

Lewis and Clark College
Graduate School of Education and Counseling
Spring 2013

CPSY 590 - 01:
Somatic Psychology
&
the Art of Body-Mind Psychotherapy

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1 Semester Credit
Class meetings: Fridays, 1:00 to 4:00 pm
Rogers Hall, Room 219

Required Class Readings: There is no required text for this course. All of the readings are available either on the internet or as a class handout. Where there is a link associated with an article listed below click on the link and you should be directed to the web page from where you can download the article. If that doesn't work just paste the link into the browser and it should get you there.

Boadella, D. (1997). Wilhelm Reich: From Psychoanalysis to Energy Medicine.
<http://www.biosynthesis-institute.com/print/reich.pdf>

Carrol, R. (2001a) The Motoric Ego. <http://www.thinkbody.co.uk/papers/motoric-ego.htm>

Carrol, R. (2001b). The New Anatomy: Is the ego more than skin deep?
<http://www.thinkbody.co.uk/papers/is-the-ego-more.htm>

Eiden, B. The Use of Touch in Psychotherapy.
<http://www.integrazioneposturale.it/varieftp/eiden.pdf>

Keleman, S. The Continuum of Startle and Stress. <http://www.formative-psychology-eu.com/stress.htm>

- Keleman, S. (1981). *Your Body Speaks its Mind*. Berkeley, CA, Center Press. Chapter 4, "Vibration, Pulsation, and Streaming."
- Leijssen, M. (2006). Validation of the Body in Psychotherapy. *Journal of Humanistic Psychology*, 46, 2, 126-146.
<https://perswww.kuleuven.be/~u0004551/Artikels%20web/HumanisticJournalBody.pdf>
- Levine, P. *Panic, Biology and Reason: Giving the Body Its Due*.
www.se-rj.com.br/TEXTOS-INGLES/0034Panic.doc
- Lude, J. (2003) "An Application of Body Psychotherapy" in 'Humanistic Approach to Psychotherapy' by Eric Whitton, London, Whurr Publishers
<http://www.counsellingpsychotherapycpd.co.uk/Chiron/articles/applbpjochen.html>
- Ogden, P. & Minton, K. (2000) *Sensorimotor Psychotherapy: One method for Processing Traumatic Memory*. *Traumatology*, 7/3, article3.
<https://www.sensorimotorpsychotherapy.org/articles.html>
- Totton, N. (2003). *Body Psychotherapy: an Introduction*. Berkshire, England, Open University Press. Chapter 1
- Young, C. (a) 150 Years On: The history, significance and scope of Body-Psychotherapy Today. <http://www.courtenay-young.co.uk/courtenay/articles/index.htm>
- Young, C. (b) The History and Development of Body-Psychotherapy: The American Legacy of Wilhelm Reich. <http://www.courtenay-young.co.uk/courtenay/articles/index.htm>
- Young, C. (2005a). Doing effective body psychotherapy without touch. Parts 1 @ 2.
<http://www.courtenay-young.co.uk/courtenay/articles/index.htm>
- Zur, O. (2007). "Touch in Therapy and The Standard of Care in Counseling: Bringing Clarity to Illusive Relationships." *United States Association of Body Psychotherapy*, 6/2, 61-93.
http://www.zurinstitute.com/touch_standardofcare.pdf

Course Description:

Today, as we hear daily about some new understanding regarding the relationship between brain function and behavior, the separation between the body (somatic) and the mind (psychology) is rapidly collapsing. As a result so rises the current development of and interest in somatic psychology and those psychotherapeutic approaches that truly treat the whole person – the body-mind. From the perspective of somatic psychology life experiences are embodied experiences. Thus investigation into a person's phenomenology, so central to the art and science of psychotherapy, must include a focus on one's experience of somatic processes (breathing, movement, muscular tensions, emotional expressions, etc.) in addition to the more common focus on ones' thoughts, feelings, attitudes. In this course, through the use of readings, personal

reflections, somatically based experiential exercises, and discussions of clinical cases, you will be introduced to field of somatic psychology, its history and development, and today's emerging body-mind psychotherapeutic approaches.

Course goals and objectives:

- 1) be able to define the scope of somatic psychology as it is conceived of and practiced today and understand its developmental roots.
- 2) gain an 'embodied' understanding of effects of experience upon one's bio-psychosocial functioning.
- 3) develop a beginning understanding of some of the skills and approaches used in body-mind psychotherapy.
- 4) develop skills to further your felt sense connection with your body-mind.

Course Requirements:

- a. Regular class attendance. As we have only five meetings, more than one absence from class over the term may result in a failing or incomplete grade. I will expect you to contact me prior to class sessions or due dates regarding any absences from class or problems with assignment deadlines. If you miss an entire class session (or more than two hours of a class session) I will expect a make-up writing assignment, due at the beginning of the next class period: A three page paper in which you discuss two additional readings (journal articles or book chapters) that expands upon an aspect of somatic psychology introduced in this class that particularly interests you.
- b. Participation in class discussions and exercises. Learning is not a passive process. Rather it occurs through active engagement. Thus you will be expected to participate in class discussions and experiential exercises.
- c. Read the readings and do the weekly out of class experiential assignment (to be discussed at our first class meeting).
- d. Submit your weekly electronic journal. You will be required to jot down some process notes describing your reactions (thoughts/feelings/emotions/sensations) to each of the learning activities (a. readings; b. in class discussions and exercises; and c. out of class experiential activity), and e-mail your journal to me on a weekly basis in either .doc or .odt format. These weekly journals will provide the raw material for your final paper. Make sure you edit your entries so that they are free of spelling, punctuation, or grammatical errors, and are clearly written. Each weekly journal should be about three pages in length and be split into three sections.
 - a. Section 1: Readings
 - b. Section 2: In class discussions and exercises

- c. Section 3: Out of class experiential exercise
- e. Somatic Psychology final paper. A 5 – 6 page paper that summarizes and integrates your experiences and learning in the class. Due 4/19.

Guidelines for this paper are as follows:

- a. The paper contains a cover page that includes the title, course number, and author contact information (name, phone, and email).
- b. The paper is double-spaced, page-numbered, and turned in on time. Papers are to be e-mailed to me in either .doc or .odt format.
- c. The paper is free of spelling, punctuation, or grammatical errors, and is clearly written. It is suggested that you have someone proof read your paper to best achieve this result.
- d. Quotations of over 40 words are indented in block form.
- e. The paper contains the following sections:
 - i. Introductory paragraph: Describe what you intend to do in this paper and why. The opening should be an overview of what you will cover in the paper and is best written upon completion of the rest of your paper.
 - ii. Body of the paper: Drawing from your weekly journals: a. highlight the ideas and concepts that have special significance to you. b. compare your current understanding of somatic psychology to when you began the course, and c. discuss how you might use the information presented, and what further study in somatic psychology you would like to pursue if any.
 - iii. Closing paragraph: A brief but direct critique of the class. As with most activities in life this class is work progress and only grows as a result of feedback.

Grading Guidelines:

Attendance	1/6 of your grade
Class Participation	1/6 of your grade
Weekly Electronic Journals	1/3 of your grade
Final Paper	1/3 of your grade

Course weekly overview:

Meetings	Readings/Assignments	Topics/Activities
1 (3/8)	<u>Readings:</u> (completed prior to the class meeting). Boadella, D. (1997) Young, C. (a & b) <u>Experiential Activity #1</u> (completed after the class meeting) <u>Journal #1</u> – due 3/13 (3/8 class readings and activities and experiential exercise #1)	Introductions: to each other and to the course <u>Lecture/Discussion:</u> The Development of Somatic Psychology and Body-Mind Psychotherapy – An overview <u>Experiential Activity:</u> Somatic Awareness
2 (3/15)	<u>Readings:</u> (completed prior to the class meeting). Leijssen, M. (2006) Lude, J (2003) Totton, N. (2003). <u>Experiential Activity #2</u> (completed after the class meeting) <u>Journal #2</u> – due 3/20 (3/15 class readings and activities and experiential exercise #2)	<u>Lecture/Discussion:</u> What happens in Body – Mind Psychotherapy? <u>Experiential Activity:</u> Breathing and Emotions
3 (3/22)	<u>Readings:</u> (completed prior to the class meeting). Carrol, R. (2001 a & b) Keleman, S. (1981). <u>Experiential Activity #3</u> (completed after the class meeting) <u>Journal #3</u> – due 3/27 (3/22 class readings and activities and experiential exercise #3) <u>Experiential Activity #4</u> (completed week beginning on 3/29)	<u>Lecture/Discussion:</u> Energetic Pulsation, and the Cycle of Experience. The Ego - Muscular System and the Skin. <u>Experiential Activity:</u> Pulsation, Emotion, Retroflexion

	<u>Journal #4</u> – due 4/3 (3/22 class readings and activities and experiential exercise #4)	
4 (4/5)	<u>Readings:</u> (completed prior to the class meeting). Keleman, S. Levine, P. Ogden, P.& Minton, K. (2000) <u>Experiential Activity #5</u> (completed after the class meeting) <u>Journal #5</u> – due 4/10 (4/5 class readings and activities and experiential exercise #5)	<u>Lecture/Discussion:</u> The Somatic Anchoring of Trauma – Implications for Treatment <u>Experiential Activity:</u> The Body Braces – the Stress Response Cycle
5 (4/12)	<u>Readings:</u> (completed prior to the class meeting). Eiden, B. Young, C. (2005a) Zur, O. (2007). <u>Final Paper</u> – due 4/19	<u>Lecture/Discussion:</u> Feeling, Touch and Sexual Energy – The issue of touch in psychotherapy <u>Experiential Activity:</u> Mobilization of Feeling through Body Movement <u>Discussion:</u> What does somatic psychology have to offer – case presentation Closing

Bibliography:

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- Boadella, D. (1973) Wilhelm Reich: The evolution of his work. London, Vision.
- Boadella, D. (1987) Lifestreams: An introduction to Biosynthesis. London, Routledge.
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- Brown, M. (1990) The Healing Touch: An introduction to Organismic Psychotherapy Mendocino, CA, LifeRhythm.
- Glenn, L, & Müller-Schwefe, R. (eds) (1999) The Radix Reader USA, Heron Press.
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- Lowen, A. (1965) *Love and Orgasm*. Alachua, FL, Bioenergetics Press.
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- Lowen, A. (1976) *Bioenergetics*. Alachua, FL, Bioenergetics Press.
- Lowen, A. & Lowen, L. (1977) *The Way to Vibrant Health*. Alachua, FL, Bioenergetics Press.
- Lowen, A. (2004) *Honoring the Body: The Autobiography of Alexander Lowen*. Alachua, FL, Bioenergetics Press.
- Lowen, A. (2005) *Voice of the Body*. Alachua, FL, Bioenergetics Press.
- Mann, W.E. & Hoffmann, E. (1980) *The man who dreamed of tomorrow: A conceptual biography of Wilhelm Reich*. Los Angeles, Tarcher.
- Perls, F. (1951, 1994) *Gestalt Therapy: Excitement and Growth in the Human Personality*. London: Souvenir Press.
- Pierrakos, J. (1987) *Core Energetics: Developing the capacity to love and heal*. Mendocino, CA, LifeRhythm.
- Placzek, B.R. (ed) (1982) *Record of a friendship: The correspondence between Wilhelm Reich & A.S. Neill 1936-1957*. London, Gollancz.
- Reich, W (1972 [1945]) *Character Analysis*. New York, Touchstone.
- Reich, W. (1942, 1971) *The Function of the Orgasm*. London, Meridian.
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- Reich, P. (1974) *A Book of Dreams*. London, Barrie & Jenkins.
- Rubinfeld, I. (1998) *The Listening Touch*. London, Piatkus.
- Sharaf, M. (1983) *Fury on Earth: A biography of Wilhelm Reich* London, Deutsch.