Dance/Movement Therapy Concentration

Approved by the American Dance Therapy Association since 1987, the Dance/Movement Therapy program concentrates on the power of the creative experience, coupled with the healing properties of conscious movement sequencing. Students in the Dance/Movement Therapy concentration are trained in classical as well as innovative forms of Dance/Movement Therapy, specializing in the work of the pioneers Chace, Evan, Whitehouse, Espenak, Schoop, and Hawkins. In addition, the Dance/Movement Therapy concentration focuses on object relations and self psychology as well as the Gestalt-based Moving Cycle, Authentic Movement, and the interface of Dance/Movement Therapy with modern models of sensorimotor tracking. Dance/Movement Therapy students are also invited to dive deeply into the creative process using the tools of imagery, improvisation, rhythm, spontaneity, metaphor, and presence to activate expressivity and aliveness in themselves and thereby in those with whom they will ultimately work.

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.

Degree Requirements

MA in Somatic Counseling Psychology: Dance/Movement Therapy

Three-Year Plan

First year, fall

- PSYS500 MASCP Program Orientation Seminar (noncredit)
- PSYS606 Counseling Relationships I: Verbal & Nonverbal Skills in Counseling & Psychotherapy (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)

SUBTOTAL 12

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 (3)
- PSYS653 Group Community Skills II (noncredit)
- PSYS656 Counseling Relationships II: Verbal & Nonverbal Skills in Counseling & Psychotherapy (3)
- PSYS683 Group Process and Dynamics (3)

SUBTOTAL 14

Second year, fall

- PSYS605 Advanced Clinical Skills I (2)
- PSYS607 Appraisal: Clinical Assessment (3)
- PSYS649 The Body in Meditation and Psychotherapy II (1)
- PSYS682 Human Growth and Development (3)
- PSYS687 Clinical Orientation (3)
- PSYS723 Group Community Skills III (noncredit)

SUBTOTAL 12

Second year, spring

- PSYS701 Research & Program Evaluation (3)
- PSYS706 Specialized Approaches in Dance/Movement Therapy: Therapist as Artist (2)
- PSYS736 Current Methods and Skills in Psychotherapy (3)
- PSYS753 Group Community Skills IV (noncredit)
- PSYS756 Advanced Clinical Skills II (3)

SUBTOTAL 11

Third year, fall

- PSYS816 Internship Placement I (0.5 - 2.0)
- PSYS823 Group Community Skills V (noncredit)
- PSYS826 Internship Seminar I: Dance/Movement Therapy (2)
- PSYS834 Master’s Paper Seminar I (1)
- PSYS856 Professional Orientation (3)

SUBTOTAL 6.5

Third year, spring

- PSYS762 Lifestyles and Career Development II: Theory and Counseling Strategies (1)
- PSYS835 Master’s Paper Seminar II (1)
- PSYS853 Group Community Skills VI (noncredit)
- PSYS866 Internship Placement II (0.5 - 2.0)
- PSYS876 Internship Seminar II: Dance/Movement Therapy (2)
SUBTOTAL 4.5
TOTAL CREDITS 60

Course Listings

PSYS500
MASCP Program Orientation Seminar (0)
A two-part orientation to the Somatic Counseling Psychology Program: A day long retreat immerses new students in opportunities to get acquainted with each other, with the degree program, and with our mission as a university from an experiential perspective; and an all-day writing skills workshop focusing on academic writing and APA Format. Special fee of $75.

PSYS605
Advanced Counseling Skills I: Mental Health Diagnosis and Treatment (2)
Through experiential and theoretical exercises, students learn how counselors, dance and movement therapists and body psychotherapists apply somatically based clinical skills to advanced clinical theory. Developmental theory is explored through the lens of Object Relations, Self-Psychology, and Attachment Theory, and their implications for clinical practice. As an extension of these theories, the ethics, strategies, and practices for the use of touch in somatically oriented sessions will be introduced. Students continue to develop and refine clinical skills through classroom practice sessions, assessment of outside session videos, and written assignments.

PSYS606
Counseling Relationships I: Verbal and Nonverbal Skills for Counseling and Psychotherapy (2)
Introduction to the basic forms and practices of facilitating body and movement-centered therapy and counseling sessions with individuals. Emphasis is on the stages of counseling, basic counseling skills, attitudes, and values of the counselor and the importance of the counseling relationship. Skills covered include facilitating a client through the developmental stages of individual process; basic attendance; finding unconscious associations; identifying and working with sensation and movement; cultivation of empathic, compassionate, non-judgmental states; and sensitivity to and methods for working with diverse populations. Methods of instruction include in-class role playing with supervision, relevant readings, reflection papers, and a final exam that integrates the students’ learning.

PSYS607
Appraisal: Clinical Assessment (3)
Students are introduced to various historical and contemporary approaches to assessment and evaluation within the mental health delivery system. In particular, students learn the basic elements of standardized and nonstandardized testing and assessment; key components of psychometric testing including validity, reliability, and relevant statistical concepts; important ethical considerations related to clinical assessment; and multicultural perspectives on the development, selection, administration, and implementation of assessment and evaluation measures across common counseling environments. Throughout the course students develop an understanding of how to integrate clinical assessment and evaluation tools into their diagnostic processes so that they are better able to craft therapeutic interventions using principles of counseling, Body Psychotherapy, Dance/Movement Therapy, and multicultural awareness. Course fee.

PSYS613
Social and Multicultural Foundations (3)
Psychotherapists work with clients who in many cases come from vastly different cultures than themselves, whether measured by ethnicity, gender or sexual orientation, age, class or race. This course introduces the student to the basic theories and practices of culturally competent counseling via examining the student’s own cultures, biases and internalized oppressions.

PSYS616
Foundations of Dance Movement Therapy (3)
An experiential and didactic introduction to the field of Dance/Movement Therapy, including its historical roots and evolution, the contributions of major pioneers in the field, and the beginning exploration of various theoretical models and their implications for clinical practice based on a commitment to diversity, service, and contemplative practice. Designed to introduce students to the diversity of the work of dance/movement therapists with both groups and individuals, and to begin to prepare students to facilitate dance/movement therapy with a wide range of clients.

PSYS621
Body/Movement Observation and Assessment I (3)
The first semester of a two semester series in which students begin to look at how the mind is expressed through the body. In the first semester greater focus will be placed on gathering the basic kinesiological terms and concepts necessary to cultivate the skill of seeing the body descriptively both in stillness as well as in motion. Though a range of observation and assessment models specific to Dance/Movement Therapy and Body Psychotherapy are introduced; including kinesiological, morphological, developmental, energetic, segmented, process-oriented, and archetypal frameworks; the overarching context for encapsulating these concepts is through the lens of Laban Movement Analysis (LMA). In the second part of this series greater emphasis is placed on deriving clinical meanings from these observations. In both semesters the process of observing the body and its movement patterns will be approached from the integrative vantage points of theoretical knowledge, practiced observation, and personal embodiment.
PSYS623
Group Community Skills I (0)
This course is designed as a laboratory for students to learn experientially about group dynamics and leadership. Through personal exploration, communication skills practice, and integration of and participation in group relationship, this course serves as a clearinghouse for student questions, conflicts, and problem-solving regarding group dynamics. Somatic Counseling Psychology students only. $125 special fee.

PSYS626
Foundations of Body Psychotherapy (3)
Body Psychotherapy is a distinct branch of the main body of psychotherapy that involves an explicit theory of mind-body functioning. This theory takes into account the complexity of the intersections and interactions between the body and the mind, with the common underlying assumption being that a functional unity exists between mind and body. Although a wide variety of approaches and techniques are used within the field of Body Psychotherapy, all of them recognize the continuity and deep connections of mind-body processes. In this course, students learn the theoretical and practical roots of Body Psychotherapy beginning with the Freudian era and sequencing through current times, though also acknowledging and appreciating the historic and contemporary presence of indigenous somatic healing practices. The field is viewed from the perspective of the significant contributions of its primary founders, the therapeutic paradigms they represent, and current applications of how these theories and paradigms have been transposed into contemporary modalities. In particular, students learn and explore the theoretical and therapeutic applications of Gestalt and Hakomi Therapies with Body-Mind Psychotherapy (BMP) serving as a supportive and integrative theoretical framework.

PSYS632
Lifestyles and Career Development I: Identity, Transitions, & Career Selection (2)
The first of two Lifestyles and Career Development courses, this course provides a first look into career development theory and decision-making models. Students learn career development program planning, placement, organization, implementation, administration, and evaluation. Students address the symbiotic relationship between learning in the classroom and clinical applications in the community as they explore and reflect on their own career development. This course serves as preparation for students to study the relevance of Counseling Psychology to marginalized and oppressed as well as privileged populations through a Practicum Placement in Fall Semester.

PSYS637
Body/Movement Observation and Assessment II (3)
The second semester of a two-semester series in which students begin to look at how the mind is expressed through the body. With basic body/movement observation and assessment concepts and skills gathered in the first semester, the second semester places greater emphasis on deriving clinical meanings from these observations. In particular, this course focuses on learning the psychotherapeutic implications of developmental movement and body patterning as they relate to the psychological perspectives of Object Relations, Self Psychology, and Attachment Theory. This theory is viewed through the lenses of the Kestenberg Movement Profile (KMP), Laban Movement Analysis (LMA), Body-Mind Centering/Body-Mind Psychotherapy (BMC/BMP), and anatomical kinesiology. Additionally, students continue exploring the dynamic relationship between their own movement preferences and repertoires as they interface with those of the individuals with whom they work so that this awareness becomes a resource for effectively working with transference and countertransference in psychotherapy. In both semesters the process of observing the body and its movement patterns is approached from the integrative vantage points of theoretical knowledge, practiced observation, and personal embodiment.

PSYS646
The Body in Meditation and Psychotherapy I (1)
Explores mindfulness-awareness meditation practice: how we work with ourselves, and how this informs and supports our training as body-based psychotherapists. The course also explores the application of mindfulness-awareness practice in contemporary psychotherapies, and how this practice has influenced individual therapists' work. The body in stillness is the ground to work directly with our moment-to-moment experience of body, speech, and mind. Includes practice sessions, lecture, discussion, experiential exercises, and in-class writing.

PSYS649
The Body in Meditation and Psychotherapy II (1)
Further topics in the areas of somatically based contemplative practices are explored.

PSYS653
Group Community Skills II (0)
A continuation of PSYS623. Somatic Counseling Psychology students only. $125 special fee.

PSYS656
Counseling Relationships II: Verbal and Nonverbal Skills in Counseling and Psychotherapy (3)
Using direct experiences to develop clinical skills, this advanced course works with the basic forms and practices of facilitating body and movement-centered therapy and counseling sessions with individuals. The skills covered include working with resistance, emotional arousal, therapeutic transference/countertransference, character strategy, relationship issues, and energy states. Examples will be given of how the skills apply in various settings to diverse populations.
populations. Methods of instruction include in-class role-playing with supervision, relevant readings, reflection papers, and a final exam that integrates the students' learning.

**PSYS657**
Clinical Neuroscience (3)
This course investigates the relationship between the nervous system and other body systems, and cognitive, emotional, and behavioral processes. By understanding the relationship of body structures—such as the brain, the heart, and the gut—with thinking, feeling, sensing, and moving, students can construct a continuum from theory to practice that generates scholarly and scientifically sound treatment options for the field of somatic counseling psychology.

**PSYS682**
Human Growth and Development (3)
An overview of the major theories of psychological development across the lifespan. Information from a broad range of perspectives is covered including biological, psychoanalytic/dynamic, cognitive, social learning, and cross-cultural. Somatic Counseling Psychology students only.

**PSYS683**
Group Process and Dynamics (3)
Introduces beginning dance/movement therapists and body psychotherapists to the skills they need to lead clinically focused therapy groups. These skills include an understanding of: group formation, the developmental stages of groups, group norms, multicultural issues in groups, methods for soliciting and integrating minority member influences, styles of communication among group members, group dynamics, group leadership styles, and group productivity. Specific movement-oriented, body-based interventions will be discussed and practiced in experientials and student-led group facilitations.

**PSYS687**
Clinical Orientation (3)
The purpose of this course is to provide a support forum for beginning dance/movement therapists and body psychotherapists to integrate the basic principles of working within the community and the mental health care system from a body-centered, movement-oriented perspective. This course integrates academic study and skills practice with community-based learning and offers student support around internship placement issues as well as structured clinical training. There is a $150 special fee for a mandatory ASIST (Applied Suicide Intervention Skills Training) which takes place over one weekend of the semester. Prerequisite: Completion of 100-hour fieldwork placement.

**PSYS699**
Independent Study: Somatic Psychology (0.5)
This course offering is an opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and coursework is decided upon by the student and faculty member.

**PSYS701**
Research and Program Evaluation (3)
An introduction to the field of research methods and program evaluation as they apply to counseling psychology and psychotherapy. Topics include philosophical issues in research, including the importance of research, and opportunities and methodologies for conducting research in the counseling field. Research methods including qualitative, quantitative, single-case, action, and outcome-based are surveyed. Principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modification are discussed. Technology, statistical methods, ethics and legal concerns, result report, and methodologies that centralize diversity and inclusion are also topics of importance.

**PSYS706**
Specialized Approaches In Dance Movement Therapy: Therapist as Artist (2)
An exploration of the creative healing arts and the therapist's role as artist. Theories of imagination and creativity, and their relevance to personal creative process and clinical skill building are examined. In addition, this course focuses on the therapeutic value of the creative art therapy modalities: art, drama, dance, poetry/writing, and music. Students explore how the imagination heals and renews itself through each modality. Readings, discussion, in-class experientials, out of class practice and guest lecturers provide an overview of theory, techniques and considerations for special populations. Emphasis is on the integration and application of creative modalities, the artistic experience and therapeutic skills in working with clients.

**PSYS715**
Specialized Approaches in Body Psychotherapy: Trauma, Resilience and Change (2)
An advanced theory and skills course that studies both developmental and traumatic wounding, and the adult patterns of thought, emotion and behavior these wounds create. Using various methodologies, students gain a somatic understanding of trauma and its physiological and psychological effects. Practical somatic techniques for contacting, accessing, deepening, processing, transforming and integrating developmental and traumatic experiences are taught.

**PSYS723**
Group Community Skills III (0)
A continuation of PSYS653, Group Community Skills II. Somatic Counseling Psychology students only. $125 special fee.
PSYS736
Current Methods and Skills in Psychotherapy (3)
Major current approaches in psychotherapy theory and practice including Cognitive Behavior Therapy (CBT), Dialectic Behavior Therapy (DBT) and Solution Focused Therapy are explored. Students have the opportunity to examine how each of these methods operates independently and also how they interface with more traditional approaches. Students also begin to work with these approaches in a way that builds clinical skill development in alignment with a somatic psychotherapy orientation.

PSYS753
Group Community Skills IV (0)
A continuation of PSYS723, Group Community Skills III. Somatic Counseling Psychology students only. $100 special fee.

PSYS756
Advanced Counseling Skills II: Mental Health Diagnosis and Treatment (3)
This course supports students in refining the basic elements of their therapeutic skill set in preparation for clinical placements. In particular, students learn and utilize the major diagnostic categories within the DSM-V as a tool for dimensional, integrative case conceptualization. This information is incorporated into a body-based, movement-oriented, multicultural perspective as a means of deepening and broadening the traditional wisdom of mental health diagnosis and treatment planning within the counseling environment. In addition, students refine their skills in identifying and working with resistance or therapeutic ambivalence; develop greater facility in tracking transference and countertransference in the therapeutic relationship; and cultivate greater facility in using touch, imagery, music, rhythm, props, somatic tracking, and verbalizations to help clients move toward a further level of intrapsychic and interpersonal integration.

PSYS762
Lifestyles and Career Development II: Theory and Counseling Strategies (1)
A continuation of Lifestyles and Career Development I, this course further addresses career development theories, techniques, counseling, guidance and education strategies. Students learn and become familiar with occupational and educational information sources and systems, effectiveness evaluation, and assessment tools and resources. Attention is paid both to the students' personal experience and also to the implications for counseling others. Prerequisite: PSYS632.

PSYS816
Internship Placement I (0.5)
Internship is defined as basic and intermediate clinical and education exposure in an approved treatment setting. The intern is an active member of the treatment team, contributing his or her specific areas of knowledge toward the achievement of treatment goals established for clients or patients, with appropriate supervision and guidance. Along with the internship facility supervisor, the instructor and a chosen clinical mentor provide suggestions and feedback to the intern throughout the internship placement. Students receive credit that may be included in their applications for fulfilling the 700 hours of internship required to fulfill current state of Colorado licensure (LPC) requirements, and for clinical mentorship.

PSYS823
Group Community Skills V (0)
Further practice of the skills and techniques covered in Group Community Skills I-IV, with an emphasis on students' professional development in group process and leadership. Somatic Counseling Psychology students only. $50 special fee.

PSYS825
Research Project Seminar (2)
This seminar supports the student's engagement in an original research study. The study can be qualitative or quantitative, though certain forms of experimental research cannot be supported. The student enters the course after completing 3 credits of Research & Statistics. In addition, the student must receive permission of the instructor, via submission of a written research proposal outlining research question or hypothesis, methodology, and data analysis. Students receive advanced instruction in the specific designs that will be used, and the methods of analyzing results and writing up these results for publication. Students are mentored in the IRB process, as well as recruitment, ethics, and procedures.

PSYS826
Internship Seminar I: Dance/ Movement Therapy (2)
After completing second-year requirements, each Dance/ Movement Therapy student enters a clinical internship, and under Board Certified Dance Movement Therapist (BC-DMT) mentorship leads dance therapy sessions and groups. The internship consists of 700 hours and includes participation in treatment team meetings, documentation, clinical supervision, and in-service education. The classroom seminar focuses on clinical mentorship with supplemental readings and also addresses integral issues in the transition from student therapist to professional therapist. Dance/Movement Therapy students only.

PSYS827
Internship Seminar I: Body Psychotherapy (2)
This course is for Body Psychotherapy students who have completed their second-year requirements. The internship consists of 700 hours and includes participation in treatment team meetings, documentation, clinical supervision and in-service education. The classroom seminar focuses on clinical mentorship with supplemental readings and also addresses
integral issues in the transition from student therapist to professional therapist. Body Psychotherapy students only.

PSYS834  
Master's Paper Seminar I (1)  
This course prepares students to write a culminating scholarly paper that reflects the student's integrative and synthetic critical thinking in Somatic Counseling Psychology. Students choose to either write an extensive case study taken from their internship, or a theoretical/research paper formatted and submitted for publication in a professional journal. If the student chooses to do original research, PSYS 825, Research Project Seminar, must be taken at the same time. The course helps the student to select and refine a topic, review the existing literature, organize their writing, and begin working with an assigned reader. Course fee.

PSYS835  
Master's Paper Seminar II (1)  
A continuation of PSYS834 designed to assist students in writing their master's project paper. Class content addresses the student's particular needs as the project develops. Particular emphasis is placed on scholarly writing and publication requirements. The course culminates in an oral presentation of the student's work on Master's Project Presentation Day, designed to be a capstone experience of the student's time in the program. Course fee.

PSYS853  
Group Community Skills VI (0)  
Further practice of the skills and techniques covered in Group Community Skills I-V, with an emphasis on students' professional development in group process and leadership. Somatic Counseling Psychology students only. $50 special fee.

PSYS856  
Professional Orientation (3)  
A concluding seminar to help prepare the student for what to expect after graduation, the course focuses on ethical and legal issues, relationships to professional organizations and employment realities. Students develop awareness and skills in ethical decision making through review of professional and ethical codes, relevant legal statutes and case scenarios. Students also prepare written theoretical frameworks and resumés and do mock interviews to assist them with postgraduate employment and professional communication. American Dance Therapy Association registry and general licensure issues are also discussed. Prerequisite: PSYS 687. Somatic Counseling Psychology students only.

PSYS866  
Internship Placement II (0.5)  
A continuation of PSYS816. Students receive credit that may be included in their applications for fulfilling the 700 hours of internship required to fulfill current state of Colorado licensure (LPC) requirements, and for clinical mentorship.

PSYS875  
Internship Seminar II: Body Psychotherapy (2)  
A continuation of PSYS827, this course is for Body Psychotherapy students who have completed their second-year requirements. The internship consists of 700 hours and includes participation in treatment team meetings, documentation, clinical supervision and in-service education. The classroom seminar focuses on clinical mentorship with supplemental readings and also addresses integral issues in the transition from student therapist to professional therapist. Body Psychotherapy students only.

PSYS876  
Internship Seminar II: Dance/Movement Therapy (2)  
A continuation of PSYS826. After completing second-year requirements, each Dance/Movement Therapy student enters a clinical internship and under ADTR mentorship, leads dance/movement therapy sessions and groups. The internship consists of 700 hours and includes participation in treatment team meetings, documentation, clinical supervision and in-service education. The classroom seminar focuses on clinical mentorship with supplemental readings and also addresses integral issues in the transition from student therapist to professional therapist. Dance/Movement Therapy students only.

PSYS877  
Extended Internship Placement (0.5)  
The purpose of this course is to provide continued support and clinical mentorship for students who have not completed their required clinical internship placement(s) during the sequence of Internship Placement I and Internship Placement II. Required for any student who has completed Internship Placement I and II and who still remains in a clinical internship placement.

PSYS882  
Extended Master's Paper (0.5)  
Required for all Somatic Counseling Psychology students who have finished five semesters of course work and who have yet to finish their theses, this class is to be taken the fifth semester of study, and subsequent semesters, until the thesis is completed. Somatic Counseling Psychology students only.