Required Class Readings: (all readings are attached to this syllabus)

Eiden, B. The Use of Touch in Psychotherapy.
   http://www.integrazioneposturale.it/varieftp/eiden.pdf
Levine, P. Panic, Biology and Reason: Giving the Body Its Due.
   http://www.traumahealing.com/somatic-experiencing/art_panic.html
Young, C. (a) 150 Years On: The history, significance and scope of Body-Psychotherapy Today. http://www.courtenay-young.com/

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 additional 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 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 two 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 (readings, in class presentations and discussions, in class exercises and experiential exercises, and 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 two pages in length.

e. **Somatic Psychology final paper.** Two days after the final class you will be expected to turn in a 5 – 6 page paper that summarizes and integrates your experiences and learning in the class. **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:

<table>
<thead>
<tr>
<th>Attendance</th>
<th>1/6 of your grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>1/6 of your grade</td>
</tr>
<tr>
<td>Weekly Electronic Journals</td>
<td>1/3 of your grade</td>
</tr>
<tr>
<td>Final Paper</td>
<td>1/3 of your grade</td>
</tr>
</tbody>
</table>

Course weekly overview:

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Readings/Assignments</th>
<th>Topics/Activities</th>
</tr>
</thead>
</table>
| 1 (5/13) | **Readings:** (completed prior to the class meeting).  
Young, C. (a & b)  
**Experiential Activity #1** (completed after the class meeting)  
**Journal #1** – due 5/20 | **Introductions:** to each other and to the course  
**Lecture/Discussion:** The Development of Somatic Psychology and Body-Mind Psychotherapy – An overview  
**Experiential Activity:** Somatic Awareness |
| 2 (5/20) | **Readings:** (completed prior to the class meeting).  
Lude, J (2003)  
**Experiential Activity #2** (completed after the class meeting) | **Lecture/Discussion:** What happens in Body – Mind Psychotherapy?  
**Experiential Activity:** Breathing and Emotions |
<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
<th>Lectures/Discussions</th>
<th>Experiential Activity</th>
<th>Journal/Due Dates</th>
</tr>
</thead>
</table>
Bibliography:

Reich, W (1972 [1945]) Character Analysis. New York, Touchstone.