

MASTER OF ARTS IN SOMATIC COUNSELING PSYCHOLOGY DANCE/MOVEMENT THERAPY AND BODY PSYCHOTHERAPY 2010–11

What is Somatic Counseling Psychology?

The word "somatic" comes from the Greek word "soma" which means body. Somatic Counseling Psychology is the study of human experience as fundamentally embedded within the structures, processes and capacities of the body. By attending to the foundation of experience, Somatic Counseling Psychology brings an appreciation of the unique role of the body and its movement, to understanding and transforming human behavior. In this way, somatic psychotherapy, which includes dance/movement therapy and body psychotherapy, is a holistic approach to personal growth and change. The challenge of the somatic psychotherapist is to engage the client in a verbal and nonverbal process that transforms lived embodied experience into knowledge for choice and change.

Program Description

The Somatic Counseling Psychology Department offers two unique concentrations designed to train students in the clinical practice of movement-oriented, body-based psychotherapy. Students choose between one of two possible 60-credit concentrations: dance/movement therapy or body psychotherapy. Both concentrations offer extensive study, training and supervision in practices of psychotherapy that address the sensory and expressive life of the physical body.

Students in both degree concentrations take a series of core curriculum classes together. These include courses in theory and skill building, internship, clinical preparatory courses and licensure preparatory courses. Each concentration also has several specialization courses in its own discipline. If a student is attending full-time, the curriculum is most frequently completed, for both degree concentrations, in three years.

Hallmarks of the Somatic Counseling Psychology Department

The Somatic Counseling Psychology program focuses on developing competency in the following five categories: theoretical knowledge, clinical skill, professional identity, diversity/service and contemplative practice. The department offers a rigorous academic training supported strongly by a commitment to service in an environment of experiential learning.

Cohort Model: An Intimate Learning Environment

A selective admissions process enters a class of up to twenty students into the Somatic Counseling Psychology Department every year. By going through the program together with their classmates, students have the opportunity to develop their interpersonal skills, identify their own patterns, and learn to offer and receive support and encouragement. Students will participate in an ongoing group community skills lab that uses a council circle format to develop skills and build community.

Experiential Learning

In a setting of collaborative inquiry, students engage in a learning process that focuses on making room for direct personal experience, application and integration in the process of growth and professional development. Mindfulness and awareness practices are a foundation of the program,

assisting students in making compassionate contact with their own experience. Experiential learning helps to embed these qualities in the context of working with others.

Community-Based Learning/Citizen Therapist Model

Community-based learning is an educational strategy that incorporates meaningful service into students' understanding of what it means to become therapists in this world. Community-based learning provides students with basic exposure to listening to the communities that they live in. It creates an opportunity to ask questions about what the needs of the various communities are and how students studying somatic counseling psychology can help. Based on the students' own interests and passions within the field of somatic counseling psychology, in addition to the answers that students receive from the community, they will establish practicum/fieldwork and clinical internship placements in the mental health community. This process enables students, as therapists in training, to explore with the community what it means to be a citizen and an effective agent of change. Students will also receive assignments from various courses throughout the curriculum that integrate and enforce the symbiotic service relationship between the classroom and the community.

Somatic Counseling Psychology Departmental Learning Goals:

Theoretical Knowledge

Theoretical approaches rooted in Attachment Theory, Object Relations, Self Psychology and Gestalt-based modalities serve as the common ground for all Somatic Counseling Psychology students. The theoretical portion of the program also focuses on the work of dance/movement therapists and body psychotherapists who have contributed to our understanding of how the body lives, heals and transforms. The theoretical portion of the program also exposes students to an understanding of the neurobiology of relationship and the scientific underpinnings of somatic psychology borne out of the fields of clinical neuroscience and behavioral medicine.

In addition, the department places a strong emphasis on research, creative critical thinking, assessment and intervention. The observation, description, and diagnosis of movement, beginning with self-evaluation and moving toward observation of others, provide the ground for assessment. This area of study trains students in the discernment of posture, gesture, sensation, movement patterns, and impulses, and relates them to emotional, cognitive and attitudinal states where both individuals and group populations are concerned.

Clinical Skill

The department focuses on teaching the application of theoretical knowledge in the form of sound verbal and nonverbal clinical skills. Courses address the essential therapeutic skills of attention, listening, embodied responsiveness, attunement, intuitive and empathic response, and awareness of how to work with transference and counter-transference. Courses also focus on the relationship between sensorimotor and psychological processes and the healing power of the

creative process in movement. Through a 100-hour practicum/fieldwork and a 700-hour clinical internship, students are trained to conceptualize client's issues and concerns and facilitate appropriate interventions and treatment. During their practicum/fieldwork and internship students will learn the vital skill of self reflection through accurately observing, analyzing and assessing their work with their clients.

Professional Identity

Students are trained to manifest and practice ethical and professional standards for the fields of counseling and either body psychotherapy or dance/movement therapy. In addition, students will learn to accept and integrate supervision, self-supervise and be an effective member of a treatment team. The department is committed to inspiring students to become contributing members of the profession who can educate and introduce the work to the world at large. As a means of cultivating professional identity, students will learn to internalize values that respect multiculturalism and sensitivity to populations and individuals different from themselves.

Diversity and Service

Focusing on the important skill of manifesting pluralism and multicultural competency as an integral part of clinical and professional practice, courses create opportunities for students to examine their own culture, biases and internalized oppressions. Courses are designed to prepare students to be of service to the underserved and disadvantaged members of their community and society. During the course of their studies, students will study and learn how to appreciate ethnic, gender, age, class, sexual orientation and racial differences in people's experiences of their bodies and their movement patterns.

Contemplative Practice/Mindfulness in Psychotherapy

Courses are designed to teach students how to use contemplative practices for personal and professional development and self-care, as well as be able to imbed contemplative values and practices into their work as a body psychotherapists or dance/movement therapists. Courses are designed to develop personal clarity and self-acceptance, allowing students to practice moment to moment embodiment, compassion and discipline in therapeutic settings. Students are encouraged to engage in sitting meditation and to work with a meditation instructor throughout the program.

REQUIREMENTS: MA SOMATIC COUNSELING PSYCHOLOGY: DANCE/MOVEMENT THERAPY*

First year, fall

PSYS 500	MASCP Program Orientation Seminar (noncredit)
PSYS 606	Counseling Relationships: Verbal and Nonverbal Skills (2)
PSYS 616	Foundations of Dance/Movement Therapy (3)
PSYS 621	Body/Movement Observation and Assessment I (3)
PSYS 623	Group Community Skills I (noncredit)
PSYS 632	Lifestyles and Career Development I: Identity and Life Transitions (1)
PSYS 646	The Body in Meditation and Psychotherapy I (1)
PSYS 657	Clinical Neuroscience (3)
SUBTOTAL	13

First year, spring

PSYS 613	Social and Multicultural Foundations (3)
PSYS 637	Body/Movement Observation and Assessment II (2)
PSYS 649	The Body in Meditation and Psychotherapy II (1)
PSYS 653	Group Community Skills II (noncredit)
PSYS 656	Counseling Relationships II: Verbal and Nonverbal Skills (2)
PSYS 672	Lifestyles and Career Development II: Career Selection and Professional Decision Making (1)
PSYS 683	Group Process and Dynamics (3)
SUBTOTAL	12

Second year, fall

PSYS 605	Advanced Clinical Skills I (2)
PSYS 682	Human Growth and Development (3)
PSYS 687	Clinical Orientation (2)
PSYS 706	Specialized Approaches in Dance/Movement Therapy: Therapist as Artist (2)
PSYS 723	Group Community Skills III (noncredit)
PSYS 736	Current Methods and Skills of Psychotherapy (3)
SUBTOTAL	12

Second year, spring

PSYS 607	Appraisal: Clinical Assessment (3)
PSYS 660	Family Systems Skills I: Methods of Family Therapy (2)
PSYS 700	Research and Statistics (3)
PSYS 753	Group Community Skills IV (noncredit)
PSYS 756	Advanced Clinical Skills II (2)
PSYS 789	Comprehensive Exam (0.5)
PSYS 836	Thesis Research Seminar I (0.5)
SUBTOTAL	11

Third year, fall

PSYS 710	Family Systems Skills II: Relationship, Sexuality and Couples Therapy (2)
PSYS 778	Lifestyles and Career Development III: Theory and Counseling Strategies (1)
PSYS 816	Internship Placement I (0.5)
PSYS 823	Group Community Skills V (noncredit)
PSYS 826	Internship Seminar I: Dance/Movement Therapy (2)
PSYS 837	Thesis Research Seminar II (0.5)
PSYS 856	Professional Orientation (3)
SUBTOTAL	9

Third year, spring

PSYS 853	Group Community Skills VI (noncredit)
PSYS 866	Internship Placement II (0.5)
PSYS 876	Internship Seminar II: Dance/Movement Therapy (2)
PSYS 881	Extended Thesis (0.5)
SUBTOTAL	3

TOTAL CREDITS 60

**This fact sheet describes the 2009–10 curriculum for the MA in Somatic Counseling Psychology: Dance/Movement Therapy. Naropa University faculty and staff are committed to regular review and revision of the curriculum, to reflect new findings and understandings in the field, feedback from alumni and the professional community, and faculty expertise. Please inquire with the Office of Admissions and/or the Department of Somatic Counseling Psychology for any curricular changes that are being considered for future academic years.*

REQUIREMENTS: MA SOMATIC COUNSELING PSYCHOLOGY: BODY PSYCHOTHERAPY*

First year, fall

PSYS 500	MASCP Program Orientation Seminar (noncredit)
PSYS 606	Counseling Relationships I: Verbal & Nonverbal Skills (2)
PSYS 621	Body/Movement Observation and Assessment I (3)
PSYS 623	Group Community Skills I (noncredit)
PSYS 626	Foundations of Body Psychotherapy (3)
PSYS 632	Lifestyles and Career Development I: Identity and Life Transitions (1)
PSYS 646	The Body in Meditation and Psychotherapy I (1)
PSYS 657	Clinical Neuroscience (3)
SUBTOTAL	13

First year, spring

PSYS 613	Social and Multicultural Foundations (3)
PSYS 637	Body/Movement Observation and Assessment II (2)
PSYS 649	The Body in Meditation and Psychotherapy II (1)
PSYS 653	Group Community Skills II (noncredit)

PSYS 656	Counseling Relationships II: Verbal & Nonverbal Skills (2)
PSYS 672	Lifestyles and Career Development II: Career Selection and Professional Decision Making (1)
PSYS 683	Group Process and Dynamics (3)
SUBTOTAL	12

Second year, fall

PSYS 605	Advanced Clinical Skills I (2)
PSYS 682	Human Growth and Development (3)
PSYS 687	Clinical Orientation (2)
PSYS 715	Specialized Approaches in Body Psychotherapy: Trauma, Resilience and Change (2)
PSYS 723	Group Community Skills III (noncredit)
PSYS 736	Current Methods and Skills of Psychotherapy (3)
SUBTOTAL	12

Second year, spring

PSYS 607	Appraisal: Clinical Assessment (3)
PSYS 660	Family Systems Skills I: Methods of Family Therapy (2)
PSYS 700	Research and Statistics (3)
PSYS 753	Group Community Skills IV (noncredit)
PSYS 756	Advanced Clinical Skills II (2)
PSYS 789	Comprehensive Exam (0.5)
PSYS 836	Thesis Research Seminar I (0.5)
SUBTOTAL	11

Third year, fall

PSYS 710	Family Systems Skills II: Relationship, Sexuality and Couples Therapy (2)
PSYS 778	Lifestyles and Career Development III: Theory and Counseling Strategies (1)
PSYS 816	Internship Placement I (0.5)
PSYS 823	Group Community Skills V (noncredit)
PSYS 827	Internship Seminar I: Body Psychotherapy (2)
PSYS 837	Thesis Research Seminar II (0.5)
PSYS 856	Professional Orientation (3)
SUBTOTAL	9

Third year, spring

PSYS 853	Group Community Skills VI (noncredit)
PSYS 866	Internship Placement II (0.5)
PSYS 875	Internship Seminar II: Body Psychotherapy (2)
PSYS 881	Extended Thesis (0.5)
SUBTOTAL	3

TOTAL CREDITS 60

**This fact sheet describes the 2009–10 curriculum for the MA in Somatic Counseling Psychology: Body Psychotherapy. Naropa University faculty and staff are committed to regular review and revision of the curriculum, to reflect new findings and understandings in the field, feedback from alumni and the professional community, and faculty expertise. Please inquire with the Office of Admissions and/or the Department of Somatic Counseling Psychology for any curricular changes that are being considered for future academic years.*

Further Requirements for Both Degrees

- Students in the Somatic Counseling Psychology program are required to complete a 200-hour clinical fieldwork/practicum placement (100 hours of which must be completed before program entrance) and a 700-hour clinical internship. This requirement involves 70 hours of both group and individual clinical mentorship by a registered dance/movement therapist or body psychotherapist. If a student has not completed the clinical fieldwork/practicum after completing the required course work or is completing clinical internship hours at a site during the summer, the student must enroll in PSYS 877, Extended Internship Placement, for every semester (including summer) until graduation or internship completion.

- Counseling Experiential requires the student to participate in a counseling relationship with a qualified psychotherapist of his or her choice. This component emphasizes the importance of self-reflection and firsthand experience in individual therapy. Counseling Experiential requires documentation of thirty one-hour sessions of individual psychotherapy with the same approved practitioner. The cost of these sessions is not included in the tuition cost.
- Students are required to pay special fees of \$100 for PSYS 623, PSYS 653, PSYS 723 and PSYS 753, Group Community Skills I–IV, and special fees of \$50 for PSYS 823 and PSYS 853, Group Community Skills V and VI.
- For both concentrations, students are required to complete a scholarly thesis, a written document that demonstrates the student's clinical excellence, academic scholarship and understanding of research concepts and writing proficiency. The thesis must be written in APA format and submitted and approved by the department in order for the student to graduate. If a student has not completed the thesis after taking the required thesis course work, the student must enroll in PSYS 881, Extended Thesis, every semester (including summer) until graduation.

Licensure/Professional Training

The counseling programs of the Graduate School of Psychology convey the subject matter of their respective disciplines within a framework of training and education so that graduates may serve as professional counselors. Naropa University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Thus, graduates of our program are able to inform licensing boards and potential employers that they graduated from a regionally accredited program.

Learners are strongly encouraged to carefully research the educational requirements for the intended licensure or certification in the state(s) where they will seek licensure or certification. The programs of the Graduate School of Psychology have not sought approval by the Council for Accreditation and Other Related Educational Programs (CACREP). Nevertheless, the faculty has developed the curricula with CACREP requirements, as well as other recognized professional and national standards, including the state of Colorado, in mind. Please note that the licensure requirements of state boards and licensing agencies vary from state to state and change over time. Consequently, successful completion of degree requirements does not guarantee that a state board or licensing agency will accept a graduate's application for licensure. It is important that learners are aware of their responsibilities regarding licensure and certification; advisors are available to discuss professional and career matters with learners and graduates.

Naropa graduates have a history of success in receiving licensure/certification across the United States; faculty and advising staff will assist students in this regard, recognizing that some state requirements may include additional course work not covered in a single graduate program. Learners should monitor developments in their intended states for licensure/certification, and work with their faculty and advising staff to explore options for meeting their requirements.

American Dance Therapy Association

The Dance/Movement Therapy concentration is designed in accordance with the training guidelines of the American Dance Therapy Association (ADTA) and has been an ADTA-approved program since 1987. The Dance/Movement Therapy concentration fulfills the requirements for the ADTA's initial registration as a Dance Therapist Registered (DTR). Program graduates may apply for the DTR credential with the ADTA immediately upon graduation.

Santa Barbara Graduate Institute

The Santa Barbara Graduate Institute (SBGI) offers advanced placement in their Clinical Psychology, Somatic Psychology and Pre and Perinatal Psychology doctoral programs for students who have completed an MA degree from the Somatic Counseling Psychology Department at Naropa University. This advanced placement would eliminate one year of course work from a three-year PhD program. Contact SBGI for more information and to confirm the availability of this option at www.sbgi.edu.

International Somatic Movement Education and Therapy Association

It is possible for a student graduating from the Somatic Counseling Psychology Department to use core and elective classes to fulfill many of the requirements for the International Somatic Movement Education and Therapy Association's (ISMETA) certification as a Registered Movement Therapist (RMT) and/or Registered Movement Educator (RME).

Careers

Graduates are prepared to work with individuals, couples, families and groups in a variety of healing and artistic professions. Graduates of our program are working as therapists, teachers, researchers, dancers, body workers and leaders in mental health settings, including hospitals, schools, treatment and rehabilitation facilities, addiction recovery centers, integrative therapy clinics, creative arts therapies centers, wellness centers, private practices and more. Examples include:

- Individual/family therapist, The Eliot Center, Concord, MA
- Home-based therapist/adoption specialist, Mental Health Center of Boulder and Broomfield Counties, Boulder, CO
- Clinical director, Sage Education Center, Minneapolis, MN
- Psychotherapist, Rainrock Treatment Center for Eating Disorders, Eugene, OR
- Senior consultant/executive coach, MDA Leadership Consulting Company, Minneapolis, MN
- Clinical supervisor, Noeticus Counseling Center, Denver, CO
- Clinical director, Restorative Resources Consulting and Training, Santa Fe, NM
- Instructor/faculty development coordinator, Columbia College, Chicago, IL
- Dance/movement therapist, the Children's Hospital, Aurora, CO
- Program coordinator/clinical case manager, Walden Behavioral Care, Waltham, MA
- Bilingual women's counselor, Safehouse Progressive Alliance for Non-Violence, Boulder, CO
- Health & wellness coordinator, San Pasqual Academy, San Diego, CA
- Social-emotional wellness coordinator, Early Head Start, Baltimore, MD
- Program director, Center for Change, Boulder, CO
- Family therapist, Larimer Center for Mental Health, Fort Collins, CO
- Movement therapist, Longmont United Hospital, Longmont, CO
- Adult outpatient psychotherapist, Mental Health Center of Boulder and Broomfield Counties, Boulder, CO
- Dance/movement therapist: Creative Art Therapy Team, Mt. St. Vincent Home, Denver, CO
- Author and EMDRIA approved consultant and trainer in private practice, Boulder, CO
- Bilingual children's counselor, Safehouse Progressive Alliance for Non-Violence, Boulder, CO
- Author, instructor, clinician in private practice, Cape Town, South Africa

Somatic Counseling Psychology Department Ranked Faculty

Wendy Allen, Interim Chair, Co-Director, Body Psychotherapy BA, Connecticut College; MA, Naropa University; LPC, ADTR.

Wendy Allen is a licensed professional counselor and a member of the Academy of Dance Therapists Registered. Wendy's clinical experience includes facilitating dance/movement therapy groups with children, adolescents and adults, and directing an intervention program for at-risk youth in the Denver area. With more than fifteen years of experience as a dance educator at the university and community levels, Wendy also teaches modern dance, improvisation, ballet and choreography while continuing to pursue her lifelong love of dance and performance. Wendy is also a part-time professor of psychology at Metropolitan State College.

Zoë Avstreich

Director, Dance Movement Therapy Concentration BA, State University of New York, Albany; MS, Hunter College; LPC, NCC, ADTR.

Zoë Avstreich is a licensed professional counselor and a member of the Academy of Dance Therapists Registered. She is also a licensed psychoanalyst and licensed creative arts therapist in New York State. She is the founder/director of the Center for the Study of Authentic Movement and founder and former director of the graduate Dance Movement Therapy Program at Pratt Institute in Brooklyn, New York. A pioneer in the development of Authentic Movement, she lectures and teaches internationally and has published widely.

J. Ryan Kennedy

BA, University of Oregon; MA, Naropa Institute; PsyD (cand.), Capella University; LPC, RN, ADTR, CAC III.

J. Ryan Kennedy graduated from Naropa University in 1993 with a master's degree in Somatic Psychology and has been continuously on faculty since 1996. He is a licensed professional counselor (LPC), a registered nurse (RN), a member of the Academy of Dance Therapists Registered (ADTR), a level three certified addictions counselor (CACIII) and a certified massage therapist (CMT). Mr. Kennedy's clinical background includes extensive work with chronic and persistent mental illness, trauma and dissociative disorders, addiction and recovery, domestic/family violence, and living with life-threatening illnesses. He has also completed specialized trainings in Gestalt psychotherapy, Jungian psychotherapy, marriage and family therapy, human sexuality, domestic violence prevention/intervention, massage therapy and bodywork, Eye Movement Desensitization and Reprocessing (EMDR), the Laban/Bartenieff system of movement observation and analysis (LMA), and in the Kestenberg Movement Profile (KMP). Mr. Kennedy is currently completing a doctorate in clinical psychology and maintains a private psychotherapy and consultation practice in Denver, Colorado.

Christine Caldwell, PhD, Co-Director, Body Psychotherapy BA, University of California, Los Angeles; MA, University of California, Los Angeles; PhD, Union Institute; ADTR, LPC, NCC, ACS.

Christine Caldwell is the founder and former director of the Somatic Counseling Psychology Department, where she currently teaches course work in somatic theory and skills and research. Her work began thirty years ago with studies in anthropology, dance therapy, bodywork and Gestalt therapy, and has developed into innovations in the field of body-centered psychotherapy. She calls her work The Moving Cycle. This system goes beyond the limitations of therapy, emphasizing lifelong personal and social evolution through trusting and following body energy and wisdom. The Moving Cycle work spotlights natural play, early physical imprinting and the transformational effect of conscious movement. Christine has taught at the University of Maryland, George Washington University, Concordia University in Toronto, Seoul Women's University in South Korea and the Santa Barbara Graduate Institute; she now trains, teaches and lectures internationally. She has published more than twenty five articles and chapters in professional journals and editions. Her books include *Getting Our Bodies Back* and *Getting In Touch*.

Adjunct Faculty

Jackie Ashley, Katie Asmus, Diane Bartko, Rita Berglund, Leah D'Abate, Avani Dilger, Julie Dolin, Jenny Epstein, Joe Gillan, Nicol McGough, Pat Ogden, Doug Radant, Deryk Standing, Sarah Steward, Heather Sutton

SOMATIC COUNSELING PSYCHOLOGY ADMISSION REQUIREMENTS

You are strongly encouraged to visit Naropa University. Events for prospective students are scheduled every fall and spring. See www.naropa.edu/admissions/grad_events.cfm for more information. The visitation coordinator will be happy to arrange for you to meet with an admissions counselor or a member of our faculty, visit a class or take a campus tour. Arapahoe Campus tours are offered Monday through Friday at 2 p.m. in the main lobby of the Administration Building. Tours of the Paramita Campus (MA Psychology: Contemplative Psychotherapy, MA Somatic Counseling Psychology and MA Transpersonal Counseling Psychology) are offered Mondays, Wednesdays and Fridays at 3:30 p.m. by reservation only (at least 24 hours in advance). The visitation coordinator can be contacted at 303-546-3548, 1-800-772-6951 (within North America) or admissions@naropa.edu. You can also use the online Visitation Request form or view our campus from the online tour. You may also contact Leah D'Abate, admissions coordinator & academic advisor for the Somatic Counseling Psychology Department, at leahd@naropa.edu or 303-245-4854.

If you decide you would like to apply for admission, we prefer that you do so electronically via www.naropa.edu/apply.

Suggested Deadline

Naropa University uses a rolling admission policy. Applicants may apply as early as September for summer and fall admission. Applications received between September 1 and the suggested deadline will be given equal consideration. Applications received after the suggested deadline will be reviewed on a space-available basis.

- January 15 for fall semester admission

GRADUATE ADMISSION REQUIREMENTS

A bachelor's degree from an accredited institution is required for admission to all graduate programs.

A completed graduate application for Somatic Counseling Psychology consists of the following:

1. Completed application form.
2. \$60 nonrefundable application fee in the form of a check or money order, payable to "Naropa University." Applicant's name must be clearly indicated on the check.
3. Three-to-five-page typed, double-spaced statement of interest.
4. Resumé.
5. Three letters of recommendation (all must be on the forms provided and not from family members or current therapists).
6. Official transcripts of all previous college-level study that reflect the completion of a bachelor's degree, sent directly to Naropa's Admissions Office from the registrar of previous institutions or in a sealed envelope with the application.
7. All applicants must have strong academic skills, be motivated to work with others and demonstrate a high level of movement integration.
8. All applicants are strongly encouraged to have one to two years' experience in individual or group psychotherapy.
9. Selected applicants will be asked to come to the university to participate in a two-day interview process consisting of both group and individual interviews. These sessions are normally held in February, March and April. Applicants' admissions files must be complete before the interview.
10. Supplemental application form (attached).
11. Supplemental prerequisite form (attached): Course work required for all applicants. A grade of "C" or above is required for all prerequisite course work. All prerequisites are to be completed at accredited academic institutions for credit and should be completed prior to entry to the program.
 - a. BA degree, preferably in a field related to dance/movement therapy and/or body psychotherapy (i.e. psychology, dance, human services, physical or mental health).
 - b. A minimum of 100 hours of fieldwork experience in service to others (mental health work, hospital work, hospice, community projects, etc.). Ideally this exposure gives you a basis of experience that can help to clarify career goals and potential populations of interest.
 - c. One 3-credit (45-hour) course in Introduction to Psychology from an accredited academic institution.
 - d. One 3-credit (45-hour) course in Abnormal Psychology from an accredited academic institution.
 - e. One 3-credit (45-hour) course in Theories of Personality from an accredited academic institution.
 - f. One 3-credit (45-hour) course in Anatomy from an accredited academic institution or from an accredited massage school.
12. **For Dance/Movement Therapy Applicants Only:**
 - a. One to two years of regular formal and/or informal training with at least three of the following forms: modern dance, ballet, jazz, tap, folk dance, ethnic dance, yoga, t'ai-chi ch'uan, aikido, Authentic Movement, NIA, Gabrielle Roth's Five Rhythms, Continuum Movement.
 - b. Intermediate competency in modern dance technique and/or a maturity with integrating body and spatial awareness.
 - c. Experience with improvisation and exposure to composition, performance, dance history and choreography.
13. **For Body Psychotherapy Applicants Only:**
 - a. One to two years of regular formal or informal training with somatic practice(s) demonstrating interest in work focused on the human body. Possibilities include: Rolfing® and Structural Integration, Bartenieff Fundamentals™, Aston-Patterning®, Ortho-Bionomy, Body-Mind Centering®, aikido, Body-Mind Psychotherapy, Somato Respiratory Integration™, Lomi, Gestalt training, Hakomi, Laban Movement Analysis, Sensorimotor Psychotherapy, Reichian therapy, Alexander Technique, bioenergetics, Feldenkrais®, Radix, Polarity Therapy, acupuncture, acupressure, Qi Gong, physical therapy, occupational therapy, Biodynamic Training, Somatic Experiencing®, some types of fitness trainings, some Reiki trainings, some yoga instructor trainings, some yoga therapy trainings, some Pilates trainings and some massage certifications (other forms will be evaluated by the department if necessary).

Supplemental Application

(To be completed by both concentrations)

Name:

Date:

Please answer the following questions on a separate piece of paper as part of your application for the master's degree in Somatic Counseling Psychology. This information will remain completely confidential within the Somatic Counseling Psychology Department and the Office of Admissions.

1. What is your interest and background in Somatic Counseling Psychology?
2. Please indicate how your movement experience or somatic practices have prepared you for graduate training as a dance/movement therapist or body psychotherapist by discussing how these practices inform your own embodied experience of yourself. In addition, share how that understanding informs your relationship to being of service and to relating with others professionally.
3. a.) Describe your experience working in service to others, as a professional or volunteer, in a mental health or comparable setting.
 b.) As discussed in our materials, this is a very rigorous program.
 - 1.) Describe how you have engaged in working with your own personal process and what you have learned about yourself through working with others.
 - 2.) How have these experiences prepared you for pursuing graduate training in Somatic Counseling Psychology and for entering the psychotherapy profession?
4. We feel that basic skills in mindfulness are essential for training therapeutic attention, and our program has a contemplative component that involves course work in both sitting and movement-based meditation practices. What is your experience with a mindfulness practice such as meditation, yoga, etc.? What is your understanding, at this point, of the connection between contemplative practice and therapeutic training?
5. Tell us about a transformative experience in your life that resulted in significant personal change. Discuss how you approached the change process and discuss its relationship to your professional intentions.
6. Give us an example of a moment in your life where you had to creatively and spontaneously generate an inspired solution.

Prerequisite Course Work

The following are prerequisites for the program. How do you fulfill each of these? All prerequisites should be completed prior to fall enrollment in the program. If you are currently in the process of completing the prerequisites, please state where and when you will complete them prior to fall.

1. BA degree preferably in a field related to somatic psychotherapy, psychology, human services or the mental health professions.

Major: _____ Date Completed: _____ GPA: _____

2. One 3-credit (45 contact hours) college-level course from an accredited institution in each of the following areas: Introduction to Psychology, Abnormal Psychology, Theories of Personality and Anatomy. (Please include official transcripts that contain the number of hours you studied and the grade you received.)

	<i>Date Completed/ To Be Completed</i>	<i>Number of Credits</i>	<i>School Name</i>	<i>Grade</i>
Introduction to Psychology	_____	_____	_____	_____
Abnormal Psychology	_____	_____	_____	_____
Theories of Personality	_____	_____	_____	_____
Anatomy	_____	_____	_____	_____

MA SOMATIC COUNSELING PSYCHOLOGY:
DANCE/MOVEMENT THERAPY
2010–11

Supplemental Prerequisite Form

Name:

Date:

Please answer the following questions on a separate piece of paper as part of your application for the master's degree program in Somatic Counseling Psychology: Dance/Movement Therapy.

1. This question is constructed to help us ascertain your level of exposure to and experience with different forms of movement and body-based expression. Because there are many avenues into these practices, please address any or all of the following that are pertinent to your life experience:
 - a. Please list and explain your **formal and/or informal training** (identified by transcript, certificate or other form of official documentation) relating to:
 - One to two years of regular formal and/or informal training with at least **three** of the following dance/movement forms: modern, ballet, jazz, tap, improvisational or creative dance, folk dance, ethnic dance, Authentic Movement, Neuromuscular Integrative Action (NIA), Gabrielle Roth's Five Rhythms, Continuum Movement, yoga, t'ai-chi ch'uan, aikido.
 - In-depth experience with **integrating body connectedness, spatial awareness, improvisation** (movement, art, theater) and/or **improvisational work experience** (teaching, theater).
 - Experience with **composition, choreography, performance** and **dance history**.
 - b. Please list and explain your **informal training** (undocumented classes, workshops, experience in community-based settings, mentoring, etc.) with regard to the above bulleted items.
 - c. How is your current movement practice(s) informed or supported by awareness and connection to internal sensation and body-based processes?
2. Exposure to fieldwork experience, ideally, gives you a basis of experience from which to begin to understand the mental health fields, clarify career goals and determine potential populations of interest. Please describe what you have done to complete the 100 hours of required **fieldwork experience** in service to others (i.e. mental health work, hospital work, hospice, volunteering, community projects, etc.).

MA SOMATIC COUNSELING PSYCHOLOGY:
BODY PSYCHOTHERAPY
2010–11

Supplemental Prerequisite Form

Name:

Date:

Please answer the following questions on a separate piece of paper as part of your application for the master's degree in Somatic Counseling Psychology: Body Psychotherapy.

1. This question is constructed to help us ascertain your level of exposure to and experience with different forms of movement and body-based expression. Because there are many avenues into these practices, please address any or all of the following that are pertinent to your life experience:
 - a. Please list and explain your **formal and/or informal training** (identified by transcript, certificate or other form of official documentation) demonstrating a strong interest in work focused on the human body by illustrating your experience with somatic practice(s).

Some possibilities include: Rolfing® and Structural Integration, Bartenieff Fundamentals™, Aston-Patterning®, Ortho-Bionomy, Body-Mind Centering®, aikido, Body-Mind Psychotherapy, Somato Respiratory Integration™, Lomi, Gestalt training, Hakomi, Laban Movement Analysis, Sensorimotor Psychotherapy, Reichian therapy, Alexander Technique, bioenergetics, Feldenkrais®, Radix, Polarity Therapy, acupuncture, acupressure, Qi Gong, physical therapy, occupational therapy, Biodynamic Training, Somatic Experiencing®, some types of fitness trainings, some Reiki trainings, some yoga instructor trainings, some yoga therapy trainings, some Pilates trainings and some massage certifications (other forms will be evaluated by the department if necessary).
 - b. Please list and explain your **informal training** (undocumented classes, workshops, experience in community-based settings, mentoring, etc.) with regard to the somatic practice(s) with which you have experience.
 - c. How is your current somatic practice(s) informed or supported by expressive movement, improvisation and spatial awareness?
2. Exposure to fieldwork experience, ideally, gives you a basis of experience from which to begin to understand the mental health fields, clarify career goals and determine potential populations of interest. Please describe what you have done to complete the 100 hours of required **fieldwork experience** in service to others (i.e. mental health work, hospital work, hospice, volunteering, community projects, etc.).

International Student Video Application Requirements
Dance/Movement Therapy and Body Psychotherapy

(Video should only be submitted if you are unable to attend an interview at Naropa University, if invited.)

Please record and submit documentation of all the following:

While speaking to the camera:

1. Please describe your interest in the field of dance/movement therapy or body psychotherapy.

2. Please address an area of interest in your life that you are passionate about or inspired by.

3. Please introduce the viewer to your movement background/somatic practices and to any movement styles the viewer will see within the video with a thorough explanation of your orientation to the field of somatic counseling psychology.

4. Please demonstrate the broadest range of your movement repertoire and expressive style by giving us a sample of yourself engaged in each of the following:
 - a. Your primary modality of movement or somatic practice
 - b. Natural movement improvisation
 - c. Leading/guiding/participating in either a class, a lesson, a group, a practice session, a performance or an interaction with another person.

We hope that making the video becomes a creative and enjoyable process for you. We look forward to learning about you.