

## MASTER OF ARTS IN SOMATIC COUNSELING PSYCHOLOGY: DANCE/MOVEMENT THERAPY AND BODY PSYCHOTHERAPY 2012–13

### 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 in 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.

### Is the Somatic Counseling Psychology Program Right for You?

If you believe that healing and growth stem from an integration of mind and body, then this is where you belong. Students who thrive in our program typically have engaged in embodiment practices and have an interest in studying the somatic aspects of self-regulation, relationship, and the effects of trauma. Students who want academic, experiential, and contemplative rigor in a traditional counseling psychology education that integrates a somatic paradigm will receive the skills training necessary to practice as counselors in a variety of mental health settings.

### 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 and 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.

### 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.

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.

### 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.

### Engaged Somatics: 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—therapists who understand the collective body, the community body. 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. On the basis of their own interests and passions within the field of somatic counseling psychology, in addition to the answers they receive from the community, students will establish practicum 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 body.

### Somatic Counseling Psychology Departmental Learning Goals: Theoretical Knowledge

Theoretical approaches rooted in attachment theory, object relations, self psychology, creative systems theory, 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 born 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 200-hour practicum and a 700-hour clinical internship, students are trained to work with clients' issues and concerns and facilitate appropriate interventions and treatment. During their practicum 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 effective members 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 embed contemplative values and practices into their work as 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 in Somatic Counseling Psychology: Dance/Movement Therapy\*

### First year, fall

PSYS500	MASCP Program Orientation Seminar (noncredit)
PSYS606	Counseling Relationships: Verbal and Nonverbal Skills (2)
PSYS616	Foundations of Dance/Movement Therapy (3)
PSYS621	Body/Movement Observation and Assessment I (3)
PSYS623	Group Community Skills I (noncredit)
PSYS646	The Body in Meditation and Psychotherapy I (1)
PSYS657	Clinical Neuroscience (3)
<b>SUBTOTAL</b>	<b>12</b>

### First year, spring

PSYS613	Social and Multicultural Foundations (3)
PSYS632	Lifestyles and Career Development I: Identity, Transitions and Career Selection (2)
PSYS637	Body/Movement Observation and Assessment II (2)
PSYS653	Group Community Skills II (noncredit)
PSYS656	Counseling Relationships II: Verbal and Nonverbal Skills (2)

PSYS683	Group Process and Dynamics (3)
<b>SUBTOTAL</b>	<b>12</b>

### Second year, fall

PSYS605	Advanced Clinical Skills I (2)
PSYS682	Human Growth and Development (3)
PSYS687	Clinical Orientation (3)
PSYS706	Specialized Approaches in Dance/Movement Therapy: Therapist as Artist (2)
PSYS723	Group Community Skills III (noncredit)
PSYS736	Current Methods and Skills of Psychotherapy (3)
<b>SUBTOTAL</b>	<b>13</b>

### Second year, spring

PSYS607	Appraisal: Clinical Assessment (3)
PSYS649	The Body in Meditation and Psychotherapy II (1)
PSYS660	Family Systems Skills: Methods of Family Therapy (3)
PSYS700	Research and Statistics (3)
PSYS753	Group Community Skills IV (noncredit)
PSYS756	Advanced Clinical Skills II (2)
<b>SUBTOTAL</b>	<b>12</b>

### Third year, fall

PSYS762	Lifestyles and Career Development II: Theory and Counseling Strategies (1)
PSYS816	Internship Placement I (0.5)
PSYS823	Group Community Skills V (noncredit)
PSYS826	Internship Seminar I: Dance/Movement Therapy (2)
PSYS834	Master's Project Seminar I (1)
PSYS856	Professional Orientation (3)
<b>SUBTOTAL</b>	<b>7.5</b>

### Third year, spring

PSYS835	Master's Project Seminar II (1)
PSYS853	Group Community Skills VI (noncredit)
PSYS866	Internship Placement II (0.5)
PSYS876	Internship Seminar II: Dance/Movement Therapy (2)
<b>SUBTOTAL</b>	<b>3.5</b>

## TOTAL CREDITS 60

*\*This fact sheet describes the 2011-12 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 in Somatic Counseling Psychology: Body Psychotherapy\*

### First year, fall

PSYS500	MASCP Program Orientation Seminar (noncredit)
PSYS606	Counseling Relationships I: Verbal & Nonverbal Skills (2)
PSYS621	Body/Movement Observation and Assessment I (3)
PSYS623	Group Community Skills I (noncredit)
PSYS626	Foundations of Body Psychotherapy (3)
PSYS646	The Body in Meditation and Psychotherapy I (1)
PSYS657	Clinical Neuroscience (3)
<b>SUBTOTAL</b>	<b>12</b>

### First year, spring

PSYS613	Social and Multicultural Foundations (3)
PSYS632	Lifestyles and Career Development I: Identity, Transitions and Career Selection (2)
PSYS637	Body/Movement Observation and Assessment II (2)

PSYS653	Group Community Skills II (noncredit)
PSYS656	Counseling Relationships II: Verbal and Nonverbal Skills (2)
PSYS683	Group Process and Dynamics (3)
<b>SUBTOTAL</b>	<b>12</b>

#### Second year, fall

PSYS605	Advanced Clinical Skills I (2)
PSYS682	Human Growth and Development (3)
PSYS687	Clinical Orientation (3)
PSYS715	Specialized Approaches in Body Psychotherapy: Trauma, Resilience, and Change (2)
PSYS723	Group Community Skills III (noncredit)
PSYS736	Current Methods and Skills of Psychotherapy (3)
<b>SUBTOTAL</b>	<b>13</b>

#### Second year, spring

PSYS607	Appraisal: Clinical Assessment (3)
PSYS649	The Body in Meditation and Psychotherapy II (1)
PSYS660	Family Systems Skills: Methods of Family Therapy (3)
PSYS700	Research and Statistics (3)
PSYS753	Group Community Skills IV (noncredit)
PSYS756	Advanced Clinical Skills II (2)
<b>SUBTOTAL</b>	<b>12</b>

#### Third year, fall

PSYS762	Lifestyles and Career Development II: Theory and Counseling Strategies (1)
PSYS816	Internship Placement I (0.5)
PSYS823	Group Community Skills V (noncredit)
PSYS827	Internship Seminar I: Body Psychotherapy (2)
PSYS834	Master's Project Seminar I (1)
PSYS856	Professional Orientation (3)
<b>SUBTOTAL</b>	<b>7.5</b>

#### Third year, spring

PSYS835	Master's Project Seminar II (1)
PSYS853	Group Community Skills VI (noncredit)
PSYS866	Internship Placement II (0.5)
PSYS875	Internship Seminar II: Body Psychotherapy (2)
<b>SUBTOTAL</b>	<b>3.5</b>

### TOTAL CREDITS 60

*\*This fact sheet describes the 2011-12 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

1. Students in the Somatic Counseling Psychology program are required to complete a 200-hour clinical 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 practicum after completing the required course work or is completing clinical internship hours at a site during the summer, the student must enroll in PSYS877, Extended Internship Placement, for every semester (including summer) until graduation or internship completion.
2. 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. The 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.

3. Students are required to pay special fees of \$135 for PSYS500 Orientation Seminar, \$100 for PSYS623, PSYS653, PSYS723, and PSYS753, Group Community Skills I-IV, and \$50 for PSYS823 and PSYS853, Group Community Skills V and VI.
4. 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 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 PSYS881, 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 of Counseling 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 Registered Dance/Movement Therapist (R-DMT). Program graduates may apply for the R-DMT credential with the ADTA immediately upon graduation.

### 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 of Program Graduates

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 and 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, and clinician in private practice, Cape Town, South Africa

## Somatic Counseling Psychology Department Ranked Faculty

Zoë Avstreich

Faculty Program Coordinator, Dance/Movement Therapy  
BA, State University of New York, Albany; MS, Hunter College;  
LPC, NCC, NCPsyA, BC-DMT.

Zoë Avstreich is a licensed professional counselor, a national certified counselor, a licensed psychoanalyst, a licensed creative arts therapist, and a board-certified dance/movement therapist. 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, NY. A pioneer in the development of Authentic Movement, she lectures and teaches internationally and has published widely.

J. Ryan Kennedy

Faculty Program Coordinator, Body Psychotherapy  
BA, University of Oregon; MA, Naropa Institute; PsyD (cand.), Capella University; LPC, LMFT, RN, NCC, CAC III, ACS, CMT, BC-DMT, CLMA.  
Ryan Kennedy is a licensed professional counselor, licensed marriage and family therapist, registered nurse, national certified counselor, level three certified addictions counselor, approved clinical supervisor, certified massage therapist, board-certified dance/movement therapist, and certified Laban/Bartenieff movement analyst. Ryan has been on faculty at Naropa since 1996 and lectures and teaches regularly throughout the country. He has a clinical

background that includes extensive work with chronic and persistent mental illness, trauma and dissociative disorders, addiction and recovery, domestic/family violence, social justice and victim advocacy work, and living with life-threatening illnesses. He has also completed specialized trainings in Gestalt psychotherapy, Jungian psychotherapy, human sexuality, Dialectical Behavior Therapy (DBT), Eye Movement Desensitization and Reprocessing (EMDR), the Kestenberg Movement Profile (KMP), yoga therapy, and meditation and non-dual spirituality. Ryan is currently completing a doctorate in clinical psychology and maintains a private psychotherapy and consultation practice in Denver, CO.

Christine Caldwell, PhD

BA, University of California, Los Angeles; MA, University of California, Los Angeles; PhD, Union Institute; LPC, NCC, ACS, CMT, BC-DMT.

Christine Caldwell is a licensed professional counselor, national certified counselor, approved clinical supervisor, certified massage therapist, and board-certified dance/movement therapist. She is the founder and former chair of the Somatic Counseling Psychology Department, where she currently teaches course work in somatic theory and skills, as well as embodied 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

Wendy Allen, Jackie Ashley, Katie Asmus, Rita Berglund, Leah D'Abate, Avani Dilger, Julie Dolin, Jenny Epstein, Joe Gillan, Pat Ogden, Doug Radandt, Deryk Sanchez Standing, Sarah Steward, Heather Sutton, Tara Topper

## MA in Somatic Counseling Psychology Admission Requirements Campus Tours

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](http://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 are offered Mondays 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 [admissionevents@naropa.edu](mailto:admissionevents@naropa.edu). You can also use the online Visitation Request form or view our campus from the online tour.

If you decide you would like to apply for admission, we prefer that you do so electronically via [www.naropa.edu/apply](http://www.naropa.edu/apply).

## Priority 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 priority deadline will be given equal consideration. Applications received after the priority 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. Two letters of recommendation from academic or professional sources (all must be on or attached to the forms provided).
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. 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.
9. 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. Two 3-credit courses in psychology and one 3-credit course in anatomy.
10. Field work: A minimum of 100 hours of either paid or volunteer fieldwork experience, preferably in a supervised setting in the mental health field, or through work in a community facility or service organization, in direct service to others. Ideally this exposure gives you a basis of experience that can help to clarify career goals and potential populations of interest.
11. **For Dance/Movement Therapy Applicants Only:**
  - a. One to two years of regular formal and/or informal training in at least three movement forms.
  - b. Experience in modern dance technique and/or a maturity with integrating body and spatial awareness.
  - c. Experience with improvisation and exposure to composition, performance, choreography, and dance history.
12. **For Body Psychotherapy Applicants Only:** One to two years of regular formal or informal training with somatic practice(s) demonstrating interest in work focused on the human body. Somatic practices may include: energetic healing practices, body/mind psychotherapy trainings, sports, fitness and outdoor trainings, physical and occupational therapies, bodywork, martial arts, yoga and movement practices. Other forms will be evaluated by the department if necessary.
13. For international students or those living abroad who will not be able to attend the in-person interview: Contact the admissions office for details regarding submission of a DVD.

**Supplemental Prerequisite and Essay Form**

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
(Last) (First)

**Somatic Counseling Psychology Prerequisite Course Work**

Please complete the form below. 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 enrollment.

Two 3-semester-credit (totaling 90 contact hours) core psychology courses of your choosing from an accredited academic institution. Suggestions include Introduction to Psychology, Abnormal Psychology, and Theories of Personality. One 3-semester-credit (totaling 45 contact hours) anatomy course from an accredited academic institution or accredited massage school.

Course Title	Date Completed/ To Be Completed	School Name	Grade	In Progress? (Y/N)

**Supplemental Essays**

It is our hope to ascertain your level of exposure to and experience with different forms of movement and body-based expression from your essays. Please limit your answers to a total of two pages. Note: there are two questions specific to the concentration to which you are applying and two questions that are common to both concentrations. Please make sure to address all four questions in your essays.

**Dance/Movement Therapy**

1. Please list and explain your formal or informal training relating to the bulleted points below and describe how this training supports your interest in working psychotherapeutically with the human body:
  - One to two years of consistent formal training with at least three dance/movement forms
  - Experience in modern dance technique and/or maturity integrating body and spatial awareness
  - Experience with improvisation and exposure to composition, choreography, performance, and dance history
2. How is your current movement practice(s) informed or supported by your awareness of internal sensation and body-based processes?
3. Exposure to fieldwork, 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 direct service to others.

**Body Psychotherapy**

1. Please list and explain your formal or informal training and describe how this training supports your interest in working psychotherapeutically with the human body. Illustrate your experience with one to two years of consistent training with somatic practice(s), which may include energetic healing practices; body/mind psychotherapy trainings; sports, fitness, and outdoor trainings; physical and occupational therapies; bodywork; martial arts; and yoga and movement practices.
2. How is your current somatic practice(s) informed or supported by your awareness of expressive movement, improvisation, and spatial awareness?
3. Exposure to fieldwork, 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 direct service to others.