

Somatic Psychology

Lewis and Clark College

Graduate School of Education and Counseling

Spring 2022

CTSP 590

Julianna Vermeys, MA, LPC, LMHC, NCC, RYT

Adjunct Faculty

Phone: 503 307-3007

julianna@lclark.edu

1 Semester Credit

Class meetings: Saturdays, 9-5:30

Section 1: February 26 & March 5 in York 107

Section 2: April 23 & 30 in York 101

Required Class Readings:

Somatic Psychotherapy Toolbox: 125 Worksheets and Exercises to Treat Trauma & Stress,

Manuela Mischke-Reeds, MA, LMFT

I am so excited you are here and interested in considering the body in therapy, psychotherapy and counseling! I have watched our field embrace the “mind/ body connection” over the last two decades and am honored to guide you through this course so that you can explore, learn and experience how the relationship with the somatic experience of life can be integrated in nearly any kind of therapy modality. All of us here recognize that our therapeutic work cannot be very effective if we largely focus on the mind alone, detached and disconnected from the signals and communication our soma gives us. From Trauma to Life Goals, the growth available to us as practitioners and our clients is tremendous when we prioritize somatics. Often defying logic, considering the somatics in psychotherapy increases rapport, trust and connection at a neurobiological level as well as reduces shame, supremacist thinking and sense of failure. Consider this course an invitation to begin to integrate the academics and intellectual learning into a more holistic practice.

Course goals and objectives:

- Understand and explore the wide range of somatic psychotherapy and therapy practices in our field and beyond
- Learn the importance of experiential learning of somatic therapy modalities in order to better understand your own limitations and barriers to this type of work through a trauma-informed and mindfulness oriented exploration
- Develop a foundation of skills and practices to support your focus as a counselor/therapist

Course Requirements:

- Regular class attendance. CPSY Departmental Attendance Policy states: Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

- Regarding missed classes or assignment submission delays the above applies to this class as follows: Due to the brevity of our meeting time together, one absence from class over the term may result in a failing or incomplete grade.

- 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.

- We will have exciting opportunities to work together to explore different modalities of Somatic Psychology, Counseling, Experiencing, Coaching. We will also have ample opportunities for experiencing practices we are interested in eventually sharing with clients. I will offer role play opportunities as well as demonstrations.

- Reflections will be a necessary part of your participation and grade. They can be done in the form of writing or drawing and incorporate somatic awareness observations.

- Somatic Psychology final paper. A 3-5 page paper that summarizes and integrates your experiences and learning in the class, including what modality you learned the most about, concerns and questions for further research and a reflection about your own experience with somatic oriented contemplation.

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 google doc format.
- c. The paper is free of spelling, punctuation, or grammatical errors, and is clearly written. It is suggested that you have someone proofread your paper to best achieve this result.
- d. Quotations of over 40 words are indented in block form.

Grading Guidelines:

Attendance expected

Class Participation 1/2

Homework 1/4 of your grade
Final Paper 1/4 of your grade

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Week 1:

Introduction to the course
Introductions and experiential connections
Course objectives and expectations discussed
History of Somatic Psychology
Break out groups exploring different modalities of Somatic Counseling
Experiential component/role play/demonstration
Presentations begin
Q&A

Homework between week 1 and 2:

Practice each day 5-20 minutes from the Psychotherapy Toolbox or other and journal your reflections, noticing, wondering. Journal can look like free writing or a spreadsheet and anything in between. Consider how you best reflect and express your process. This journal should be emailed to me at julianna@lclark.edu by 11p on Friday before second class.

Week 2:

Experiential Connection and Reflection
Q&A
Presentations continue
Guest presenter
Experiential component/role play/demonstration
Reflections
Q&A

Below is a list of resources (internet sites which include books, videos, courses, etc) that I utilize to enhance and expand my understanding of somatics in therapy. This list is barely exhaustive, and I hope each of you will feel encouraged to share your wisdom, learning and inspirations with us.

Dr. Stephen Porges and Polyvagal Theory: <https://www.stephenporges.com>

Safe and Sound Protocol: <https://integratedlistening.com/ssp-safe-sound-protocol/>

Somatic Experiencing International: <https://traumahealing.org>

Resmaa Menakem: Teaching Embodied Anti-Racism: <https://www.resmaa.com>

Bessel van der Kolk, *Body Keeps The Score*: <https://www.besselvanderkolk.com>

Tara Brach, meditation and psychotherapy: <https://www.tarabrach.com>

Dr. Dan Siegel's work on trauma resilience, personal development and transformation, and mindfulness-based brain science <https://www.drdansiegel.com>

Dr. Arielle Schwartz Yoga, psychotherapy, trainings, books and classes: <https://drarielleschwartz.com>

Dr. Rick Hanson, <https://www.rickhanson.net>

Jane Clapp, Traumatic Movement and Jungian Somatics, <https://www.janeclapp.com>

Great article about Interoception through lens of psychology
<https://www.sciencedirect.com/science/article/pii/S2451902217302343>

Gabor Mate, When the Body Says No, Wisdom of Trauma: <https://drgabormate.com>

The Art of Somatic Coaching: Embodying Skillful Action, Wisdom, and Compassion
by Richard Strozzi-Heckler