



Notification of Request for Authorization under the Degree-Granting Institutions Act

Date posted: December 17, 2014

Institution: The Wellness Institute

Nature of request: Initial authorization to offer degree programs in Washington State

Proposed programs: Master of Arts in Psychology with a specialization in Transpersonal Psychology
Doctor of Psychology

Location: The Wellness Institute
3716 274th Avenue SE
Issaquah, WA 98029

Background:

The Wellness Institute is a private institution that has been in operation since 1990. It is currently licensed by the Workforce Training and Education Coordinating Board for the offering of certificate programs.

Nature of the review:

Prior to granting authorization to offer degree programs in Washington State, the Washington Student Achievement Council/Degree Authorization reviews elements such as institutional infrastructure, financial solvency, administrative staff qualifications, program outcomes, course requirements, method of course delivery, faculty credentials, and student services.

The programs to be offered by The Wellness Institute appear to meet the requirements of the Degree-Granting Institutions Act.

The programs have been reviewed by an external subject matter expert: Dr. James W. Lichtenberg, Associate Dean for Graduate Programs and Research and Professor, Counseling Psychology, University of Kansas

Information on the degree programs can be found at the end of this notice.

Timeline:

The Council will accept comments on this application until December 31, 2014.

Any individuals with knowledge that may indicate the institution and/or the program does not meet the authorization requirements of WAC 250-61 are requested to submit comments to:

[Degree Authorization](#).

If you would like to know more about the current law and regulations that govern the program, they can be found at the following links: the statute is [RCW 28B.85](#) and the regulation is [WAC 250-61](#).

Program Title:

Master of Arts in Psychology with a specialization in Transpersonal Psychology

Program Outcomes:

“By completion of the studies, a student should be able to:

- Work to engage others in efforts to promote life enhancing change.
- Combine critical, empathetic, and creative thinking with self-reflection to develop self-knowledge, self-realization, and expansion of consciousness.
- Bring innovation and creativity in your use of methods, moving beyond disciplinary and paradigmatic boundaries.
- Place your work within a whole person perspective including multiple contexts, and acknowledge your own biases and unchallenged assumptions.
- Understand, critically analyze, and create psychological research.
- Adopt a worldview, and locate oneself and one’s work in geo-historical and cultural contexts.
- Communicate well, synthesizing complex ideas, and assimilating and presenting them with basic scientific support.
- Be a competent critical thinker by evaluating evidence carefully and applying reasoning to decide what to believe and how to act.
- Be a culturally and socially competent person with an awareness, understanding, and appreciation of the interconnectedness of the social and cultural dimensions within and across cultures.
- Be engaged in personal development, striving for physical well-being and emotional maturity, developing personal qualities that are integral to the psychology profession such as integrity, sensitivity, flexibility, insight, compassion, and personal presence.”

“The Master’s degree in Transpersonal Psychology offers the student an option regarding preparation for Licensure in Washington state as a Mental Health Counselor. The degree meets all requirements as preparation for licensure, *provided that the student opts to participate in the optional practicum*; however, licensure in Washington state requires that the school granting the degree be accredited by an accreditation body recognized by the Council for Higher Education Accreditation (CHEA). The Wellness Institute’s degree programs are not accredited, and therefore are not approved by Washington state as meeting the education requirement for licensure. While The Wellness Institute fully intends to seek accreditation at the earliest opportunity, which will be two years after beginning operations, there is no guarantee that accreditation will be granted. Additional post-degree requirements, including supervised counseling experiences and an examination, are required for licensure in Washington and most states.”

Number of Credits: 48 quarter credits

Admission Requirements:

Bachelors degree and completion of TP 500 Hypnotherapy Certification course

Required Courses:

On-campus courses (18 credits)

TP 510 The Internship Advanced Training ¹ 12

TP 610 The Personal Transformation Leadership Training ² 6

¹ Requires a six-day certification training prerequisite; is a two-year internship consisting of eight four-day workshops about every three months for two years. The internships take place at five locations in the U.S: Issaquah, WA; West Bend, WI; Homestead, FL; Ossining, NY; and Newbury, OH.

² Requires a prerequisite of completion of the two-year internship; is a one-year training comprised of four four-day workshops about every three months for one year. This takes place at the main campus in Issaquah, WA.

Distance Learning courses (21 credits)

TP 520 Altered States and Personal Transformation 1.5

TP 526 Memory Access to our Earliest Influences 1.5

TP 528 Existential Resistance to Life: Ambivalence, Avoidance & Control 1.5

TP529 Corrective Emotional Experience in the Therapeutic Process 1.5

TP 535 Ethics in Heart-Centered Therapies 1.5

TP 536 A Trauma-Weakened Ego Goes Seeking a Bodyguard 1.5

TP 538 The Nourishment Barrier: Shock Response to Toxic Intimacy 1.5

TP 539 Integrating Somatic and Psychological Approaches to Therapy 1.5

TP 550 Applied Research Methods I: Introduction 1.5

TP 551 Research Methods II: Quantitative and Qualitative 1.5

TP 600 Master's Thesis 6.0

Electives: (Students select 9 credits from online or on-campus courses as follows)

On-campus electives:

TP 710-1 Mentorship: 1. Conception Shadow Discovery 2

TP 710-2 Mentorship: 2. Anima, Animus, Kundalini 2

TP 710-3 Mentorship: 3. Tarot – Archetypal Symbolism 2

TP 710-4 Mentorship: 4. Jungian Type & Inferior Function 2

TP 710-5 Mentorship: 5. Dream Journeying 2

TP 710-6 Mentorship: 6. Active Imagination 2

TP 710-7 Mentorship: 7. The Psychoid Realm 2

TP 710-8 Mentorship: 8. Autonomous Complexes 2

TP 710-9 Mentorship: 9. Mana Initiation Process (Inner Visionary) 2

TP 710-10 Mentorship: 10. Autonomous Complex, Autonomous Psyche 2

TP 710-11 Mentorship: 11. Authority Complex (Spiritual Advisor) 2

TP 710-12 Mentorship: 12. Immature Authority and Self-Deception 2

Distance Learning electives:

TP 521 Principles and Techniques of Energetic Psychodrama 1.5

TP 522 Breathwork: Exploring the Frontier of “Being”
and “Doing” 1.5

TP 523 Existential Issues: A Developmental Approach 1.5

TP 524 Four Primary Existential Themes in Psychotherapy 1.5

TP 525 Attachment, Detachment, Nonattachment: Achieving Synthesis 1.5

TP 527	A Buddhist Perspective in Heart-Centered Therapies	1.5
TP 530	Trauma, Transitions, and Thriving.....	1.5
TP 531	Soul Migrations: Traumatic and Spiritual.....	1.5
TP 532	Dream Journey: A New Heart-Centered Therapies Modality	1.5
TP 533	The Hero’s Journey: Models of Higher Stages of Human Development	1.5
TP 534	Bringing Unconscious Choices to Awareness: “Default Mode,” Body Rhythms and Hypnosis	1.5
<u>Optional Course:</u>		
TP 610	Pre-degree Practicum	6

Program Title:

Doctor of Psychology

Program Outcomes:

“The Wellness Institute certifies that competencies are elements of competence that involve the whole person, are teachable, observable, measurable, containable, practical, derived by experts, flexible and transferable across settings, and continually re-evaluated and redefined. It is expected that these competencies will correlate with performance, can be evaluated against well-accepted standards, and can be enhanced through training and development. The Wellness Institute doctoral degree program adheres to the following standards, and students who complete the degree program achieve the stated core competencies.

PsyD Program - - Curriculum Learning Goals, Objectives, and Competencies

Goal 1 Specialized practitioner-scholars and activists committed to consciousness and full engagement in the work of human healing in the deepest psychic levels. Utilize the breadth of scientific psychology, its history of thought and development, and its methodology in scholarship and in practice. Contribute to the advancement of the humanistic and transpersonal traditions in scholarship, practice and responsible action.

Learning objectives and competencies

- 1.1 Describe the central theories, research and issues in the following areas of psychology of the person: biological, cognitive and affective, cultural and spiritual, social, developmental and individual differences.
 - 1.1.1 Articulates understanding of core conceptualizations and breadth of theories and research applied to human behavior.
 - 1.1.2 Demonstrates knowledge of and respect for the contributions of psychological research
 - 1.1.3 Demonstrates depth of analysis or inquiry, especially in Jungian specialization
- 1.2 Demonstrates knowledge of the history and systems of psychology and psychopathology
 - 1.2.1 Completes standard study of history and systems in required coursework
 - 1.2.2 Demonstrates basis knowledge of the range of normal and abnormal behavior and development
 - 1.2.3 Demonstrates integration of knowledge of history and systems into writing.
- 1.3 Describes the scientific, theoretical, empirical and contextual bases of a variety of therapeutic strategies and assessment approaches while being able to focus on one specialization.
 - 1.3.1 Identifies the basic conceptual foundations, the strengths and vulnerabilities of therapeutic approaches

- 1.3.2 Conceptualizes a case and model of therapeutic interaction and treatment plan in Jungian specialization of the program
- 1.3.3 Presents a rationale for various therapeutic strategies
- 1.3.4 Demonstrates basic knowledge of methods to examine outcomes from the use of chosen strategies
- 1.3.5 Demonstrates an understanding of the roles and limits of psychotherapy
- 1.4 Demonstrates the application of principles of psychological assessment.
 - 1.4.1 Utilizes systematic approaches of gathering data to inform clinical decision-making
 - 1.4.2 Demonstrates basic knowledge of the empirical and contextual basis of testing and interviewing.
 - 1.4.3 Selects assessment measures with attention to issues of reliability and validity, cultural sensitivity, as well as responsiveness to the individual client's needs.
 - 1.4.4 Demonstrates awareness of need to base diagnosis and assessment on multiple sources of information.

Goal 2 Open, intuitive and self-reflective thinkers who move beyond disciplinary and paradigmatic boundaries. Engage in creative thinking and life-long experiential and scholarly learning to deepen skill and practice as well as use experience to inform scholarship. Engage in self-reflection and reflective practice assessment.

Learning objectives and competencies

- 2.1 Identifies one's own strength, limitations, motivations, attitudes, assumptions behaviors and thought processes and their effect on others.
 - 2.1.1 Committed to learning in an experiential milieu that includes regular group process and teaching
 - 2.1.2 Demonstrates awareness of inner emotional experience through participation in experiential processes and group sharing
 - 2.1.3 Systematically reviews own professional development through written reflection on experiential and group learning
 - 2.1.4 Demonstrates clinical competencies for professional training
 - 2.1.5 Identifies the limits of one's skill and areas requiring further personal and professional growth.
 - 2.1.6 Demonstrates knowledge about practicing within one's competence, including awareness of when to consider referral.
- 2.2 Communicates effectively in professional verbal and written formats
 - 2.2.1 Presents writing that employs professional language in Jungian specialization specifically and the field of psychology in general
 - 2.2.2 Writes a basic psychological report in standardized form
 - 2.2.3 Uses American Psychology Association format correctly in academic writing
 - 2.2.4 Writes at a graduate level
- 2.3 Employs models of inquiry and action that embrace human wholeness and creativity
 - 2.3.1 Demonstrates a humanistic and transpersonal (Jungian) perspective in scholarship, writing and professional work
 - 2.3.2 Demonstrates use of self reflection in experiential training that reflects an appreciation for one's own multifaceted nature, multicultural realities and creative possibilities
 - 2.3.3 Demonstrates in writing ability for client assessment in above larger contexts

Goal 3 Broad viewing professional who understand their purpose and work within a temporal, spiritual, developmental and socio-environmental context. Address the whole person, including

biological, psychological, social, cultural and spiritual aspects of being. Recognize, respect and accommodate individual and cultural differences and include a life span perspective in all aspects of professional psychology work.

Learning objectives and competencies

- 3.1 Attends to whole person during psychotherapeutic and assessment interactions
 - 3.1.1 Collects and uses data that describe the person from a comprehensive perspective including biopsychosocial and spiritual aspects
 - 3.1.2 Demonstrates knowledge of normal and abnormal development and behavior
 - 3.1.3 Identifies client strengths and weaknesses to integrate into treatment goals and planning
 - 3.1.4 Assesses and documents treatment progress and outcomes
 - 3.1.5 Uses good judgment about unexpected issues, such as [sic] crises, confrontation, and use of supervision
- 3.2 Values individual and cultural diversity and contributions of diverse populations
 - 3.2.1 Demonstrates understanding of diverse viewpoints
 - 3.2.2 Incorporates individual and culturally diverse experiences, issues and viewpoints into scholarly writing
 - 3.2.3 Adapts one's personal and professional behavior to reflect a consciousness and respect for diverse life experiences
- 3.3 Addresses life span issues in experience, scholarly inquiries, assessment and therapeutic work
 - 3.3.1 Describes the process of development across the lifespan
 - 3.3.2 Demonstrates actively the consideration of development processes and issues in experiential reflection in community and group process
 - 3.3.3 Incorporates consideration of life span development in scholarly writing
- 3.4 Recognizes how one's own perspectives can bias and limit one's ability to work with individuals from other viewpoints
 - 3.4.1 Articulates how one's perspectives and ethnic group values influence who one is and how one relates to other people.
- 3.5 Demonstrates an openness to new ideas, intellectual curiosity, and flexibility as well as creative solutions to diverse problems.
 - 3.5.1 Tolerates ambiguity and uncertainty
 - 3.5.2 Demonstrates active and creative problem-solving.
 - 3.5.3 Uses self-reflection in connecting with all interactions.
- 3.6 Critically analyzes and critiques psychological literature.
 - 3.6.1 Evaluates scholarly literature.
- 3.7 Demonstrates a commitment to engages in life-long learning and personal growth

Goal 4 Persons who experience intra- and interpersonal authenticity and compassion and integrate this with strong ethical and value-oriented standards of behavior in their life and practice. Committed to consciousness in relationships and to emphatic professional interactions that are holistic, collaborative and authentic.

Learning objectives and competencies

- 4.1 Committed to sharing openly and to providing helpful feedback to others and maintaining non-defensive openness to receiving feedback and support from others
 - 4.1.1 Listens and acknowledge feedback from others
 - 4.1.2 Provide feedback to peers appropriately and with compassion

- 4.1.3 Demonstrates awareness to incongruence between self-assessment and other's feedback and seeks to resolve incongruence with support, self-reflection and appropriate activity.
 - 4.2 Identify the limits and strengths of one's skills and specialized therapeutic strategies and interventions
 - 4.2.1 Identifies areas requiring further personal and professional growth
 - 4.2.2 Demonstrates accurate self-assessment of level of competence
 - 4.3 Uses APA Ethics Code and principles as a guide for ethical decision making
 - 4.3.1 Demonstrates an understanding of APA's ethics code and Principles, State and federal laws pertaining to the professional practice of psychology, and ethical decision-making models
 - 4.3.2 Demonstrates the capacity for appropriate boundary management in training, group process and in professional practice
 - 4.3.3 Integrates ethical considerations in client treatment, professional writing, presentations and in research
 - 4.3.4 Develops strategies to seek consultation regarding complex ethical and legal dilemmas
 - 4.4 Describes, analyzes and reflects upon one's relationships and personal growth from a humanistic and transpersonal perspective
 - 4.4.1 Writes a personal statement of professional goals and how one's personal qualities pertain to those goals
 - 4.4.2 Identifies one's own and other's spiritual connections (to life, to nature, to others, to a sense of the ultimate) and honors those spiritual connections in working with others.
 - 4.4.3 Displays appreciation of positive human qualities and strengths such as empathy, optimism, acceptance and courage.
 - 4.5 Creates an environment that promotes healing of self and others
 - 4.5.1 Views the client as an agent who is able to initiate action, make choices, set goals and chart life courses.
 - 4.5.2 Demonstrates respect for perceptions, feelings, experiences, values, desires and self-healing capacity of the individual and oneself as therapist
 - 4.5.3 Demonstrates facilitative conditions such as empathy, congruence, warmth, acceptance verbally and nonverbally through group process that translates into therapeutic experience for others
 - 4.5.4 Makes appropriate disclosures regarding problematic interpersonal situations through community experience and/or group process
 - 4.6 Contributes to a facilitative learning environment
 - 4.6.1 Works collaboratively to form and maintain productive and respectful relationships with colleagues, supervisors/teachers, professionals from all disciplines, and clients
 - 4.6.2 Completes work in a timely manner with integrity
 - 4.6.3 Contributes to experiential learning and group process constructively and authentically
- Goal 5** Professionals who place their work within an expanded multicultural context, able to recognize, respect, and accommodate individual and cultural differences in all aspects of professional psychology work
- Learning Objectives and Competencies**
- 5.1 Value individual and cultural diversity and the contributions of diverse populations which are relevant to the science and practice of psychology.
 - 5.1.1 Genuinely tolerates and understands diverse viewpoints

- 5.1.2 Incorporates individual and cultural diversity issues and viewpoints into one’s scholarly work.
- 5.1.3 Utilizes self-reflection to accurately assess one’s own level of acceptance of cultural diversity
- 5.2 Communicates effectively across cultures
 - 5.2.1 Habitually adapts one’s professional behavior in a culturally sensitive manner, as appropriate to the needs of the client, which improves client outcomes and avoids harm.
 - 5.2.2 Uses professional guidelines in research and practice with diverse populations.
 - 5.3.2 Demonstrates understanding of the need to consider diversity issues in all aspects of professional psychology work.”

Number of Credits: 86 quarter credits

Admission Requirements:

Masters degree and satisfactory completion of: TP 500 Hypnotherapy Certification; TP 510 Internship Advanced Training; and TP 610 Personal Transformation Leadership Training

Required Courses:

On-campus: (24 credits)

TP 710-1	Mentorship: 1. Conception Shadow Discovery	2
TP 710-2	Mentorship: 2. Anima, Animus, Kundalini.....	2
TP 710-3	Mentorship: 3. Tarot – Archetypal Symbolism.....	2
TP 710-4	Mentorship: 4. Jungian Type & Inferior Function	2
TP 710-5	Mentorship: 5. Dream Journeying.....	2
TP 710-6	Mentorship: 6. Active Imagination	2
TP 710-7	Mentorship: 7. The Psychoid Realm.....	2
TP 710-8	Mentorship: 8. Autonomous Complexes.....	2
TP 710-9	Mentorship: 9. Mana Initiation Process (Inner Visionary)	2
TP 710-10	Mentorship: 10. Autonomous Complex, Autonomous Psyche.....	2
TP 710-11	Mentorship: 11. Authority Complex (Spiritual Advisor).....	2
TP 710-12	Mentorship: 12. Immature Authority and Self-Deception	2

Research course sequence: (14 credits)

D 700	Information Competency and Library Use	2
D 701	Methods of Research & Disciplined Inquiry – Part 1	3
D 702	Methods of Research & Disciplined Inquiry – Part 2	3
D 703	Advanced-Level Research Course	3
D 704	Research Practicum.....	3

Core Psychology courses: (9 credits)

D 706	Foundations & Critique of Contemporary Psychology – Part 1	3
D 707	Foundations & Critique of Contemporary Psychology – Part 2	3
D 708	Ethics in Psychotherapy & Psychological Research.....	3

Dissertation-related courses: (27 credits)

D 800	A Comprehensive Examination or Qualifying Essay	2
D 801	Proposal.....	4
D 802	Dissertation and Oral Defense	21

Optional course:

D 803	Pre-doctoral Internship.....	3
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Electives: (Students select 9-12 credits, depending on whether the internship is taken)

TP 520	Altered States and Personal Transformation.....	1.5
TP 521	Principles and Techniques of Energetic Psychodrama	1.5
TP 522	Breathwork: Exploring the Frontier of “Being” and “Doing”	1.5
TP 523	Existential Issues: A Developmental Approach.....	1.5
TP 524	Four Primary Existential Themes in Psychotherapy	1.5
TP 525	Attachment, Detachment, Nonattachment: Achieving Synthesis	1.5
TP 526	Memory Access to our Earliest Influences	1.5
TP 527	A Buddhist Perspective in Heart-Centered Therapies	1.5
TP 528	Existential Resistance to Life: Ambivalence, Avoidance & Control.....	1.5
TP 529	Corrective Emotional Experience in the Therapeutic Process	1.5
TP 530	Trauma, Transitions, and Thriving.....	1.5
TP 531	Soul Migrations: Traumatic and Spiritual.....	1.5
TP 532	Dream Journey: A New Heart-Centered Therapies Modality.....	1.5
TP 533	The Hero’s Journey: Models of Higher Stages of Human Development	1.5
TP 534	Bringing Unconscious Choices to Awareness: “Default Mode,” Body Rhythms and Hypnosis.....	1.5
TP 535	Ethics in Heart-Centered Therapies	1.5
TP 536	A Trauma-Weakened Ego Goes Seeking a Bodyguard	1.5
TP 538	The Nourishment Barrier: Shock Response to Toxic Intimacy	1.5
TP 539	Integrating Somatic and Psychological Approaches to Therapy	1.5
TP 540	Biological Bases of Behavior.....	1.5
TP 541	Psychopathology	1.5
TP 542	Integrated Assessment.....	1.5
TP 543	Neuropsychology	1.5
TP 544	Developmental Bases of Behavior	1.5
TP 545	Humanistic & Existential Psychotherapy.....	1.5