

Lewis and Clark College  
Graduate School of Education and Counseling  
Spring 2016

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

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1 Semester Credit  
Class meetings: Tuesdays, 1:00 to 4:00 pm  
York Graduate Center, Room 107

**Required Class Readings:**

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

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

Greenberg, L. (2008). Emotion and Cognition in Psychotherapy: The Transforming Power of Affect. *Canadian Psychology*, Vol. 49, No. 1, 49-59.

Leijssen, M. (2006). Validation of the Body in Psychotherapy. *Journal of Humanistic Psychology*. 46, 2, 126-146.

Schiff, D. (2014). Addressing Disturbances in Contact in the Beginning Phase of Orgone Therapy: A Case Study. *Annals of the Institute for Orgonomic Science*, Vol. 12, 53-58.

Schiff, D. (2015). An Introduction to the Theory and Practice of Contemporary Reichian Therapy. (unpublished document)

Young, C. 150 Years On: The history, significance and scope of Body-Psychotherapy Today.  
<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.

### **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:**

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

### **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, 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 a significant amount of any class period, I will expect a make-up writing assignment, due at the beginning of the next class period: A two page paper in which you describe what you learned from interviewing 3 class participants from the session you missed.
- 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.
- Read the readings and do the weekly out of class experiential assignment. Each week I will send you an mp3 audio file which will lead you through an experiential somatic exercise. You will be required to do the exercise twice during the week (a minimum of one day between the times that you do the exercise) and after each time jot down some notes regarding your experience. These notes will be included in the weekly electronic journal described below.
- Submit your weekly electronic journal. Each week you will be required to e-mail me a 2-3 page journal. This journal will consist of.
  - Your process notes describing whatever thoughts/feelings/emotions/sensations were evoked each time you did the out of class experiential exercise and a reflection on the similarities and differences in your experience between your first and second time.
  - Some reflections/questions/concerns sparked by **one** passage that caught your interest in **each** of the readings for the week. (Copy and paste the passage into your

journal prior to your commenting on it). Be prepared, if called upon, to read aloud in class this passage and share your reflections/questions/concerns with the class as part of our class discussions.

- Somatic Psychology final paper. A 4 – 5 page paper that summarizes and integrates your experiences and learning in the class. Due by 5PM on 2/21/16.

**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 .doc 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 in part from your weekly journals:
    - a. highlight the ideas, concepts and experiences from the class that had special significance to you. And
    - b. compare your current understanding of somatic psychology to when you began the course.
  - iii. Closing paragraph: Summarize what you have covered in this paper and discuss how you might use the information presented in your future work and what further study in somatic psychology you would like to pursue if any.

**Grading Guidelines:**

Attendance	expected
Class Preparation and Presence	1/3 of your grade
Weekly Electronic Journals	1/3 of your grade
Final Paper	1/3 of your grade

**Course weekly overview:**

Meetings	Topics/Readings/Assignments	Class Agenda
<p><b>1</b> <b>(1/12)</b></p>	<p><u>Topic:</u> The Development of Somatic Psychology and Body-Mind Psychotherapy</p> <p><u>Readings:</u> (completed prior to the class meeting). Boadella, D. (1997) Young, C.</p> <p><u>Experiential Activity #1</u> (completed after the class meeting)</p> <p><u>Journal #1</u> – due by noon 1/17 (1/19 class readings and experiential exercise #1)</p>	<p>Part 1: <u>Introductions:</u> to each other and to the course</p> <p>Part 2: <u>Lecture/Discussion:</u> The Development of Somatic Psychology and Body-Mind Psychotherapy – An overview</p>
<p><b>2</b> <b>(1/19)</b></p>	<p><u>Topics:</u> a. Emotions – a functional bio/psycho/social perspective. b. Emotional defenses – a somatic perspective</p> <p><u>Readings:</u> (completed prior to the class meeting). Greenberg, L. (2008).</p> <p><u>Experiential Activity #2</u> (completed after the class meeting)</p> <p><u>Journal #2</u> – due by noon 1/24 (1/26 class readings and experiential exercise #2)</p>	<p>Part 1: <u>Experiential exercise #1:</u> Sharing and processing</p> <p><u>Lecture/Discussion:</u> Emotions – a functional bio/psycho/social perspective</p> <p>Part 2: <u>Experiential Activity:</u> Respiration and emotional experience</p> <p><u>Lecture/Discussion:</u> Emotional defenses – a somatic perspective</p>

<p>3 (1/26)</p>	<p><u>Topic:</u> Basic interventions in body-mind psychotherapies</p> <p><u>Readings:</u> (completed prior to the class meeting). Leijssen, M. (2006)</p> <p><u>Experiential Activity #3</u> (completed after the class meeting)</p> <p><u>Journal #3</u> – due by noon 1/31 (2/2 class readings and experiential exercise #3)</p>	<p>Part 1: <u>Experiential exercise #2:</u> Sharing and processing</p> <p><u>Lecture/Discussion:</u> Basic interventions in body-mind psychotherapies</p> <p>Part 2: <u>Clinical interventions demonstrations:</u> The body perceived from the inside/from the outside</p>
<p>4 (2/2)</p>	<p><u>Topics:</u> a. Contemporary Reichian Therapy: Characterological and Somatic Interventions b. Clinical interventions - demonstration: The body in action.</p> <p><u>Readings:</u> (completed prior to the class meeting).  Schiff, D. (2014) Schiff, D. (2015)</p> <p><u>Experiential Activity #4</u> (completed after the class meeting)</p> <p><u>Journal #4</u> – due by noon 2/7 (2/9 class readings and experiential exercise #4)</p>	<p>Part 1: <u>Experiential exercise #3:</u> Sharing and processing</p> <p><u>Lecture/Discussion:</u> Contemporary Reichian Therapy: Characterological and Somatic Interventions</p> <p>Part 2: <u>Clinical intervention demonstrations:</u> The body in action.</p>
<p><b>Meetings</b></p>	<p><b>Topics/Readings/Assignments</b></p>	<p><b>Class Agenda</b></p>

5 (2/9)	<p><u>Topic:</u> The issue of touch in psychotherapy</p> <p>Readings: (completed prior to the class meeting). Eiden, B. Zur, O. (2007)</p> <p><u>Experiential Activity #5</u> (completed after the class meeting)</p> <p><u>Journal #5</u> – due by noon 2/14 (experiential exercise #5)</p> <p><u>Final Paper</u> – due by 5PM 2/21</p>	<p>Part 1: <u>Experiential exercise #4:</u> Sharing and processing</p> <p><u>Lecture/Discussion:</u> The issue of touch in psychotherapy</p> <p>Part 2: <u>Clinical intervention demonstrations:</u> Physical touch and emotions.</p> <p><u>Closing</u></p>
<b>Meetings</b>	<b>Topics/Readings/Assignments</b>	<b>Class Agenda</b>

### **Bibliography:**

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- Boadella, D. (1987) *Lifestreams: An introduction to Biosynthesis*. London, Routledge.
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