/Painting, Philadelphia College of Art; M.S. Psychiatric Art Therapy, Hahnemann Medical College (now Drexel University); ATR-BC, LPAT

Natalie Paynter

B.A. Environment, Population, Organismic Biology, University of Colorado at Boulder; M.A. Counseling Psychology and Counselor Education, University of Colorado at Denver and Health Sciences Center; LPCC

Dru Phoenix

B.A. Sociology, Providence College; M.A. Counseling, Catholic University of America; M.A. Art Therapy/Counseling, Southwestern College; LMHC

Claudia Raphael

B.A. Sociology, Dunbarton College of the Holy Cross; M.A. Transpersonal Studies, Institute of Transpersonal Psychology; M.A. Art Therapy, George Washington University; LPAT, REAT, RPP, CIMI

Rahima Schmall

B.S.N. Nursing, University of Wisconsin; M.A. and Ph.D., California Institute of Integral Studies; Licensed Psychologist

Deborah Schroder

B.A. Art Therapy, Mount Mary College; M.S. Art Therapy, Mount Mary College; ATR-BC, LPAT

Brian Serna, B.A. Psychology, New Mexico State University; M.A. Counseling, Univ. of New Mexico; LPCC, LADAC

Alisha Shelbourn

B.S. Art Therapy/Graphic Design, Edgewood College; M.A. Art Therapy, Southwestern College; LPAT

Susanne Stockman

B.A. Humanistic Psychology, University of Massachusetts; M.A. Counseling, Southwestern College; Ph.D. Depth Psychology, Pacifica Graduate Institute; LPCC

Megan Sturges

B.A. European History, Colorado College; M.A. Art Therapy, University of New Mexico; M.A. Counseling and Family Studies, University of New Mexico; LPAT, LPCC, ATR-BC, NCC

Robert Waterman

President Emeritus of Southwestern College; B.A. Sociology, UC Santa Barbara; M.A. Sociology, NM State University; Ed.D. Educational Management/Development, NM State University; LPCC

Erica Westby

B.A. Psychology, University of Arizona; M.A. Counseling, Southwestern College; LPCC



COLLEGE STAFF

Ginna Clark, Ph.D., ATR-BC, LPCC, Director of the Human Sexuality Certificate Program

Kate Cook, M.A., LPCC, TEP, Director of the Applied Interpersonal Neurobiology Certificate Program

Michelle Daly, M.S.P.H. M.A., ATR, LPCC, IMH-E, Director of the Infant Mental Health Certificate Program

Robert Deane, M.A., LPCC
Clinical Director of Tierra Nueva Counseling Center

Dianne Deloren, Chief Administrative Support

Emilah DeToro, M.Ed., PCC, Student and Career Services Director

Barbara Espinoza, Receptionist, Tierra Nueva Counseling Center

Ann Filemyr, Ph.D., Vice President of Academic Affairs and Dean and Director of the Ecotherapy Certificate Program

Allison Frank, M.B.A., Chief Financial Officer

Cynthia Fulreader, M.A., LPC, Director of the Children's Mental Health Certificate Program

Ron Gleason, Landscape Director

Larry Harkcom, M.L.S., Library and IT Assistant

Donna Harrington, M.B.A., Chief Technology Officer

Angela Harris, B.A., Office Manager

Magdalena Karlick, M.A., ATR-BC, LPCC
Art Therapy/Counseling Core Faculty

Nova Kennett, B.A., Student Accounts

Laura Lansrud-Lopez, M.A., ATR-BC, LPCC, LPAT, ATCS, ACS
Director of the M.A. Art Therapy for Clinical Professionals Program and Online Learning

Kate Latimer, M.A., LPCC Counseling Program Chair

Michelle Lynn, M.A., LMHC, Operations Manager and Internship Liaison Manager, Tierra Nueva Counseling Center

Christy Martinez, Financial Aid Administrator

Leslie Monsalve-Jones, B.A., Library Director

Katherine M. Ninos, M.A., LPCC, Executive Vice President and Director of the New Earth Institute

James M. Nolan, Ph.D., President

Andrea Pacheco, B.B.A., Registrar

Dru Phoenix, M.A., LMHC, Director of Enrollment Services

Jaz Reis, Accounting Associate

Deborah Schroder, M.S., LPAT, ATR-BC, Art Therapy/Counseling Program Chair

Courtney Shackelford, B.A., Admissions Associate

Nathan Smith, Handyman

Amy Winn, M.A., LMHC, Assistant Coordinator, Tierra Nueva Counseling Center

BOARD OF TRUSTEES

Brendalyn Batchelor, M.A.

Board Member

Jim Cutropia, M.B.A.

Board Vice Chair

James Ryan Dunn, B.A.

Student Board Member

Michael Johl, Ph.D.

Board Member

Magdalena Karlick, M.A.

Faculty Board Member

Leon Lopez, M.B.A.

Board Member

Tina Ludutsky-Taylor, Ph.D.

Board Chair

Krishna Madappa, M.B.A.

Board Member

Victor Nelson, M.Div.

Board Member

Monica Ontiveros, J.D.

Board Member

Brian Serna, M.A.

Board Member

Kathryn Tijerina, J.D.

Board Member

***Ex-Officio* Board Members:**

Katherine Ninos, M.A.

Board Secretary

James Nolan, Ph.D.

President of Southwestern College

Robert Waterman, Ed.D.

*President Emeritus
of Southwestern College*



FREQUENTLY ASKED QUESTIONS

Is Southwestern College accredited?

Yes. Southwestern College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The M.A. in Art Therapy/Counseling Program is also approved by the American Art Therapy Association.

Does Southwestern College offer undergraduate or Ph.D. studies?

No. Southwestern College offers master's programs, specialty certificate programs and continuing education courses.

Where is Southwestern College located?

Southwestern College is located in the southwestern United States, in beautiful Santa Fe, New Mexico. The small campus includes a library, classrooms, administrative offices, a student lounge, spiritual practice room, art studio and gallery and an art therapy complex. The Tierra Nueva Counseling Center is located on the SWC campus at 3952 San Felipe Rd.

To get to Santa Fe, you can fly into the Albuquerque Sunport and drive approximately one hour north on I-25. Take exit 237 for 599N toward Los Alamos. Stay on 599 N for approximately 2.8 miles until you get to a light at Airport Road. Go right. Go to the third light at San Felipe Road and go left. You will see our school on the left, behind an adobe wall marked Southwestern College. The main lobby is located through turquoise doors. The street address is 3960 San Felipe Rd., Santa Fe, NM 87507.

Do you require the GRE or other tests for admission into Southwestern College?

No. Southwestern College does not require any entrance exams. Instead the admissions process emphasizes the personal statement, admissions interview and letters of reference.

My undergraduate degree is unrelated to psychology or counseling. Will my application be considered?

Yes. We will accept your B.A. or B.S. in any field from an accredited institution. However, you will need to complete the course prerequisites for admission.

What are the prerequisite courses required for enrollment?

Our M.A. in Counseling and M.A. in Art Therapy/Counseling programs require abnormal psychology, developmental psychology, and one psychology elective.

The M.A. in Art Therapy and M.A. in Art Therapy for Clinical Professionals Programs require at least 18 semester hours of undergraduate studio coursework including painting, 3-dimensional art and four studio art electives.

If I haven't completed all the prerequisites, may I still apply and be accepted?

Absolutely. As part of the application process, the Director of Enrollment Services will review your transcripts and advise you on how and when to complete prerequisite courses. Prior to full-time enrollment you will need to complete all of your prerequisites.

What is a quarter? A quarter unit?

A quarter is ten weeks in length. We have four quarters: fall, winter, spring and summer. A quarter unit represents ten hours of classroom time. A typical 3 quarter unit class would then meet for thirty hours during the quarter. The M.A. in Counseling is 97 units and the M.A. in Art Therapy/Counseling is 98 units.

What is the cost of attending Southwestern College?

Tuition for the academic year 2018-2019 is \$580 per quarter unit. The cost per year depends on whether a student attends full time or part time. Please contact the admissions office at (505) 467-6815 to discuss the annual cost. There are tuition increases annually which tend to be relatively small. A \$165 educational resources fee is assessed when a student is enrolled in 3 units or more.

How long will it take to earn my degree?

The M.A. programs can be completed in two and a half, three, three and a half or four years. Another option is part-time, which extends to three and a half years. Most students choose a three year plan for financial reasons.

How can I finance my education at Southwestern College?

Financial aid is available to both full and part-time degree program students. Scholarships and Graduate

Assistantships are also available. Please visit our website, www.swc.edu, for more information. You may also contact our Financial Aid Administrator at 505-467-6806.

Is financial aid available for the certificate programs?

There may be scholarships available from time to time. Check with the financial aid administrator for availability.

How many students are enrolled at Southwestern College?

We are a small school by design with enrollment that varies from 150 to 200 students. Classes range in size from 8 to 21. The average class size is about 14.

What is your student:faculty ratio?

We have an excellent student to faculty ratio of one faculty member for every eight students. There is an average of 36 part-time and full-time faculty members serving the students. Over 90% of our faculty are current clinical practitioners.

May I sit in on class to get a feel for what happens?

Due to the experiential nature of our classes and in order to preserve the confidentiality of student participation, we do not allow visitors to sit in on classes. We can put you in touch with current students and faculty who can describe the learning experience in greater detail.

Can I get licensed as a counselor with a M.A. degree?

Yes. Upon graduation, graduates of Southwestern College may practice in New Mexico under appropriate supervision as a Licensed Mental Health Counselor (LMHC). After 3,000 hours of client contact (this includes pre-graduation practicum and internship hours) and successful completion of the appropriate exams, graduates are eligible for the Licensed Professional Clinical Counselor (LPCC) designation. Art Therapy/Counseling graduates are eligible to pursue national certification as an art therapist and the Licensed Professional Art Therapist (LPAT) designation in New Mexico. They are also eligible for the LPCC.

All courses required in the core curriculum for all levels of licensure in New Mexico are offered in both the Counseling and Art Therapy/Counseling Programs. Requirements for licensure in New

Mexico are subject to change and the College administration maintains a close relationship with the Counseling and Therapy Practice Board in order to remain current. For further information contact the New Mexico Counseling and Therapy Practice Board at 505-476-7100 or www.rld.state.nm.us.

The majority of our students come from out of state and many leave New Mexico to practice. Mental health licensure designations and procedures vary from state to state. If you plan to practice outside of New Mexico, you should contact the appropriate state board for their requirements. For a directory, consult the National Board of Certified Counselors website at www.nbcc.org.

Who comprises your student body?

Our students come from all walks of life, and a number are pursuing second and third careers. There is a great variance of age within our student body. As a result, the classroom experience replicates a true laboratory to practice counseling and art therapy.

May I visit the College to meet with Admissions and receive a tour?

Yes, absolutely! Please call or e-mail the Enrollment Services office at (877) 471-5756, ex. 6815 or email admissions@swc.edu to schedule an informational visit.

May I speak with Southwestern College students, faculty or alums?

Yes, if you are interested in talking with current students, alumni or faculty, contact the Director of Enrollment Services, admissions@swc.edu, for a recommendation and you may contact them directly.

What is the difference between the MA in Art Therapy/Counseling program and the MA in Art Therapy for Clinical Professionals?

The MA in Art Therapy for Clinical Professionals is designed for those who already have completed a clinical graduate degree such as a MA in Counseling, MA in Social Work, or PhD in Psychology. If you have completed a clinical degree and are interested in adding art therapy to your repertoire of skills, this program is ideal.

The MA in Art Therapy/Counseling program is for those who are interested in getting training both in art therapy and in counseling, which may enable you to get more than one credential in the mental health

field. Applicants must have a bachelor's degree to qualify for this program along with studio art coursework. See Admissions Requirements on P. 22 or visit our website for details.

Do you have housing on-campus?

We do not have on-campus housing at Southwestern College. Many of our incoming students relocate to New Mexico. You can access our "Relocation Guide" as well as a "Visitors Guide" on our website or ask admissions@swc.edu to email you a copy. Many students find housing through a search on Craigslist.org and/or looking at the local newspaper's (The New Mexican) classified ads. We will also send emails about housing opportunities that are advertised on campus. Students who want to keep housing costs low sometimes network with other incoming students for shared housing options. This networking occurs frequently on the SWC student Facebook page. Ask us in admissions@swc.edu for this link (SWC Santa Fe).

APPENDIX A:

THE STUDENT RIGHT-TO-KNOW ACT

The Student Right-to-Know Act was enacted in 1990 by federal law. The federal law requires institutions that receive Title IV student financial aid to collect, report and disclose the following information. For additional information or any questions about any of these areas, please call 1-877-471-5756, where you will be directed to the appropriate resource.

Family Educational Rights and Privacy Act

FERPA Family Education Rights and Privacy Act of 1974 is federal legislation in the United States that protects the privacy of students' personally identifiable information. The act applies to all educational institutions that receive federal funds.

The Clery Act

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is a federal law that requires schools to disclose crime statistics that happen on and around their campuses. This information is published annually and placed in student, faculty and employee mailboxes.

Drug and Alcohol Abuse Policy and Prevention Plan

The Drug Free Schools and Communities Act Amendments of 1989 requires institutions that participate in



federal student aid programs to provide information to its students, faculty, and employees to prevent drug and alcohol abuse. Institutional drug and alcohol policies are contained herein and in the Student Handbook.

Graduation Rate

Southwestern College is pleased to provide the following information regarding our institution's graduation/completion rate. This information is provided in compliance with the Higher Education Act of 1965, as amended and is published annually. The rate reflects the graduation/completion of students who enrolled full-time of the fall quarter of academic year 2014-15 and for whom 150% of the normal time-to-completion has elapsed. During the fall quarter of 2014, forty-one full-time degree-seeking graduate students entered Southwestern College. After 3 years (as of December 31, 2017), 76% of these students had graduated from degree programs.

Other Institutional Information

Schools must provide information regarding the Cost of Attendance; Accreditation and Academic Program Information; Financial Assistance available to students and the requirements and restrictions required on Title IV; class and college Withdrawal and Refund policies are contained herein and in the Student Handbook.

2018-19 COURSE CATALOG

Courses are delivered on campus and distance (internet, online or independent study).
See course schedules published quarterly for availability.

AAR 5000 Holistic Models & Biological Aspects of Addiction & Recovery

2 units

This course is designed to equip students with an overview of the biological basis of addiction. Topics will include drug classifications, drug history, pharmacokinetics/pharmacodynamics, and basic neurochemistry. The biological, social and spiritual dynamics of pleasure and reinforcement will also be explored. Pharmacotherapies will also be covered, providing students with an overview of medications that are currently being used and those in development to treat addiction.

AAR 5100 Clinical Skills: Evidence-Based Practices in the Treatment of Co-Occurring Disorders

2 units

This course will provide students with skills that allow them to assess and treat addiction and co-occurring issues. Students will be provided with an overview of current approaches to initiating changes in thought, behavior and relationship that support recovery. Students will take a deeper dive into the Community Reinforcement Approach (CRA), Community Reinforcement and Family Training (CRAFT), Medically Assisted Therapies (MAT), and Mindfulness-Based Cognitive Behavioral Therapy (MBCT) and Seeking Safety.

AAR 5200 Clinical Skills: Motivational Interviewing, Basic to Intermediate Level

2 units

This course focuses on Motivational Interviewing (MI), a relatively new approach to helping people find and activate their own resources for change. Students will learn about the theoretical basis for MI and touch on the supporting research for it. In addition, they will learn how to apply MI techniques and strategies to a variety of issues, including addiction, depression and anxiety. MI will also be applied experientially to assist students to make changes in their own lives that will increase their own sense of balance and wellness. Finally, students will be able to integrate MI with other theories and skill sets in a manner that is coherent and meaningful.

AAR 5300 Ethical and Cultural Issues in Addiction Work

2 units

In this course students will explore the ethical issues that are shared with other fields in psychotherapy and those that are unique to the addiction treatment arena. Issues such as professional boundaries, confidentiality (HIPAA and 42 CFR), and cultural considerations (colonization, historical trauma and class issues) will also be explored.

AIN 5000-2 Integrating Brain, Body and Heart Intelligence:

The Neurobiological Foundations of Therapeutic Practice

2 units

This course introduces participants to developmental neurobiology across the life span, how human development, behavior and growth stem from a well-regulated, optimally functioning brain and nervous system. Using movement, meditation, reflective writing and group work, we will explore an integrated framework (theory, research, practice) for human development, as reflected in the well-articulated stages of brain development and the emergent knowledge of brain plasticity. Participants will learn essential skills related to rebalancing the central and autonomic nervous system pathways, including mindful listening, mirroring and feedback, stress reduction techniques, a variety of calming/activating/centering movements, ultradian breathwork and active imagination.

AIN 5100 The Theory and Practice of Fostering New Neural Pathways for Creativity, Spontaneity & Play

2 units

Current research in neurobiology and social baseline theory expands the recipe for human development, creativity and change to include equal parts of embodied/experiential processes, attuned relationship, mindful attention of the 'felt sense' and, no less importantly, play. Participants will expand their understanding of the neurobiological and developmental roots of creativity and play, and the rationale supporting the use of experiential action methods. They will develop their awareness of and skill in using the 'felt sense', with a focus on repairing developmental/attachment deficits. They will also learn ways to approach health and well-being from a new paradigm, which maximizes healing and happiness through interpersonal relationships and social proximity.

AIN 5200-2 Mindfulness-Based Emotional Processing (MBEP): Activating & Supporting

Emotional Processing in Therapy and Counseling through Felt-Sense Awareness

2 units

MBEP is a mindful, body-centered approach to activating intrinsic emotional processing in the brain. The processing is activated and maintained by the therapist's mindful, 'felt sense' attention upon the client's somatic experience. The client's emotional processing is enabled, focused and supported through the attuned relational connection between the

therapist and the client. MBEP is a practical method for initiating and promoting essential emotional processing. It can easily be incorporated into any therapeutic modality. Participants will learn to work with the basic components of MBEP and will have the opportunity to apply their MBEP skills through experiential learning.

AIN 5300 Neurobiological Roots & Applications of Experiential Action Methods **2 units**

This course will offer participants a resource-based model and a toolbox of experiential action methods. The theoretical lens for this model integrates interpersonal neurobiology, attachment theory, classical psychodrama, social baseline theory and mindfulness practice. Participants will learn and practice skills aimed at developing empathy, spontaneity, social and emotional intelligence and addressing developmental deficits and relational repair. Specific techniques taught will include: use of the 'felt sense', tracking somatic cues, strategies for cultivating regulation and co-regulation self/individuals/groups, identifying implicit (unconscious) aspects of memory and experience, externalizing unconscious/implicit dynamics in action, and incorporating play, art and metaphor into action. Discussion will include how to adapt and apply this model in working with a variety of populations and venues. This course is appropriate for people at all levels of experience.

AT 598 Art Therapy Research **1 unit**

This course introduces students to the foundational purposes of research in the field of art therapy with an emphasis on application to current practice. Students will review and critique various research methodologies (e.g., quantitative, qualitative, mixed-methods, practitioner-based, art-based) to become informed consumers of art therapy research. Art-based research methodologies as related to art therapy will be emphasized. This course will prepare students with the knowledge to conduct a literature review and an art-based inquiry research project for their Culminating Capstone Project.

AT 675 Art Therapy Career Development **1 unit**

This course provides students with the fundamentals of career counseling, development, and aptitude as it relates to art therapy and counseling clients on career and life issues. Students will review theories and models of career planning and decision-making and apply ethical and multicultural strategies for using art therapy assessment tools and techniques for career development.

AT/CN 530 History of Art Therapy: Founders & Foundation **2 units**

This course presents the historical antecedents to current art therapy practice. It identifies the major individuals, programs and contextual social issues that led to the development of art therapy as a profession. Ancient and global beliefs about art-making are explored in order to further an understanding about the nature of healing through the use of art and creative expression.

AT/CN 545 Theories of Art Therapy **3 units**

This course provides an overview of the profession of art therapy with emphasis on the major theoretical frameworks for the foundation of art therapy practice today and identifies the relationship between art therapy approaches and theories from psychology, counseling, and related fields. Various experiential techniques will deepen students' understanding of the basic concepts of each theory, and help students explore their own path as an art therapist. Students will compare and contrast approaches to art therapy unique to the field, such as art psychotherapy, art-as-therapy, art-based clinical approaches, and studio- and community-based approaches

AT/CN 593 Art Therapy Techniques and Materials **3 units**

This course will focus on the appropriate use of art materials and art-based intervention strategies. Physical and emotional safety regarding art-making will be examined. Multicultural sensitivity and issues related to respecting the needs and issues of a wide variety of clients will be covered.

AT/CN 594 Studio Art **1 unit**

Students will consciously engage in their own personal creative process in order to monitor their growth in art-making skills, develop their artist identities and recognize their own personal symbolic language. A variety of art media experiences and hands-on art processes will be explored.

AT/CN 597-2 Multicultural Perspectives in Art Therapy/Counseling with Diverse Populations **3 units**

Students will critically examine their own cultural assumptions and the dominant cultural norms in order to develop knowledge, awareness and skills to work effectively across difference. Topics to be addressed will include: identity formation; power, privilege and oppression; world views; approaches to communication; and related topics. Students will become familiar with the profession's ethical guidelines addressing diversity and multicultural issues.

AT/CN 637 Art Therapy/Counseling Capstone Process**1 unit**

This course is comprised of two parts. Part One includes a weekend creative group process that explores the requirements and expectations of a culminating project, while continuing to explore growth in the dynamics of group art-making. Part Two involves the integration of academic and clinical work in an art-based inquiry process, including researching the literature of their field and compiling an annotated bibliography. The process culminates with each student's public presentation of their Capstone Project.

AT/CN 656-2 Practicum I and Lab: Helping Relationships with Individuals in Art Therapy/Counseling**4 units**

This course examines the theoretical and practical dimensions of the therapeutic relationship. Students learn to conduct individual art therapy/counseling including the use of culturally appropriate, collaborative and productive interventions. Diagnosis, treatment planning, case study analysis and documentation are covered. The supervised practicum is comprised of at least 25 hours of direct client contact.

AT/CN 657-2 Practicum II & Lab: Helping Relationships with Groups, Couples and Families in Art Therapy/Counseling**4 units**

This course is a continuation of supervised practicum experience and includes a focus on group and relationship art therapy/counseling. Students will complete at least 25 hours of direct client contact and at least 10 must be group art therapy/counseling. Students will form groups, recruit, screen and select members. Students will co-facilitate ethical and culturally responsive group practices. Students may also continue seeing individual clients and incorporate couples and family work if they so choose. An intentional exploration and development of internship plans will be required during this practicum.

AT/CN 660-2 Professional Ethics in Art Therapy/Counseling**4.5 units**

This course introduces students to the ethical principles of the American Art Therapy Association, the Art Therapy Credentials Boards, and the American Counseling Association, required for practice as art therapists and counselors. Course content includes core principles of ethical practice, legal rules and structure, models of professional decision making, and the impact of professional credentialing and public policy in the fields of art therapy and counseling. Student will examine the philosophical/spiritual principles and personal values that guide and determine their own ethical behavior and therapeutic style. Critical awareness of the complexities of ethical decision-making will be developed through discussions, reflective artwork, written work, group process, and experiential approaches. Students will leave the course with a strong professional identity grounded in ethical practice. A final project will delineate their approach to ethical decision-making.

AT/CN 663-2 Theory and Practice of Family Art Therapy/Counseling**4 units**

This course is designed to give students a working knowledge of family art therapy and key issues in its practice. A historical overview of major family therapy theories will be covered, as well as the integration of art making within those theories. Multicultural sensitivity in family work is a foundational principle throughout this course. A special focus of this course will be on issues currently impacting families in New Mexico, including parentified grandparents, families with a member or members in treatment for substance abuse, and family issues present within Pueblo life.

AT/CN 664-3 Assessment and Appraisal in Art Therapy/Counseling**4.5 units**

This course introduces students to the historical and theoretical perspectives and purposes of assessment procedures used in art therapy and counseling appraisal and evaluation. Students will practice administering bio-psychosocial assessment, the mental status exam, risk assessment, and various counseling and art therapy assessments. Additional areas covered include the selection of assessments with clients as the basis of treatment planning and establishing treatment goals; evaluating assessment validity and reliability; documentation of assessment results; and ethical, cultural, and legal considerations in their use. Using art-based and counseling assessment to identify client strengths, resiliency and resources will be emphasized in addition to identifying diagnostic criteria. Clinical writing skills as applied to assessment and other report writing will be one focus of course assignments.

AT/CN 665-2 Addiction Assessment and Treatment in Art Therapy/Counseling**4.5 units**

Alcoholism and other drug dependencies are viewed as primary, progressive, chronic and ultimately fatal behaviors if left untreated. Familial coping skills that manifest as process addictions, such as sex addiction, love and relationship addictions, gambling, shopping and hoarding, and eating disorders will also be explored. The "dependent addict", or person showing addictive behaviors is, along with his/her family members, affected physically, psychologically, socially, and

spiritually. Art therapy is a creative process that assists the chemically-dependent person in establishing a clearer understanding of self and process of change. Inherent in this process is the power of the image projected outward and processes of problem solving. Creative media can be used for individuals to explore and concretize thoughts, feelings, and conflicts and promote motivation to change and related recovery issues. This course will also hold a special focus on current alcohol and drug dependency issues impacting New Mexico.

AT/CN 698-6 Professional Seminar in Art Therapy/Counseling:

Professional Identity Development

2 units

This course is offered concurrently with internship. In this first quarter of a two-quarter process, in-depth self-inquiry through artistic investigation will address issues regarding professional development, relational experiences with clients, supervisors and peers.

AT/CN 698-6L.2 Art Therapy/Counseling Internship

4.5 units

The internship provides an in-depth internship supervised experience in Art Therapy/Counseling for the student as a final step in the completion of Part Two coursework. This is an intensive professional experience in a mental health counseling setting. Students select a professional setting where they complete 300 hours of direct client work, along with 300 hours of indirect work, under supervision.

AT/CN 698-7 Professional Seminar in Art Therapy/Counseling: Professional Orientation

2 units

This course is offered concurrently with internship. Student engagement in an ongoing painting process, explored with class discussions, will focus on issues related to client case conceptualization, the development of professional identity as an art therapist, and professional self-care. The course will also address and orient interns to post-graduate professional needs and requirements, as well as Southwestern College requirements for completion of the degree.

AT/CN 698-7L.2 Art Therapy/Counseling Internship

4.5 units

The internship provides an in-depth internship supervised experience in Art Therapy/Counseling for the student as a final step in the completion of Part Two coursework. This is an intensive experience in a mental health counseling setting. Students select a professional setting where they complete 300 hours of direct client work, along with 300 hours of indirect work, under supervision.

CMH 5016-2 Integrative, Holistic Development of Children's Mental Health for Children from Diverse Cultures

2 units

This course explores effective interventions and counseling approaches for mental health issues affecting children, adolescents and families. It will integrate holistic perspectives from the field of mental health, human development, family systems, neuroscience, and holistic health. Unique social and cultural contexts found in New Mexico will be highlighted. A combination of didactic and experiential modalities will be used, as well as the introduction of applicable tools and approaches for best practices in working with children. Sections on mindfulness, emotional self-regulation techniques, play, and creative movement will be featured. This course is geared toward counselors, therapists, social workers, psychologists, school counselors, early interventionists, and others working with children and teens in related practices.

CMH 5110 Ethical Issues in Working with Children and Families

2 units

This course explores the ethical issues and dilemmas that commonly arise when working with children, teens, and their parents. Using a combination of didactic, case study, role-play, experiential approaches, and guest speakers, this course explores the basic tenants of ethical practice and issues surrounding client rights, confidentiality, informed consent, mandated reporting, therapist scope of practice, competency, boundaries, and other complex topics surrounding counseling and art therapy with children and adolescents. Global children's rights will be addressed in the context of current events. Participants will examine their own belief systems and learn to identify and understand key ethical issues related to ethical practice in working with children and families. They will develop a decision-making model which balances client rights and therapist responsibilities in various settings.

CMH 5250 Attachment: The Heart of Well-Being

2 units

This is a weekend course designed for professionals with an interest in the dynamic phenomenon of attachment between a child and parent or caregiver, as well as with other primary adults in a child's lifespan. The spontaneous love and absorption that a parent has for a baby and the growing child is the foundation for the primary attachment relationship. It is also the basis for the child's character development, mental health, capacity to form relationships, and the ability to experience empathy and compassion for another human being. This essential attachment includes reciprocal communica-

tion, repetitive responses to the child's needs, and the unfolding of trust and wellbeing. As children's providers, we can play a key role in supporting and fostering parent-child attachment. We can also interact with children and parents, in ways that embody and teach the components of healthy attachment. Participants will enter into a supportive and nurturing environment to experience the key elements of attachment first hand, as a reference for doing attachment work, and as an optimum setting for growing, understanding and retaining what you have learned.

CN 565-3 Addiction Assessment and Treatment in Counseling

4.5 units

This course constitutes a broad-based approach to the nature, assessment, and treatment of a wide variety of substance addictions from drugs, tobacco and alcohol, to behavioral/process addictions such as gambling, spending, and certain forms of sexual activity. Material will be presented by lecture, group discussion, role-playing, and clinical case presentation. Students will develop skills in addressing addiction and addiction-related concerns with clients, including: intervention, treatment, resistance to and successful integration of change processes. Students will be provided with an overview of Medically Assisted Treatment (MAT) for substance use disorder. MAT will be examined from an historical and social context that includes the opioid crisis. The pharmacological aspects of common drugs used to treat substance use disorders will be explored, providing students with a practical understanding of MAT's role in detox. Treatment and prevention of relapse. The course content is congruent with the standards of competency published by CACREP for Clinical Mental Health Counseling.

CN 577-4 Multicultural Perspectives in Counseling with Diverse Populations

3 units

Students will critically examine their own cultural assumptions and the dominant cultural norms in order to develop knowledge, awareness and skills to work effectively across difference. Topics to be addressed will include: identity formation, power, privilege and oppression; world views; approaches to communication; and related topics. Students will become familiar with the ethical guidelines addressing diversity and multicultural issues. The course content is congruent with the standards of competency published by CACREP for social and cultural diversity.

CN 660-3 Professional Ethics in Counseling

4.5 units

This course is designed to introduce students to the basic ethical practices through awareness, legal rules and structure, and professional decision making in the field of counseling. Students will examine the philosophical, spiritual, and ethical principles that guide their clinical practice, professional behavior, and therapeutic style. Discussions, effective processes, written work and experiential learning approaches will be used to focus students on developing critical awareness of the complexities of ethical decision-making. Students will receive theory and practice in ethical decision-making models. The course content is congruent with the standards of competency published by CACREP for professional counseling orientation and ethical practice.

CN 663-2 Theory and Practice of Family Counseling

4 units

This course provides students with a working knowledge of family counseling and key issues in its practice, including ethical considerations and family counseling with diverse populations. Classroom discussion and lectures, creative projects, small group and role-play experiences are used to explore a variety of models of family counseling and learn methods and techniques experientially.

CN 664-4 Assessment and Appraisal in Counseling

4.5 units

This course is an introductory assessment practicum in the graduate counseling curriculum. It will address the art, science, and ethics of psychometrics (that branch of psychology dealing with the design, administration and interpretation of methods for quantifying psychological variables susceptible to measurement) and explore methods for evaluating and selecting appropriate tools from the abundance of materials published for professionals. Students will gain essential knowledge needed to engage in the complex, fluid and dynamic process of clinical assessment, from initial contact through treatment planning and assessment of outcomes. They will learn and practice the skills necessary to generate several different types of assessment reports. This course also provides discussion areas of intelligence, aptitude, achievement, and interest and personality measurement, with focus on clinical assessment of addition. History, rationale and ethical issues in the use of counseling assessment instruments in a culturally diverse society are included.

CN 673 Advanced Counseling Skills

3 units

In this course, students will integrate and apply the knowledge, skills, and attitudes developed from previous counseling coursework, identify one's own guiding theory of counseling, and demonstrate its application in the therapeutic relationship. Students are supported in developing their counseling framework from direct experience of transformation and change, and will focus on developing advanced clinical skills, interventions, and techniques required to bridge theory and culturally competent, ethical practice as professional counselors. The course content is congruent with the standards

of competency published by CACREP for counseling and helping relationships, as well as professional counseling orientation and ethical practice.

CN 656-2 Practicum I & Lab: Helping Relationships with Individuals in Counseling **4 units**

This professional practice course provides for the application of theory and the development of counseling skills under supervision. Students will examine psychopathology and diagnosis, the individual counseling process, and the nature of the therapeutic relationship. Students are simultaneously enrolled in a supervised practicum comprised of at least twenty (20) hours of direct individual counseling service with actual clients. Students receive weekly group supervision of their practicum activities in class. Students must bring audio or videotape of reasonable quality to the lab for review. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community. The course content is congruent with the standards of competency published by CACREP for practicum, counseling and helping relationships and Clinical Mental Health Counseling.

CN 657-3 Practicum II & Lab: Helping Relationships with Groups, Couples and Families in Counseling **4 units**

This course is a continuation of the practicum experience and includes a focus on group and relationship counseling. Students will complete at least twenty (20) hours of counseling during this course, at least ten (10) of which must be group counseling. The remaining ten (10) hours may be a combination of individual, family and couples work. In addition, internship plans will be developed throughout this course and students will be required to secure an internship site by the end of the course. The course content is congruent with the standards of competency published by CACREP for practicum, counseling and helping relationships and Clinical Mental Health Counseling.

CN 698-6 Professional Seminar in Counseling: Professional Identity Development **2 units**

This course is offered concurrently with internship. It provides understanding of the legal and ethical aspects of providing client care, as well as continued case consultation. It also provides professional orientation for interns entering the profession of counseling. The course content is congruent with the standards of competency published by CACREP for internship as well as Clinical Mental Health Counseling.

CN 698-6L.2 Counseling Internship **4.5 units**

The internship provides in-depth supervised experience in Counseling for the student as a final step in the completion of the Part Two coursework. This is an intensive professional experience in mental health counseling. Students select a professional setting where they complete 300 direct hours of supervised practice and 300 indirect hours. Students will do research into an area of clinical interest related to the population they are serving in internship. The course content is congruent with the standards of competency published by CACREP for internship.

CN 698-7 Professional Seminar in Counseling: Professional Orientation **2 units**

This course is offered concurrently with internship. Through case consultation of the intern's caseload and further development of clinical skills, it provides advanced training in assessment, diagnosis, and treatment of mental health concerns. This course also covers ethical, legal and multicultural issues relevant to the practice of professional counseling. The course content is congruent with the standards of competency published by CACREP for internship as well as Clinical Mental Health Counseling.

CN 698-7L.2 Counseling Internship **4.5 Units**

The internship provides in-depth supervised experience in Counseling for the student as a final step in the completion of the Part Two coursework. This is an intensive professional experience in mental health counseling. Students select a professional setting where they complete 300 direct hours of supervised practice and 300 indirect hours. Students will do research into an area of clinical interest related to the population they are serving in internship. The course content is congruent with the standards of competency published by CACREP for internship.

CN AT 500-3 Multicultural Awareness **1.5 units**

Multicultural Awareness prepares counselors and art therapists to effectively engage in diverse contexts with communities, families and individuals. Intersectionality including: gender, sexual identity, race, ethnicity, religion, socio-economic status and related factors are explored in terms of shaping experience and expectations. Through assigned reading, personal reflection and small group sharing of their own social and cultural identities, students will develop a more sophisticated understanding of power, privilege and difference. Students will develop awareness of how their identities may impact their clients. Multicultural awareness and competency are core to the ethical practice of licensed professional counselors and art therapists.

CN AT 522-2 Applied Theories of Human Development**4.5 Units**

This course explores developmental theories and empirical research on development over the life span in the psycho-social, cognitive, biosocial and spiritual domains. Students will consider the application of theories to a general framework of understanding of their own lives as well as in working with individuals in counseling and art therapy. Issues of race and gender identity will be explored. Students will complete an interview with a person of a different developmental stage than they themselves are in and analyze their findings from different developmental frameworks. Course content is congruent with the standards of competency developed by CACREP for human growth and development.

CN AT 523-2 Archetypal Psychology: Creativity, Symbolism and Metaphor**4 units**

Students will explore the use of symbolism and metaphor as keys to individual and group process and multicultural awareness. Course projects enliven and empower students' creative processes as they discover and use relevant personal and universal symbols. A variety of theories and models for understanding symbolism, metaphor and artistic language will be explored.

CN AT 530-2 Psychology of Consciousness I: Ontology**5 units**

This course will cover development of the following knowledge areas, clinical skills, behaviors and attitudes required for all counselors and art therapists: multicultural awareness, openness, curiosity, empathic attunement, active listening, reflective practice, and unconditional positive regard for self and other. It will focus on the psychology of consciousness as it relates to esoteric and exoteric perceptions of existence through time. Students will explore consciousness using how models, lineages, paradigms and turning points to understand how reality is formed, agreed upon and changed both macro- and micro-cosmically. There is emphasis on the many ways in which substance and process use, abuse and addiction work against achieving the conscious awareness necessary to function as an effective and ethical counselor or art therapist.

CN AT 531-2 Psychology of Consciousness II: Paradigm Shifts and Change Agents**5 units**

This course will enhance students' ability to demonstrate the following knowledge areas, clinical skills, behaviors and attitudes required for all counselors and art therapists: multicultural awareness, openness, curiosity, empathic attunement, active listening, reflective practice, and unconditional positive regard for self and other. It focuses on the psychology of consciousness as it relates to creative drive and responsible leadership. It develops an understanding of the dynamics of paradigm shifts in one's life, as well as how archetypal, personal and collective patterns work through consciousness. It encourages perspective and awareness of how one's personal trance patterns limit awareness and the impact of this on one's life and on the collective. There is emphasis on the many ways in which substances and process use, abuse and addiction work against achieving the conscious awareness necessary to function as an effective and ethical counselor or art therapist.

CN AT 542-4 Foundations: History and Theories of Counseling**4.5 units**

This course introduces the history and development of the counseling profession, roles and functions of professional counselors, and an overview of psychotherapy, including psychodynamic, cognitive, behavioral, humanistic, systems, transpersonal and post-modern views. Through experiential practice, students apply theory to counseling, develop self-awareness, basic helping skills, and cultivate the ability to give and receive feedback. Students will choose a theorist or theory of their choice to research in depth and present their findings to classmates. The course content is congruent with the standards of competency published by CACREP for counseling orientation and ethical practice, counseling and helping relationships and Clinical Mental Health Counseling.

CN AT 543-2 Group Dynamics**4.5 units**

This course will address theoretical foundations of group work and the dynamics associated with group processes and development. Students will learn characteristics and functions of effective group leaders, approaches to group formation, and how therapeutic factors contribute to group effectiveness. Students will explore types of groups as well as ethical and culturally relevant strategies for designing and facilitating groups. The ten-week class will function as a group to facilitate learning about how groups work. Faculty will serve as teachers and as group leaders. Students will deepen their understanding and ability to function as effective group leaders focusing on dealing with conflict and deepening multicultural awareness in group work. The course content is congruent with the standards of competency published by CACREP for group counseling and group work.

CN AT 574 Psychology of Altruism: Fundamentals of Helping Relationships**2 units**

In this course, students explore the meaning of being of service in a helping relationship to those seeking support. Students are required to design, carry out and evaluate a personal project related to self-care and burnout prevention. Stu-

dents begin to experience service as a process of recognizing what their own needs are and giving to oneself to address these needs. This in turn better prepares them to give to others. Boundary work and unhealthy patterns of relating to self and other are addressed.

CN AT 581-2 Psychopathology

4 units

Co-requisite: CN 664-4 or AT/CN 664-3

Psychopathology is the study of human differences, as understood, described, and categorized by western psychology. This course includes a consideration of proposed epidemiological factors, including genetics, early developmental experiences, trauma, thinking styles, cultural forces, iatrogenics and spiritual emergency. DSM-5 and ICD-10 will be studied as the most commonly used taxonomies for approaching differences in human behavior including substance and process addictions and experiencing in this culture. The course content is congruent with the standards of competency published by CACREP for Clinical Mental Health Counseling.

CN AT 581-4 Psychopathology: Psychopharmacology

.5 units

This course provides an overview of medications used to treat a variety of mental disorders. Students will learn signs and symptoms that might indicate a referral to a prescribing provider and how to speak with their client about the referral. The course content is congruent with the standards of competency published by CACREP for Clinical Mental Health Counseling.

CN AT 598-6 Research Methods and Program Evaluation

4.5 units

This course provides students with the opportunity to understand the purposes, methods, and ethical, legal, and cultural considerations of research. Students will demonstrate the necessary skills to design and conduct a research study and conduct a literature review on a topic of interest related to their future practice. They will also complete article analyses to practice critical thinking about research studies in the literature. Additional areas covered include the use of research to assess the effectiveness of mental health services and inform practice, through program evaluation and by becoming an informed consumer of research. Class topics include: foundational purposes of research; introduction to various research methodologies and their applications to the fields of counseling and art therapy (e.g. quantitative, qualitative, outcomes research, mixed methods, action research, art-based inquiry, and anti-oppressive methodologies); concepts of validity and reliability; and basic statistical concepts. The course content is congruent with the standards of competency published by CACREP for research and program evaluation.

CN AT 625-2 Career & Life Development

4.5 units

This course provides an understanding of the fundamentals of career counseling as it relates to the students' professional development and the counseling of clients on career and life issues. Included are career development theories, occupational assessments, and educational information sources to facilitate career decision-making strategies. An integrative career and life planning model will be introduced as a holistic approach to career and life development. The course integrates career development theory, assessment, and practice within the counseling field. Theories, concepts and skills are the outward focus of the class, paired with an inward and personal focus on visioning and career and life issues. The course will provide a deeper understanding of working with people from a multicultural perspective. This course is congruent with the standards of competency developed by the National Career Development Association and with the standards of competency published by CACREP for Career and Life Development.

HS 5000 Sexual Attitudes and Development

2 units

Participants will be introduced to developmental sexuality from a biopsychosocial perspective. Sexual issues across the life span will be explored using expressive arts therapies. This course will use the Sexual Attitudes Reassessment (SAR) to provide participants with opportunities to challenge, examine, and reshape current sexual beliefs and attitudes. Topics to be explored include sexual myth, sexual orientation, gender identity, alternative relationships, BDSM, kink, disability and aging. This self-exploration allows participants to become more comfortable with a wide variety of sexual attitudes, behaviors, practices and subcultures.

HS 5300 Clinical Skills: Theorizing and Thinking About Sexual Issues in Psychotherapy

2 units

Despite the important role sexuality plays in our lives, research suggests that clients and therapists alike find talking about sexual issues particularly difficult. In this core course, we'll explore ways to minimize dissociative responses and stay therapeutically engaged. We will discuss and apply theories that help us think about, reflect, feel into, ask questions, and enrich conversations about sexual issues with clients. In the service of helping therapists feel more competent and comfortable working with sexual issues, we'll explore diverse models for working with a broad range of sexual issues. These include dilemmas of desire and sexual compulsivity; the anatomy of an affair and the dynamics of its aftermath;

models for helping clients deal with the consequences of childhood sexual abuse; monogamy, polyamory, and open relationships; and erotic transference-countertransference.

HS 5500 Clinical Skills: Working with Sexual Issues in Psychotherapy

2 units

This course introduces participants to models for working with sexual issues. Participants will become acquainted with a variety of theoretical approaches to help clients explore their sexual lives, to develop a more satisfying sensual and erotic life, and to understand the personal, social, and cultural influences that shape their sexual attitudes, desires and behaviors. This course helps practitioners develop a listening perspective and therapeutic attitude that cultivates a safe, curious, non-shaming exploration of sexual issues. This includes ways of listening to what clients say (content) and how they communicate (process) about the intimate details of their inner lives. Content areas to be explored include sex addiction, sexual orientation, transgender issues, treating sexual disorders and sexual trauma, as well as working with kink and poly clients. Emphasis will be placed on each participant developing their own model for working with issues of sexuality in psychotherapy.

IMH 5100A Overview of Infant Mental Health: Neurobiology, Regulation and the Developing Brain

2 units

This course provides students with an overview and introductory understanding of Infant Mental Health, including a working definition and essential professional competencies. Participants will engage in activities that will foster observation and reflection skills while increasing knowledge of brain development; sensory and regulatory systems; neurobiology of attachment; relationship formation; caregiver capacities; attachment and developmental trauma and its effects on the growing infant/toddler; the caregiver-child dyad and family system.

IMH 5200-2 Focus on Attachment & Development: Use of Self, Theoretical Foundations and Reflective Practices

2 units

This course incorporates knowledge of neurobiology, attachment and development through use of the essential reflective component of infant mental health practice. Participants will be presented with an overview of attachment theory, domains of infant/child development, relationship formation, concepts of reflective supervision and parallel process. Students will become familiar with theoretical foundations, reflective practice, and the use of self in the context of infant mental health services. Participants will acquire skills in observing, listening, theorizing, and reflecting through multi-modal expressive arts activities.

IMH 5300A Relationship as Client: Child-Caregiver Dyadic Interaction and the Family System

2 units

This course offers opportunity to deepen understanding and assessment of child-caregiver dyadic interaction as well as intervention and treatment approaches to providing services for this vulnerable population and their families. Participants will cultivate skills including observation and communication of relational assessment and interaction patterns within the child-caregiver dyad in the family system. Students will develop and deepen observation and reflective skills through collaborative learning as participants engage in interactive discussion, utilization of image and video, and engagement in expressive arts activities.

IMH 5400A From Reflection to Action: Reflective Practice, Intervention, & Treatment

2 units

This course offers knowledge and skills development related to exploration of reflective practice, trauma-informed interventions, treatment planning, and cultural awareness. Participants will become acquainted with methods of assessment, intervention and treatment. Students will explore and reflect upon skills development related to infant mental health competencies, such as multiple perspectives and diversity, and how to further incorporate and apply knowledge and skills in various settings. Knowledge and skills acquisition will proceed through expressive arts activities and discussion.

TE 5325 Community-Based Ecotherapy Project

2 units

The Community-Based Ecotherapy Project is a self-designed project. Students will propose their project idea to the Program Director who will serve as the instructor/mentor to assist them as they refine their idea into an earth-based experience designed for elders, youth, or another specific population. Students will submit a brief project proposal, survey relevant research-based articles and literature, create a timeline and a budget, make a flyer, recruit appropriate participants and carry out their project idea. To complete this entrepreneurial venture, students will gain knowledge and skills in leadership, project management, and current nature-based ecotherapy research. Students will move from inspiration to implementation to manifestation during the ten-week quarter.

TE 5700 Wilderness Fast**2 units**

The ceremony of vision quest or fasting in the wilderness has long been practiced to assist with major life transitions. It is a deeply transformative experience in which participants spend four days alone with no food and a minimum of material comforts. The three stages of rite of passage (severance, threshold, and incorporation) are guided by experienced facilitators who also provide instruction in basic wilderness safety and support for this unique opportunity for personal transformation and deep contact with nature in a wilderness environment. The structure for this wilderness fast is taught by the School of Lost Borders and drawn from Native American cultural practices, though it is not identical to the specific Vision Quest ceremonies of any cultural group.

TGR 5100 Counseling Skills for Trauma and Grief**2 units**

This course focuses on identifying and treating complicated grief and trauma. We will explore theories of trauma, complicated grief and traumatic grief. Through readings, experiential exercises, guided imagery and group interactions, the students will develop skills to support a healthy grieving process for individual clients who have experienced loss, trauma, complicated grief or traumatic grief. The role of ritual in healing grief will be explored. Extraordinary experiences, spiritual emergency and near-death experiences will be discussed. Counseling skills to deal with these issues will be demonstrated experientially.

TGR 5200 Dying to Know: Issues of Death & Dying for the Professional**2 units**

This course will cover the basic principles of care for the dying person, hospice philosophy and practice, exploration of the impact of different kinds of deaths, issues for survivors, the family system, and the psychology of death throughout the lifespan. Psychosocial aspects and transformative potential of life threatening illness, and counseling patients and their families across the cancer continuum will be introduced. We will explore both knowledge and beliefs about death, and how to help others in their dying journey. We will explore the questions of “What dies and What doesn’t?”, mortality and immortality. The groundwork of the weekend will include our own consciousness, views, values, and concerns regarding death and dying.

TGR 5300 The Art of Healing Grief and Trauma**2 units**

Poetry, music, writing and drama are utilized as vehicles for transformation through the expression of the profound mysteries of life, death and transition. Participants experience their own personal guidance through and exercise in embodied art and meditation. Art therapy interventions are explored.

TGR 5400 Trauma Theory, Process and Interventions**2 units**

This course will cover trauma theory, PTSD and traumatic grief. We will explore the neurobiology of trauma, the brain, the body and the mind. Experiential exercises will assist each person in assessing the effect of trauma in their own lives. Participants will gain an organized set of skills and knowledge to intervene effectively with traumatized clients. The interventions discussed will be framed in the context of a sequential three-stage treatment model. We will focus on building client resilience. Vicarious trauma as it affects the therapist will be addressed.

TGR 5500 Theories of the Grief Process & Bereavement Interventions**2 units**

This course describes the grief process from various perspectives and models, with the study and treatment of grief and loss as the initial focus. Discussion of cross-cultural issues, traumatic grief, the role of substance abuse, special populations, AIDS-related grief and the creation of effective support systems is included in the course content.

TGR 5600 Ethics, Self-Compassion and Professional Issues**2 units**

Topics include ethical principles, legal tools for planning, compassion fatigue and the necessity of self-care to prevent burnout. Other professional issues are explored. Participants are encouraged to identify ethical issues affecting their professional practice.

NOTES

ACADEMIC CALENDAR 2018-2019

FALL QUARTER 2018

New Student Orientation September 20-21, 2018

Quarter Begins September 21, 2018

Graduation, Saturday, November 10, 2018

Thanksgiving Break November 19–23, 2018

Quarter Ends December 7, 2018

Winter Break December 8, 2018–January 3, 2019

WINTER QUARTER 2019

New Student Orientation week of January 7, 2019

Quarter Begins January 4, 2019

Quarter Ends March 17, 2019

Spring Break March 18–28, 2019

SPRING QUARTER 2019

Quarter Begins March 29, 2019

Quarter Ends June 9, 2019

Summer Break June 10–20, 2019

SUMMER QUARTER 2019

Quarter Begins June 21, 2019

Quarter Ends September 8, 2019

Fall Break September 9–19, 2019

ACADEMIC CALENDAR 2019-2020

FALL QUARTER 2019

New Student Orientation September 19-20, 2019

Quarter Begins September 20, 2019

Graduation, Saturday, November 2, 2019

Thanksgiving Break November 25–29, 2019

Quarter Ends December 8, 2019

Winter Break December 9, 2019–January 2, 2020

WINTER QUARTER 2020

New Student Orientation January 3, 2020

Quarter Begins January 3, 2020

Quarter Ends March 15, 2020

Spring Break March 16–26, 2020

SPRING QUARTER 2020

Quarter Begins March 27, 2020

Quarter Ends June 7, 2020

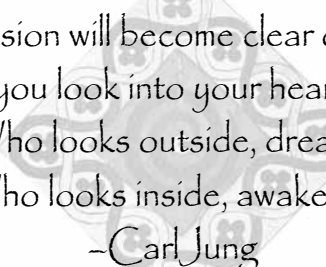
Summer Break June 8–18, 2020

SUMMER QUARTER 2020

Quarter Begins June 19, 2020

Quarter Ends September 6, 2020

Fall Break September 7–17, 2020



“Your vision will become clear only when
you look into your heart.
Who looks outside, dreams.
Who looks inside, awakens.”
–Carl Jung