

LEWIS & CLARK
GRADUATE SCHOOL OF EDUCATION AND COUNSELING

CTSP 590 Special Topics: Somatic Psychology

Spring Term, 2024 (1 credit)

When: Friday, 4/12 and Friday, 4/19 from 9:00am to 5:30pm on both days.

Assignments due: 4/23

Classroom: TBD

Instructor: Rosario Sammartino, P.h.D.

Contact information: sammartinom@lclark.edu

Office hour: by appointment only. Please contact the instructor to set up an appointment

Course Description

Interweaving theoretical and experiential work, this course will engage the unfolding of the psyche as it finds expression in the living body. Through somatic practices– including movement, breathing, focusing, and hands-on techniques; our work will focus on cultivating an embodied experience and understanding of Somatic Psychology. Key ideas such as character, grounding, boundaries, embodiment, and presence will be explored. In addition, the pivotal role of imagination in Somatic therapy will be considered.

Course Objectives

In this course students will:

1. Learn about the overall historical development and primary theory of the use of somatic interventions in therapy.
2. Cultivate and expand their body awareness.
3. Practice and develop a repertoire of somatic-based techniques
4. Appreciate the body and celebrate humanity beyond diverse cultures, gender, body types and limitations.

SLO	Description

E	Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.
J	Apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients.
N	Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.

CAAHEP CONTENT AREAS

p.K.1	Demonstrate advanced knowledge of a well-defined, specialized area of clinical or community-based practice
p.S.1	Describe in-depth experience with specific patient/client populations, practice settings and methods of interventions
p.A.1	Display cultural competence in consideration of unique characteristics of specific populations and settings

Disability service statement:

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.

Assessment and evaluation.

Grades are based on three components:

Participation (25%)

Reflection Paper: (35%)

Final paper (40%)

Attendance: Class attendance is expected and required. The course is participatory and experiential, skills are developed progressively, therefore attendance is especially important. Coming to class on time and leaving at the end of the day is important. Missing more than ten percent of class time may result in failure to complete the class. This would be 1.5 hours for this 15-hour class (1 credit).

Participation: Full and active participation in all class activities is expected. It includes, beyond the movement and expressive arts exercises, listening to lectures, participating in discussions, asking relevant questions and demonstrating knowledge of the reading materials. Somatic based exercises that are practiced individually and with others constitute a major part of the course and students are expected to participate fully in all practices. Working with the body may trigger emotional responses. You are encouraged to take care of yourself and participate to the level of your comfort. Adjustments are available in all practices to meet your physical and emotional needs. Please advise the instructor when such adjustments are needed (these requests can be done during the course and be specific to any practice). Please note that the purpose of these practices is educational and professional and not for personal therapy. Adjusted participation is counted equally towards grading.

Final Paper: Due

- Part 1: Reflect on your personal experience in class. Describe those specific moments in your embodied experience that had meaning for you (surprised you, felt powerful, difficult, familiar, new, or resonated for you in some way). What specifically was your bodily experience (describe literal movements, sensations, feelings, soundings, images, etc.). What are you learning about yourself, from what has emerged from your bodily experiences? (4 pages)
- Part 2: Through the theoretical concepts and principles offered through the course texts and lectures, describe how you envision using somatic modalities with clients with whom you are either currently working or hope to work with in the future.

Total 7-10 pages with a minimum of 3 references.

COURSE SCHEDULE

Friday 4/12, 2024

- Tuning-in. Somatic exercises involving breathing and pulsing. Solo and Group interaction. Individual and Collective body.
- Lecture & Discussion: What is Somatic Psychotherapy? History and current developments.
- Somatic exercises focusing in body/sensory awareness.
- Drawing– Body Sketch: How am I experiencing my body?
- Reflection: Sharing in small groups
- Lecture & Discussion on the concept of “Embodiment”

Friday 4/19, 2024

- Body Part mapping: relationship between physical, emotional and cognitive experience
- Somatic experience focus on body posture
- Reflection: sharing in small groups
- Lecture and discussion on Somatic interventions in therapy.
- Somatic experience and demos.
- Group Sharing and discussion Closure.

Required Reading:

Barratt, B. (2013). *The emergence of somatic psychology and bodymind therapy*. New York, NY: Palgrave MacMillan.

Mischke-Reeds, M. *Somatic Psychotherapy Toolbox: 125 Worksheets and Exercises to Treat Trauma & Stress*. PESI publishing, 2018.

Recommended Readings:

Abram, David. *The spell of the sensuous*. U.S.A: Vintage Books, 1996.

Halprin, D. (2003). *The expressive body in life, art and therapy*. London, UK: Jessica Kingsley.

Hanna, Thomas. What is somatics? *Somatics* , V(4) 63, 1986.

Keleman, S. (1999). *Myth and the body*. Berkeley, CA: Center Press.

Levine, Peter A. *Waking the tiger. Healing trauma*. Berkeley, CA: North Atlantic Books, 1997.

Pallaro, Patrizia. Somatic countertransference: The therapist in relationship. In P. Pallaro (Ed.),

Authentic Movement: Moving the body, moving the self, being moved. A collection of essays (Vol. II), (pp.176-193). London, UK: Jessica Kingsley, 2007.

Rosenberg, Jack & Rand, Marjorie. *Body, self & soul: Sustaining integration* . Atlanta, GA: Humanics Ltd., 1985.

Rothschild, B. (2000). *The body remembers. The psychophysiology of trauma and trauma treatment*. New York, NY: Norton.

Todd, Mabel. *The thinking Body*. U.S.A: The Gestalt Journal Press, 1937.

Van Der Kolk, Bessel. *The body keeps the score: Brain mind and body in the treatment of trauma*. New York, NY: Penguin Group, 2014.