With knowledge and practice, realize your aspirations.

A pioneer in integrative teaching and learning, CIIS is known for the following:

- Nationally and internationally recognized professors who expand the traditional boundaries of learning in their classes and scholarship. Study with faculty members who are committed to integrating, with academic rigor, diverse perspectives, and multiple ways of knowing.
- Leading-edge graduate programs in the School of Professional Psychology & Health and the School of Consciousness and Transformation.
- A unique School of Undergraduate Studies that features a Bachelor of Arts Completion (BAC) program offered on weekends in a cohort format. The BAC program enables students with previously earned college credit to earn an undergraduate degree in Interdisciplinary Studies.
- Online graduate programs in the groundbreaking fields of Transformative Studies and Transformative Leadership that expand our borders beyond the Bay Area. Online students benefit from an international community of learners and their reflective interaction with one another.
- A dynamic and supportive learning community—the perfect incubator for innovative ideas and study. The personal attention of faculty and our small classes enable students to express themselves with confidence.
- Internships in the six award-winning CIIS counseling centers and affiliated sites located throughout San Francisco. Students learn by practice under the guidance of trained supervisors.

Engaged and Innovative Community
Creative, curious, mindful, and socially aware—these are just a few of the words that describe the people of CIIS. What sets us apart is how we put those characteristics to work. We're passionate about intellectual inquiry and disciplined in our practice. We engage fully with our studies, one another, and our communities. Above all, we're open to new learning experiences, and we draw on the opportunities CIIS offers us to transform the world.

A Pioneering Vision
In 1968, San Francisco was the scene of a national revolution in music, politics, culture, and self-awareness. That same year Professor Haridas Chaudhuri and his wife, Bina, established CIIS, developing an equally revolutionary approach to education. They envisioned an integral approach to higher education that drew on the inspiration of the renowned Indian philosopher Sri Aurobindo. Originally focused on the integration of Asian and Western studies, CIIS has grown to include programs that offer a broad array of multicultural perspectives. While expanding the range of its programs, CIIS has retained the intimacy of an academic community rare in U.S. higher education. At the intersection of global and personal responsibility, CIIS has been committed to fulfilling Professor Chaudhuri’s vision: “Humankind can no longer be divided into exclusive segments so that the fortune of one will not affect the fortune of the other.”

Admissions
We begin accepting applications for the spring semester in September and for the fall semester in November. It is highly recommended that you submit all application materials at least two weeks before the February 1 priority deadline in order to avoid delays in having your application reviewed. Applicants who apply by the fall priority deadline will be notified of the admissions decision by April 1, with enrollment deposits required by May 1. If you are mailing your application from outside the United States, mail it at least thirty days before the department deadline. Applications are accepted after the posted deadline on a space-available basis.

For information on application requirements, procedures for admissions, and program-specific application deadlines, or to complete an application online, please visit www.ciis.edu/admissions. Admissions counselors (415.575.6154, admissions@ciis.edu) are pleased to answer your questions.
Weaving the Arts and Psychotherapy

Expressive Arts Therapy

MA in Counseling Psychology with a Concentration in Expressive Arts Therapy

Program Description
visit us online at http://www.ciis.edu/exa

Academic Years 2012–2014
California Institute of Integral Studies
1453 Mission Street, San Francisco CA 94103
415.575.6100   www.ciis.edu
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Contact the admissions counselor responsible for this program at [www.ciis.edu/admissionsteam](http://www.ciis.edu/admissionsteam) or visit our website: [www.ciis.edu](http://www.ciis.edu).
About the Expressive Arts Therapy Program

The MA program in Expressive Arts Therapy (EXA) was established in 1996 on the strong foundation of the prior certificate program. Since that time, the EXA program has offered students the opportunity to develop expressive arts skills across a range of media, to gain proficiency in the theories and practices of counseling and psychotherapy, and also to meet the California state requirements for licensure as a Marriage and Family Therapist. Our faculty includes seasoned educators and expressive arts practitioners, many of whom are considered leaders in the field both nationally and internationally.

What is Expressive Arts Therapy?
Expressive arts therapy refers to a therapeutic approach with individuals, couples, families, groups, and community-based programs that integrates a wide range of arts modalities in the service of human growth, development and healing. It takes a multi-arts or multimodal approach, integrating painting, drawing, sculpture, dance/movement, music, drama, ritual, poetry, and prose within therapeutic encounters.

Expressive arts therapists seek to build a compassionate, supportive, and culturally-sensitive relationship with clients. The expressive arts become the medium through which clients can explore and potentially transform emotional, social, spiritual, and relational issues; identify strengths; and experience new creative insights.

A Comprehensive Training in Counseling and Psychotherapy
The Expressive Arts Therapy program integrates a thorough education in theories and methods of psychotherapy with intensive training in expressive arts therapy. This three-year, full-time program covers individual, group, couples, and family therapy; and it includes a year-long practicum under the supervision of licensed mental health professionals who are also expressive arts therapists. The training meets the educational requirements for the California license of Marriage and Family Therapist (MFT) and is designed to meet the educational requirements to become a Registered Expressive Arts Therapist (REAT) with the International Expressive Arts Therapy Association (IEATA).

A Range of Theoretical Frameworks
The EXA program at CIIS provides students with foundational knowledge and skills of the major schools of psychotherapy through multicultural and feminist lenses. These include contemporary psychoanalytic and psychodynamic approaches, Jungian, existential-humanist, cognitive-behavioral, narrative, and constructivist; as well as a range of family systems and couples approaches.

Multiple Expressive Arts Approaches
There are multiple theoretical foundations for an expressive arts practice. At CIIS, students have an opportunity to receive foundational training in a wide range of expressive arts approaches. The most established approaches include person-centered, movement-centered, intermodal, and narrative, and collaborative expressive arts therapies.

Real-World Applications
The Expressive Arts Therapy program introduces students to the real world of expressive arts therapy. In the first semester students interview an EXA practitioner in the field. In subsequent semesters, students have opportunities to observe expressive arts therapy in clinical settings. Second-year students have an opportunity to apply for an expressive arts pre-practicum position working with a partner organization in the community. Pre-practicum hours can be counted towards BBS licensure.

The program places a high premium on sensitivity and responsiveness to the needs of the very diverse communities of the Bay Area in terms of race, ethnicity, religion, gender, sexual preference, differing abilities, and socioeconomic status. This is reflected in all aspects of the formal curriculum as well as in our approach to pedagogy in the classroom.
Expressive Arts Therapy Program Goals and Priorities
EXA is a dynamic program weaving the arts across the curriculum, enabling students to:
• Demonstrate capacity to integrate a range of expressive arts practices into psychotherapy with individuals, couples, families, and groups; with sensitivity to differences including gender identification, sexual orientation, race, ethnicity, differing abilities, socioeconomic status, and spiritual and religious practices
• Translate expressive arts interventions and processes into standard psychological language, and vice versa
• Articulate when expressive arts approaches are appropriate and when they may be contraindicated within particular clinical situations
• Demonstrate capacity to weave together expressive arts and recovery-oriented principles and practices into treatment
• Demonstrate personal growth and development through the use of expressive arts practices
• Demonstrate ability to conceptualize and intervene holistically (addresses body, mind, and spirit)

Priorities
• Clinical knowledge and skills
  We learn through applying theories to our own experience, in practice sessions with peers and with clients in community settings.
• Professional development
  We prepare students for the realities of professional clinical practice.
• Personal development
  We provide a context within which students grow personally and professionally, emphasizing the integral nature of mind, body, and spirit.
• Strength in diversity
  We honor and respect diverse backgrounds, beliefs, and values, and also approaches to practice, striving to use our differences proactively as a source of learning and strength.
• Integration
  We cultivate the capacity to integrate our emerging arts-based relational skills and knowledge throughout all aspects of the life of the program.

Where Can Expressive Arts Therapy Be Applied?
Expressive arts therapy processes are used successfully in almost all psychotherapeutic contexts, ranging from work with people faced with chronic and persistent mental health challenges, to the facilitation of human growth and potential.
Flowchart for MA Students in Expressive Arts Therapy

Note: This is a working draft of the sequence of courses as of this date, subject to revision regarding both the courses required and the semester a course is offered.

### Expressive Arts Therapy (EXA) Curriculum

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td>History and Foundations of EXA Therapy 3</td>
<td>Clinical Applications of EXA Therapy 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Therapeutic Communications: Foundational Skills 3</td>
<td>Human Development and the Family 3</td>
<td></td>
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<tr>
<td></td>
<td>Psychotherapy Theories and Practices 3</td>
<td>Child Therapy 2</td>
<td></td>
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<tr>
<td></td>
<td>Group Dynamics and Therapy 3</td>
<td>Research Methods 2</td>
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<td></td>
<td></td>
<td>Alcohol and Chemical Dependency 1</td>
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<td></td>
<td><strong>Total units</strong> 12</td>
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<td><strong>Total units</strong> 11</td>
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<tr>
<td>2nd year</td>
<td>EXA Approach: Person Centered 2</td>
<td>EXA Approach: Intermodal 2</td>
<td></td>
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<td>Family Dynamics and Therapy 3</td>
<td>Couple Counseling 3</td>
<td></td>
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<tr>
<td></td>
<td>Family Dynamics Lab 1</td>
<td>Community Mental Health and the Recovery Model 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychopathology and Psychological Assessment 3</td>
<td>EXA Approach: Collaborative and Narrative Therapy 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Arts in Therapy I 3</td>
<td>The Arts in Therapy II 2</td>
<td></td>
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<td></td>
<td><strong>Total units</strong> 12</td>
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<td><strong>Total units</strong> 12</td>
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<tr>
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<td>Practicum 0</td>
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<td>Supervised Clinical Practicum Group 2</td>
<td>Supervised Clinical Practicum Group 2</td>
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<td></td>
<td>Profession Ethics and Family Law 2</td>
<td>EXA Integrative Seminar 3</td>
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<td>EXA Advanced Seminar 2</td>
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<td><strong>Total units</strong> 6</td>
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1. **EXA Workshops:** Students must take two EXA workshops in order to obtain their degree. The EXA program offers these in partnership with CIIS Public Programs & Performances. One of the workshops is taken in the second semester of the 1st year; the second workshop may be taken in the 2nd or 3rd year.

2. **EXA Psychotherapy:** Each student is required to complete forty-five hours of psychotherapy with an approved EXA therapist while in the program.

3. **Arts Practice:** Each student maintains a personal arts practice while in the program. This process is tracked through designated classes.

4. **BBS Graduation Requirement:** Spousal Abuse Assessment and Reporting is a BBS workshop that must be taken for your degree. It is offered through CIIS Public Programs & Performances.

5. **BBS Post-Graduation Requirements:** Child Abuse Assessment and Reporting, and Aging and Long-Term Care must be taken prior to MFT licensure but are not needed before graduation. If you wish to take them while you are a student, speak with your advisor.

6. The MA in Counseling Psychology with a Concentration in Expressive Arts Therapy degree meets the educational requirements for MFT licensure. After graduation you must complete a supervised internship and pass the MFT licensing examination before you can become a Marriage and Family Therapist. This process takes, on average, three to five years. **Our program does not meet the requirements for the LPCC.**
Course Descriptions

Advanced Expressive Arts Seminars
Advanced EXA seminars provide an opportunity for students to develop clinical EXA skills with specific issues or populations. These include EXA with at-risk adolescents, trauma survivors, elders, people living with drug/alcohol addictions, and people living with severe and persistent mental illness.

Alcohol and Chemical Dependency Counseling
Survey of current treatment approaches to chemical dependency and examination of humanist, transpersonal perspectives.

Child Therapy
Techniques to remedy or prevent problems in children and their families. Case material introduces strategies of intervention.

Clinical Application of EXA Therapy
Clinical Applications of EXA Therapy is an overview course designed to expose students to the use of EXA therapy in an array of treatment settings, with various populations, and commonly encountered clinical issues. The course focuses on building EXA assessment and treatment skills through readings, in class experientials, practice assignments, and ongoing group work. Furthermore, learning is deepened through 1) clinical observations of EXA therapy in a variety of Bay Area facilities, and 2) the initiation of a specific arts practice that students continue to deepen throughout their time in the EXA program.

Community Mental Health and the Recovery Model
Students will learn the basic principles of the recovery model of mental health as described and supported by the California Mental Health Services Act of 2004. Students will learn and work with the “mental health recovery” models of service and treatment delivery, including key structural components. Evidence-based treatment interventions will be demonstrated and experienced, and effective strategies for working on integrated service teams, and evaluation methodologies will be developed.

Couples Counseling
This course covers theoretical and therapeutic approaches to working with couples, including psychodynamic, psychoanalytic, existential, cognitive behavioral, Gottman, and transpersonal approaches. Students learn how to integrate the expressive arts into work with couples and how to use the arts within the various traditional couples therapy frameworks.

Expressive Arts Therapy Approach: EXA Collaborative and Narrative Expressive Arts Therapy
This class introduces students to the theories and practices that inform collaborative and narrative approaches to EXA. Rooted within social constructionist philosophy and congruent with the principles and practices of the recovery model, students learn how to use EXA to build collaborative relationships with clients, integrating “playful approaches to serious problems” (Epston, Freeman, and Lobovits). Students learn to coauthor with client’s strengths-based alternative narratives in written, visual, poetic, musical, and embodied forms.

Expressive Arts Therapy Approach: Intermodal
The intermodal course follows a “flow” approach to expressive arts therapy developed over the past twenty years in Europe and America. It is based on finding meaning through following different but interconnected elements of imagination, including images, movements, sounds, and rhythms. This course presents a model of the therapist in dynamic, creative interaction with the client, where insight into the therapeutic relationship is stressed, particularly when experienced as an aesthetic response.

Expressive Arts Therapy Approach: Person-Centered
This course integrates Carl Roger’s evidence-based theory with multi-modal arts practice in individual therapy and group work to support self-awareness, healing, and self-determination, key factors that are congruent with the recovery model. Emphasis is on core conditions of empathy, honesty, and “unconditional positive regard” to encourage respect for individual uniqueness and cultural diversity.
Expressive Arts Therapy Integrative Seminar
Taken in the final semester, this course integrates personal, artistic, academic, and clinical elements of the program. The final project includes a personal journey statement, an arts presentation, integrative paper, and clinical case study. The integrative paper articulates each student's philosophy and approach to expressive arts therapy. The case study includes a clinical case presentation integrating expressive arts therapy and other clinical approaches.

Family Dynamics and Therapy
This course covers the foundational concepts and major theories of family therapy, including behavioral, Bowenian, structural, strategic, solution-focused, and symbolic-experiential. The course presents a myriad of family structures as represented in society and covers a variety of contemporary topics. The course includes experiential expressive arts processes to deepen learning.

Family Dynamics and Therapy Lab
This course is taken in concert with the family dynamics and therapy class. In this lab students have the opportunity to practice the family therapy theories and EXA interventions that they are studying. The course will focus on assessment, treatment planning, and intervention skills.

Group Dynamics and Therapy
This course explores basic theories of group process and group therapy through group interaction, didactic analysis, and synthesis. Students will learn the use of standard group and expressive arts therapies interventions.

History and Foundations of EXA Therapy
This course covers the creation of the EXA field; its history and philosophical foundations from its indigenous and multicultural roots to contemporary practices with individuals, couples, families, groups, and communities. The class focuses on the innate healing power of the creative process in relation to the integrative use of visual arts, music, dance, drama, and imaginal language arts in therapy. We will explore the implications and interplay of EXA therapy within the recovery model of mental health as well as other EXA-based clinical approaches.

Human Development and the Family
Theories and research in life transitions, stages of development, and rites of passage; from prenatal conditions, through adult experience, to dying.

The Arts in Therapy I and II
The Arts in Therapy courses focus on the therapeutic potential of the arts in practice. The use of single art forms as well as the use of integrative arts processes are explored. Students will develop foundational EXA skills in assessment and therapeutic interventions. Special consideration is given to issues of cultural competence and cultural humility in working with diverse populations when using the arts.

Pre/Post Practicum
This class provides clinical supervision for Expressive Arts Therapy students in their second year who are working with members of the Glide Memorial Church Community and in other EXA pre-practicum settings.

Professional Ethics and Family Law
Ethical standards for the practice of counseling and psychology. Review and discussion of ethical and legal aspects of marriage and family therapy and practice.

Psychopathology and Psychological Assessment
This combined course provides a historical, comparative, and contemporary overview of the development and clinical presentation of adult psychopathology and the categorization system of the Diagnostic and Statistical Manual, along with a survey of the clinical process of testing for both psychopathological structures and non-pathological personality features and traits. The individual counselor’s ability to clinically analyze and interpret assessment instruments, including diagnostic tests, will be emphasized.

Psychotherapy Theories and Practices
This is an introduction to traditional and contemporary theories and practices of psychotherapy. We begin by situating the field in relation to its sociocultural, historical, and indigenous roots. We go on to examine
contemporary psychodynamic, Jungian, existential-humanistic, cognitive-behavioral, and collaborative approaches; we integrating feminist and multicultural perspectives, addressing intersections with the recovery model. Creative arts-based case examples for various approaches are woven into the fabric of the class.

Research Methods
This course provides an overview of research methodologies with special focus on qualitative approaches, comparative ways of knowing, and the creation of an integral inquiry research project. The course will also include research in the creative and expressive arts therapies.

Supervised Clinical Practicum: Group
The supervised clinical practicum course provides a presentation and discussion of case materials for students who are currently working in practicum sites. The emphasis of the course is upon case formulation, the therapeutic relationship, development of clinical skills, and integration of expressive arts processes.

Therapeutic Communication
This course provides an overview of key concepts and methods in therapeutic communication, integrating psychodynamic, humanistic, expressive arts, and other approaches. It examines the sociocultural embeddings of therapeutic interactions and ways to work cross-culturally with respect and humility. Experiential portion includes role-play, simulations, and aesthetic responses.

Program Requirements

Practicum
A year of experience is required working in an agency practicing expressive arts therapy with clients under the supervision of a CIIS faculty member who is both a licensed mental health professional and an expressive or creative arts therapist.

California MFT Requirements
Spousal Abuse Assessment and Reporting should be taken before completing the MA; Child Abuse Assessment and Reporting, Human Sexuality, and Aging and Long-Term Care can be taken after completion of the MA program, but must be taken prior to application for MFT licensure. These are non-credit workshop/classes, most of which are available through CIIS Public Programs & Performances.

Personal Therapy
All students are required to complete forty-five hours of individual psychotherapy with a mental health professional who is also an expressive or creative arts therapist. The program maintains a therapist referral book.

EXA Workshops
Each student must take two zero-credit weekend workshops in order to obtain the degree. The EXA program offers these in partnership with CIIS Public Programs & Performances. One of the workshops will be taken in the first year; the second workshop may be taken in the second or third year.

Ongoing Arts Practice
Students are required to be engaged in an ongoing practice in an art modality of their choice. In consultation with EXA faculty, students develop and begin their arts practice during their first year. To encourage depth of involvement, students are required to complete at least one year of this time in one modality. This arts practice may involve taking instruction in a class or with a mentor, and involves acquiring the appropriate materials and having access to sufficient space to work with them.

Integrative Project
Toward the end of their third year, all students prepare and present a summary of their own personal journey through expressive arts therapy and the program, a final art project, a case study summarizing their expressive arts therapy work with a client, and an academic paper presenting their own approach to expressive arts therapy.
Admissions Requirements
A) Please write a brief statement in response to the following questions in the order that they appear:
1. Why are you interested in becoming an expressive arts therapist? What strengths and what limitations do you bring to pursuing this career direction?
2. What work experiences have you had that might be useful in preparing you to study to be an EXA therapist?
3. The prevalence of experiential exercises in our courses tends to stir up life issues. What internal and external strengths and resources do you draw from to help you cope in your daily life? What social supports does this include?
4. Our graduates are expected to be able to work with people from very diverse social, cultural, sexual/affectional preference, gender, and economic backgrounds. What is your experience of relating across dimensions of difference?
5. Students in the EXA program attend classes in a cohort. Since much of the class work is experiential, much of your personal process will be also visible to others. Have you ever been in such a group? If so, what was it like for you? If not, what do you imagine it would be like?
6. Share with us what integration of mind, body, and spirit means to you.

B) An expressive arts statement: a statement (two pages, typed, double-spaced) on your background in the arts (personal and/or formal), discussing any form of creative expression that has been important for you.

C) Two letters of recommendation: letters of recommendation will be accepted from academic advisors, professors, professional supervisors, or someone able to attest to your ability to undertake the work required for your program. Recommenders should use standard business format and include full contact information—name, email, phone number, and mailing address. Letters from family members or one's personal therapist are not accepted.

D) Academic writing sample: a writing sample of eight to ten pages (typed, double-spaced) that demonstrates your capacity to think critically and reflectively and demonstrates graduate level writing abilities. A sample that uses outside sources must include proper citations. You may submit copies of previous work, such as a recent academic paper, article, or report that reflects scholarly abilities.

E) An updated resume detailing your educational and professional experience

Academic Prerequisites: Two undergraduate psychology courses from an accredited college or university are recommended but not required. Completion of coursework in one of the following areas is strongly recommended: human development, psychopathology, theories of personality, and/or introduction to psychology.

Expressive Arts Community

The program supports, involves, and engages students in the following:

Joining the Larger EXA Community Worldwide
There are now a number of organizations dedicated to developing expressive arts therapy, and at their conferences and meetings EXA students can both learn about what others in the field are doing and present their own work.

The International Expressive Arts Therapy Association (IEATA), is a professional membership association for expressive arts therapy and has members throughout the world. IEATA offers the Registered Expressive Arts Therapist (REAT) credential to qualified practitioners. IEATA and the EXA program at CIIS have supported each other in their growth. Jack Weller, the program founder, was one of the founding executive co-chairs of IEATA; and EXA faculty member Kate Donohue is a founding board member and former executive co-chair. Both Weller and Donohue continue on the IEATA board.

Students are strongly encouraged to join and participate in IEATA, for which there is a low-fee student membership. IEATA can be reached at 415.522.8959 or http://www.ieata.org.
Finally, there are many opportunities to volunteer in the Bay Area, such as in homeless shelters, hospices, hospitals, and schools. Such volunteer opportunities can give you the chance to see the expressive arts in action before you advance into your practicum year.

Faculty Profiles

Core Faculty
Shoshana Simons, PhD, RDT, program chair, has more than twenty-five years of experience working with diverse children and adults in the fields of education, counseling psychology, organizational development, and community work. She has worked as a therapist in the U.K. and U.S., and has taught in the fields of counseling psychology and intercultural relations at Goddard College, University of Vermont, and at Lesley University. She is the former director of special projects at the Open Circle Program, based at The Stone Center, Wellesley College, where her work included promoting socio-emotional learning skills in elementary school systems, integrating the arts and mindfulness practices in learning and in running creative multicultural awareness programs for teachers and school leaders. Simons' interests include narrative and systemic expressive arts practices, the exploration of our own indigenous healing traditions, Jewish mysticism and Jewish shamanic healing, the role of expressive arts in leadership, and arts-based research methods. She holds an MA degree in sociology and social policy from London Metropolitan University, and an MA degree in human development, and a PhD in human and organizational systems from the Fielding Institute. She is a graduate of the Omega Transpersonal Drama Therapy Program in Boston.

Sherry Raley, PhD, FAMI, MT-BC, received a doctorate in transpersonal psychology and an MA in counseling psychology from the Institute of Transpersonal Psychology in Palo Alto. She also holds an MS in music therapy from Radford University. Raley has worked in mental health since 1989, including direct care work in group homes serving adults with developmental and mental health challenges, and as a Board Certified Music Therapist (MT-BC) in psychiatric hospitals. Currently she has a private practice as a music therapist and expressive arts-centered clinical psychologist where she sees individuals, couples, and families. Raley also has extensive experience leading inpatient and outpatient verbal psychotherapy and expressive arts psychotherapy groups. She is a credentialed therapist in the Bonny Method of Guided Imagery and Music, a depth psychotherapy that facilitates emotional, spiritual, and psychological healing by using music to engage the various layers of human consciousness. Her other areas of interest and publications/presentations include diversity and cross-cultural issues, alternative family structures, and cultural uses of the arts. She is an active member of the American Music Therapy Association (Western Region), the American Music Therapy Association, and IEATA, and is a Fellow of the Association for Music and Imagery (FAMI).

Denise Boston, PhD, is a core faculty member in the Expressive Arts Therapy program. She received a BFA from the University of North Carolina School of the Arts; a MA from Goddard College, and a PhD in counseling psychology from Walden University. Her work experience includes teaching indigenous psychology, performing, and ritual process and ceremonial design. She has worked with underserved children and youth for more than thirty years and as a rites of passage program director and trainer for a variety of organizations. Boston has devoted her career and research to understanding the impact of social injustice in the lives of people living in marginalized communities. She is an active member of IEATA, and the National Association for Drama Therapists (NADT). She is a contributing author to Fundamentals of Local Arts Management, Arts Extension Service, fifth edition (2008).

Adjunct Faculty
Keely Burke, MA, MFT applicant for licensure, is a graduate of the CIIS Expressive Arts Therapy program and now works as adjunct faculty in the program. She teaches Family Dynamics and Therapy and Couples Therapy courses. She has worked as a therapist for four years, specializing in couples therapy, trauma, gender issues, and addictions with adults, teens and families from a variety of social and cultural contexts. She has also worked for ten years in nonprofit organizations focusing on arts education in projects that empower at-risk girls through the arts at various locations, including at the O’Keeffe Museum in New Mexico, in domestic violence prevention for rural and native women in South Dakota, and in a studio project for middle and high school students that she founded in West Oakland. Her primary modes of art expression are through foundry sculpture, hand-built ceramics, and painting. She also regularly swing dances, plays piano, and sings. Her sculpture and painting,
often handling feminist content, have been in shows in galleries at the College of Santa Fe; in Rapid City, South Dakota; and in San Francisco.

Danielle Burnette, MA, MFT Intern, is a graduate of the CIIS Expressive Arts Therapy program and now works as an adjunct/assistant professor in the program. She has eight years’ experience working in the nonprofit arena as the program director for Pivotal Point Youth Services and founder and executive director of Creative Cocoon for Girls. She is currently working on a PhD in Clinical Psychology at Fielding Graduate University with her research studies focused on work with African American individuals and families around healing the inter-generational trauma of slavery using expressive arts therapy. As a spoken word artist she was the 2003 Oakland Poetry Slam Champion, is author of a book titled *Cast Iron Life: A Collection of Poem and Recipes*, and has performed throughout the nation, recently performing in a spoken word tribute to Cornel West.

Lauren Cunningham, MSW, LCSW, is an analyst member of the C. G. Jung Institute of San Francisco. She is a teaching member of the International Society for Sandplay Therapy, a founding member of Sandplay Therapists of America, and founding editor of the *Journal of Sandplay Therapy* (1990–2000). She was a contributing editor of *Living the Tides of Uncertainty: Proceedings for STA National Conference 2004* (STA 2006), contributed a chapter to *Supervision of Sandplay Therapy* (Routledge, 2008), and has published papers in the *Journal of Sandplay Therapy*. She has a private practice in San Francisco and sees children, adolescents, and adults in her analytic practice. She writes, teaches, and consults on sandplay and on analytic work with children. She is a consultant for the Parent Participation Nursery Schools of San Francisco. Cunningham teaches Beginning and Intermediate Sandplay.

Shellee Davis, MA, REAT, is an artist, educator, and Registered Expressive Arts Therapist. She co-created and taught the Person-Centered Expressive Arts for Healing and Social Change Certificate program at Saybrook Graduate School with Natalie Rogers for four years, and was codirector and faculty at the Person-Centered Expressive Therapy Institute for eighteen years. She cofounded and taught expressive arts programs at Wigand-Leigh College in England; and at World College West, and New College of California in California; and in Japan, where she still teaches and gives workshops. Davis teaches Person-Centered Expressive Arts Therapy.

Kate T. Donohue, PhD, REAT, is a licensed psychologist and a registered expressive arts therapist. She holds a PhD in counseling psychology and has maintained an active private practice for thirty-two years. She has also been teaching for thirty-five years at such institutions as CIIS, Institute for Transpersonal Psychology, JFK University, and the San Francisco C. G. Jung Institute. Donohue was also one of the original founding core faculty members of the Expressive Arts Therapy program at CIIS. Additionally, she has been a supervisor for the past thirty years and was coordinator of the Expressive Arts Therapy program’s practicum supervision. Her life work in teaching, supervision, consultation, training, and her therapy practice has been to marry Jungian psychology with expressive arts therapy. She was a cofounder of the International Expressive Arts Therapy Association and is now a MCEP and CEU provider. Her work as an expressive arts therapist stems from her own deep and abiding passion for the arts, culture, and spirituality. Donohue is involved in visual arts and dance, having spent twenty years studying indigenous and ethnic dance forms, in particular West African and Afro-Cuban dance. Her visual arts work in painting and drawing has helped her explore an interest in understanding the sacred feminine. With a background in drama and poetics and a great appreciation for music, she says that her involvement in arts and culture has made her own life richer, by allowing her to map and understand her own inner terrain. Donohue teaches advanced seminars such as EXA and Creative Aging.

Lois Friedlander, MA, MFT, is a Board Certified Music Therapist, a Licensed Marriage and Family Therapist, and a Certified Group Psychotherapist with more than thirty-five years of experience in the field of psychiatry. She is a nationally recognized music therapist, consultant, and author. Friedlander began her career in child psychiatry in 1973 at the Napa State Hospital Children’s Center. In 1976 she took a position on the Child Inpatient Unit in the Department of Psychiatry at the University of California, San Francisco. In 1993 she joined the University of California, San Francisco, Department of Psychiatry faculty as assistant clinical professor and began supervising psychiatry residents in the art of facilitating creative arts therapy groups for outpatients. In 1995 she was among the first to become a Certified Group Psychotherapist with the American Group Psychotherapy Association. In 2001 she retired from a career at the university hospital and became adjunct faculty in the Expressive Arts Therapy program at CIIS, where she teaches music therapy and group dynamics and facilitates graduate student process groups. Friedlander teaches Group Dynamics and Therapy.
Maria Gonzalez-Blue, MA, REAT, REACE, is in private practice as an expressive arts therapist and expressive arts consultant/educator. She has worked extensively with diverse groups and individuals of all ages. She was a core faculty member of the Person-Centered Expressive Therapy Institute in Santa Rosa, California, from 1991 to its closing in 2005. She is cofounder of the Person Centered Expressive Therapy Institute in Buenos Aires, Argentina, and has also taught in Mexico and Guatemala. She is adjunct faculty at Santa Rosa Junior College, where she brings creative process to an elders program. She also facilitates art therapy at Sebastopol Apple Valley Rehab physical therapy center. A twenty-five-year commitment to Huichol shamanism of Mexico has influenced her passion for the arts as spiritual exploration. She is currently a board advisor for the International Expressive Arts Therapy Association where, as a board member, she was instrumental in developing the first professional registration for expressive arts consultant/educators (REACE). Gonzalez-Blue teaches Person-Centered Expressive Arts Therapy.

Ellen G. Levine, MSW, PhD, is a graduate of the Toronto Art Therapy Institute (DTATI), a Registered Art Therapist (ATR-BC), a Licensed Social Worker (LICSW, MA), and a Registered Expressive Arts Therapist (REAT). She is a graduate of the Toronto Child Psychotherapy Programme and a registered psychoanalyst (NAAP). Although her primary medium is visual art, she has also studied clown and mask with Richard Pochinko, Philippe Gaulier, and others. She is a cofounder and is on the faculty of ISIS-Canada, a three-year training program in expressive arts therapy. Levine is also a senior staff social worker at the Hincks-Dellcrest Centre for children’s mental health in Toronto. She is a core faculty member and dean of individualized studies in expressive arts therapy at the European Graduate School in Switzerland. She is the author of Tending the Fire: Studies in Art, Therapy and Creativity (EGS Press); coeditor of Foundations of Expressive Arts Therapy: Theoretical and Clinical Perspectives (Jessica Kingsley Press); coauthor of Principles and Practice of Expressive Arts Therapy: Toward a Therapeutic Aesthetics (Jessica Kingsley Press); and coeditor of a festschrift (celebratory volume) in honor of Stephen K. Levine, In Praise of Poiesis: The Arts and Human Existence (EGS Press). Ellen Levine co-teaches Intermodal Expressive Arts Therapy.

Stephen K. Levine, PhD, DSSc, REAT, is professor emeritus of York University (Toronto), vice-rector and dean of the Doctoral Program in Expressive Arts at the European Graduate School (Switzerland), and codirector of ISIS-Canada. His publications include Song the Only Victory: Poetry Against War, Principles and Practice of Expressive Arts Therapy: Toward a Therapeutic Aesthetics (with Paolo J. Knill and Ellen Levine), Poiesis: The Language of Psychology and the Speech of the Soul, and Trauma, Tragedy, Therapy: The Arts and Human Suffering. He is the editor of POIESIS: A Journal of the Arts and Communication and was one of the cofounders of IEATA. His artistic interests include poetry, voice, and theater, especially clown. In 2008, he was the subject of a festschrift, In Praise of Poiesis: The Arts and Human Existence, which includes contributions by many of the founders and succeeding generations in the field of expressive arts. Stephen Levine co-teaches Intermodal Expressive Arts Therapy.

Syntha Lorenz, MA, MFT, REAT, is a licensed MFT and Registered Expressive Arts Therapist. She has a full-time private practice in San Francisco and is the program director at the Marina Counseling Center and executive co-chair for IEATA. She is practicum site coordinator and adjunct faculty in the EXA program at CIIS. She facilitates groups, an EXA supervision group for MFT trainees, an EXA women’s group, and an EXA group for children ages six through twelve who have been exposed to domestic violence. Visual arts, somatic awareness, sandplay, authentic movement, and dream work are some of the ways she integrates the arts into her practice. She is a graduate of CIIS, with an MA in Expressive Arts Therapy. Lorenz is an EXA practicum group supervisor.

Delfina Piretti, MA, MFT, is a seasoned body-mind healing practitioner. Her work as a visual artist has included oil painting and interactive installations such as: Dream Repository Tent, The Sin Eater Café, and Tabula Rasa Confessional. Her art directly relates to her work as an expressive arts therapist; her interest in shamanism and Zen Buddhism; and her Italian cultural roots. In 2009 she did an artist residency in Southern Italy where she facilitated a dream painting workshop for the village of Noepoli. She has a studio at Workspace LTD in San Francisco. She graduated from Antioch University West where she studied expressive arts and clinical psychology. She went on to pioneer innovative programs such as Project Sanctuary (one of the first shelters for battered women in Northern California); and SAGE (an agency designed help to women traumatized from prostitution and commercial sexual exploitation), where she was the first clinical director. She created and implemented expressive arts therapy groups in jails for seven years, integrated expressive arts into an elementary school.
violence-prevention program, and co-created a residential arts-based therapeutic community model for those with chronic mental illness (Northeast Lodge/CPMC/SF). She has done two public art projects with The Sage Project and incarcerated women through the San Francisco Arts Commission. In her private practice she blends the expressive arts with Jungian-oriented psychology, dream analysis, hypnotherapy, energy work, Buddhist psychology, mindfulness practice, and yoga. She also incorporates EMDR, EFT, somatic experiencing, sandplay, and generative hypnotherapy. She has been in private practice for twenty years, facilitates EXA workshops and retreats, and does creativity coaching. Piretti is an EXA practicum group supervisor.

**Jo Sopko, MFT, RDT**, a professional actress, has her own weaving business. She also has an extensive background in the arts, as well as in yoga and Buddhist meditation. She works with at-risk children/youth, as well as families, individual adults, and graduate students. She is a graduate of CIIS (Drama Therapy), with a special interest in expressive arts, drawn to the image and symbol, and feels deeply connected to a Jungian approach (including sand tray) to access the depth and wisdom of the unconscious. Sopko has been supervising EXA students for four years and is directing drama therapy students' self-revelatory performances as part of their final project. She has a part-time private practice in Marin and San Francisco, and works at a homeless shelter (Homeward Bound of Marin) as a child/trauma specialist with homeless children and families, where she supervises interns; and specializes in the trauma of homelessness, addiction, domestic violence, and childhood abuse. She is the author of a manual on the parent-training program she developed for the shelter, addressing the effects of trauma on the child. Sopko is an EXA practicum group supervisor.

**Phil Weglarz, MFT, REAT**, is a licensed California Marriage and Family Therapist, Registered Expressive Art Therapist, lecturer, teaching artist, and performer with experience offering therapeutic services for children, adults and families in a variety of settings. He’s practiced in foster homes, afterschool programs, residential youth services, child welfare agencies, hospitals, adult day treatment, and private studios. He teaches expressive arts therapy at the graduate level and offers introductory workshops in the use of play and improvisation for undergraduates and other adults. He has a private practice in San Francisco and Oakland, offering individual, couples, family, and group therapy. Weglarz teaches History and Foundations of Expressive Arts Therapy.

The following adjunct faculty teach workshops for the program and make guest speaker appearances in EXA classes:

**John Fox, BFA**, is a poet and certified poetry therapist. He is an adjunct associate professor at CIIS. He teaches regularly in the Graduate School of Holistic Studies at John F. Kennedy University in Berkeley, at the Institute for Transpersonal Psychology in Palo Alto, and through the Sophia Center for Culture and Spirituality at Holy Names University in Oakland. He is the author of *Poetic Medicine: The Healing Art of Poem-Making, Finding What You Didn’t Lose: Expressing Your Truth and Creativity Through Poem-Making*, and numerous essays. Fox is a contributor to *Whole Person Health Care* (Pager/Greenwood). He is featured in the PBS documentary *Healing Words: Poetry and Medicine*, a film about introducing poetry into hospital settings. He works throughout the United States in therapeutic, medical, pastoral, geriatric, educational, holistic, public, and community-based settings. He has taught in Ireland, England, Israel, Kuwait, South Korea, and Canada. Fox was the president of the National Association for Poetry Therapy from 2003 to 2005. He is president of the Institute for Poetic Medicine ([www.poeticmedicine.org](http://www.poeticmedicine.org)), a nonprofit he founded in 2005.

**Jeffrey Jamerson, MA** in counseling psychology, PhD candidate at CIIS, has worked with foster youth for eighteen years. He is an assistant director of a foster care agency in Southern California. His early work as a filmmaker, DJ, and break-dancer showed him the power of story and creative self-expression. Hoping to create a shift in therapy with children, he has integrated narrative and expressive arts modalities with digital art, which he calls remix therapy. The objective of remix therapy is to re-vision a life story utilizing digital cameras, pictures, music, and voice-over.

**Deborah Koff-Chapin, BFA**, holds a degree from The Cooper Union, and is an artist, vocalist, author, and teacher. She has been developing the process of touch drawing since she discovered it in revelatory play in 1974. Koff-Chapin is creator of SoulCards 1 and 2 and author of *Drawing Out Your Soul and The Touch Drawing Facilitator Workbook*. She has produced a DVD, audio CD, slide shows, enewletters, and an online community to support the dissemination of touch drawing worldwide. Koff-Chapin is on the faculty of Esalen and Omega
Jaime Nisenbaum, PhD, REAT, holds a doctoral degree in clinical psychology from Pacifica Graduate Institute and is a Registered Expressive Arts Therapist. He is an adjunct faculty member and former codirector of Tamalpa Institute; has lectured at several universities, including Sonoma State University and San Francisco State University; and leads intensive personal growth workshops combining somatic awareness, expressive arts therapy, and improvisation. His background includes extensive training in movement-based expressive arts therapy; body-oriented psychotherapeutic approaches; Gestalt therapy; and a wide array of psychological orientations, encompassing psychodynamic, humanistic/existential, and depth psychology. His areas of interest in teaching, research, and clinical practice involve the development of further clinical applications of expressive arts therapy and men's studies. He is a contributing author of the books The Body Can Speak and In Praise of Poiesis: The Arts and Human Existence, and maintains a psychotherapy private practice in San Rafael.

Gwen Sanders, MFT, ATR-BC, a psychotherapist in private practice, is senior lecturer in the Art Therapy Psychology Department at Notre Dame de Namur University. She taught in the post-master's certificate art therapy program at UC Berkeley Extension and is past president of the Northern California Art Therapy Association, serving on its board for seven years. In 1991 she developed the art therapy program at Seneca Center, and is currently the art therapy coordinator and clinical supervisor in the Alameda public schools program. She has extensive clinical experience as a therapist in day-treatment programs with children and adults, as an Employee Assistance Program counselor for the U.S. Postal Service, in outpatient clinics, in providing bereavement support, and as an activity director with the elderly. She provides supervision for interns and trainees and is a consultant and trainer to agencies. As a consultant for the U.S. Army since 2006, Sanders has worked in Europe with soldiers and their families. A CAMFT-Certified Supervisor since 2003, she has presented at state and national art therapy conferences.

Gloria Simoneaux, MA, REAT, adjunct faculty in Expressive Arts Therapy, is founding director of Harambee Arts, an expressive arts organization based in sub-Saharan Africa, designed to serve children globally who have been traumatized by illness, poverty, autistic spectrum disorder and other crises. Simoneaux taught Expressive Arts to counselors in Nairobi as a Fulbright scholar, affiliated with the Kenya Association of Professional Counselors. She is the Founder of DrawBridge: An Arts Program for Homeless Children, has worked with pediatric oncology patients in San Francisco hospitals and is currently a consultant with Save the Children.

Tina Stromsted, PhD, MFT, ADTR (Registered Dance Therapist), was cofounder and faculty at the Authentic Movement Institute in Berkeley, is on the faculty of the somatics doctoral program at Santa Barbara Graduate Institute, and is a trainer in the leadership program for the Marion Woodman Foundation. A founding faculty member of the Women’s Spirituality program (CIIS), she was also a long-time core faculty member of the Somatic Psychology program (CIIS), and is an adjunct faculty member in the Expressive Arts Therapy program (CIIS). She teaches in public programs at the C. G. Jung Institute of San Francisco, Esalen Institute, and other universities and healing centers internationally. With a background in dance and theater, her clinical experience includes more than three decades of work in hospitals, in community mental health clinics, and in private practice. She leads annual workshops internationally and is an advanced candidate at the C. G. Jung Institute of San Francisco. Author of numerous book chapters and articles in professional journals, she is passionate about integrating depth-oriented, creative approaches to reclaiming body wisdom. Her private practice is in San Francisco.

Armand Volkas, MFA, MA, MFT, RDT/BCT, is the founder and director of the Healing the Wounds of History and Acts of Reconciliation projects, and of the Living Arts Counseling Center and Playback Theater Company. He has developed innovative programs using drama therapy for social change, conflict resolution, reconciliation, and intercultural communication.

Jack S. Weller, MA, Rudolph Schaeffer Professor of Arts and Creativity and founding director of the Expressive Arts program at the Institute, received his BA in psychology and MA in philosophy from the University of
California (1968), specializing in aesthetics and East-West studies. His postgraduate work at the University of California, Berkeley, and the San Francisco Zen Center focused on Buddhist art and Buddhist studies; he has also been trained in the healing, therapeutic aspects of the arts. For ten years he was the founding director of the Arts and Consciousness graduate program at JFK University. His work spans philosophy, mysticism, meditation, aesthetics, sacred and transformative arts, creativity studies, and expressive arts therapy. He is a founding co-chair of IEATA.

Student Profiles

George Brais is a multidisciplinary artist who draws upon all modalities in his expression. He established and is currently facilitating a creative process he calls Euphorah that utilizes drama, music, imaginal language, movement, video, and visual art simultaneously within an inspiring collaborative group space that ultimately culminates in a live, witnessed performance. Having experienced firsthand the ability of the arts to heal, Brais decided to further his education in psychology and join the EXA program, through which he envisions combining his passion for the arts and his natural shamanic healing abilities in the therapeutic space. This past summer, Brais took Euphorah to Kolkata, India and was able to share this process through a two-month workshop with Hue ‘n’ I while releasing his first music album. He is currently collaborating with fellow students and cofacilitating workshops on Energy Healing and Expressive Arts. Brais is also actively involved in MAPP (Mission Arts Performance Project) and is currently promoting Plasma, an art gallery based in India that supports children with blood disorders. Currently in his second year, he looks forward to completing the program and traveling the world to share the tremendous healing power of the arts.

Aradhna Singh is both a spiritual healer and an artist. Originally from Kolkata, India, she holds a BA in studio art and an MFA in electronic art from the University of Cincinnati. She also pursued undergraduate courses at the Fashion Institute of Technology as well as graduate courses in electronic visualization at Mississippi State University. Her favorite forms of expression are painting, video installation and motion capture. More than a decade ago, she started a company called Hue ‘n’ I and has been conducting a series of expressive arts and energy healing workshops for people of all ages in India. In 2005 she started Plasma, an art gallery that helps raise funds for children with blood disorders in India, which she is now promoting in San Francisco. Being a certified energy healer and angel therapy practitioner, she decided to join the EXA program to combine her passion for the arts and healing. Currently in her second year, she is cofacilitating workshops in San Francisco that help individuals tap into their spiritual gifts through the expressive arts. She is also working with fellow students on projects such as Euphorah, a powerful multidisciplinary experience through which artists are able to collaborate, share, and be witnessed. A recipient of multiple grants and awards including the Aparajita Award of Excellence in the Field of Art, her mission is to use the healing aspects of the expressive arts to deepen our connection with self and source.

Alumni Profiles

Julia Ellis (2011), currently a third-year student, arrived at the EXA program after working in the nonprofit education world for nearly ten years. She brings with her a love of all of the arts and a special passion for accessing the body through movement and voice. Now she serves as a trainee on the Sutter Hospice Bereavement team, where she facilitates grief work using the expressive arts, provides music therapy to bed-bound hospice patients, and cofacilitates EXA and grief groups. She also has extensive experience volunteering abroad in India and Israel. In conjunction with her degree at CIIS, she attended the European Graduate School where she studied intermodal EXA. Her commitment to the expressive arts field also extends to her involvement with the International Expressive Art Therapy Association (IEATA) as the co-coordinator of the Northern California Regional Group.
Peter Brown (2010): “I have been fortunate to bring a wide variety of experience to the field of expressive arts therapy: a West Point education; planning and operations experience; extensive personnel leadership and combat experience as an officer in the U.S. Army; and management experience throughout my career, notably as the head of project and contract controlling for the Freudenberg Anlage und Werkzeugtechnik, in Laudenbach, Germany. I completed and published a consultancy piece on the development of world-class project management and internal marketing in completion of my MBA internationally. I am also an experienced international linguist, speaking German and French fluently, and currently studying Japanese. I am deeply interested in creative organizational change management, and explore my work and myself in the arts, including a background in performance arts and music; and current practices in pottery, violoncello, and electronic music production. I am continuing my integrative work in the PsyD program in hopes of bringing the expressive arts to ever-wider audiences.”

Elena Beth Hull (2004) combines creativity and healing as a psychotherapist and has a Marriage and Family Therapy license and Creative Arts Therapy license in the state of New York. She provides in-depth psychotherapy to individuals and couples at Midtown Marriage and Family Therapy and in her private practice in Greenwich Village. As clinical director at Midtown Marriage and Family Therapy, she is developing an intern training program/practicum site. She is also working with the Joyful Heart Foundation, whose mission is to offer healing to women affected by sexual assault and abuse.

Brima Jah (2010) immigrated to the United States from Curaçao, Netherlands Antilles. The former dancer first discovered the expressive arts as a boy when he became fascinated with imaginative play. He has since become involved with sketching, voice, dance, and theater. He has worked with children and families, queer teens, and foster youth. As an EXA student at CIIS, he harnessed the arts to facilitate growth and healing, both for himself and for others. He is now a marriage and family therapy trainee, providing both individual and group therapy services for the LGBTQI community.

Aaron Rousseau (2011): “Originally from Salt Lake City, Utah, I discovered my passion for expressive arts therapy while working with an alum of the EXA program at CIIS in a wilderness therapy program for teens in Oregon.” He is currently in practicum at the California Pacific Medical Center in San Francisco. “I find myself amazed by the power of music to tap deep personal emotion and also to motivate group cohesion and collaboration. I love using visual art and poetry to get to know the patients’ personal metaphors as we explore their life themes together. The power and beauty of art is that we as facilitators can act as midwife to the soul’s process of ministering to ourselves.” His aspirations include providing groups and workshops for men and teens, while also focusing on a private practice with young children and their families.

Becki Tinsley (2008) has a diverse background in science, theater, and activism. She worked for many years as a theatrical designer and also taught art to at-risk middle school students before embarking on the path of self-discovery as an expressive arts therapist. Since graduation, she has pursued her passion as a visual artist while working full-time in a crisis residential facility with dually- and triply-diagnosed adults. She also leads a grief-and-loss group for women transitioning out of county jail, and continues to work part-time as an administrative assistant in the EXA program.

Mena Zaminsky (1999) holds a master’s in counseling psychology, with a concentration in expressive arts therapy. She is a licensed Marriage and Family Therapist, Expressive Arts Therapist, a trained Sensory Motor Psychotherapist with a focus on trauma, and a Certified Addictions Treatment Counselor (CATC). She is the director of outpatient services at Walden House, and also has a private psychotherapy practice. She is an adjunct faculty member in the City College of San Francisco Drug and Alcohol Studies program, where she has taught a variety of classes, including an Introduction to Drug and Alcohol Studies, Co-occurring Disorders, Group Facilitation, and Motivational Counseling. Kaminsky is also a member of the Drug and Alcohol Studies Community Advisory Board and a past board member of IEATA, where she previously served as the publications committee co-chair, newsletter editor, and artist committee co-chair. She has also taught at John F. Kennedy University, as well as providing trainings in “Using Expressive Arts Therapy in the Treatment of Addictions” in various clinics, including the Haight Ashbury Free Clinics, the Sunset Mental Health Clinic, Napa State Hospital, and the Volunteer Legal Service of the San Francisco Bar Association.
Integral
An approach to life, philosophy, and education that focuses on wholeness and integration of body-mind-spirit. The Sri Yantra symbolizes the integration of the spiritual with the worldly, embracing paradoxes and honoring diversity as part of its method of comprehending unity.

“What happens at CIIS is very nearly unique in the world of higher education. It is also revolutionary...No one is truly educated until heart and mind have been joined with action.”

PARKER PALMER
Author, educator, activist

Accreditation
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Diversity
California Institute of Integral Studies recognizes and honors the value of a diverse academic community. It is committed by law and by purpose to serving all people on an equal and nondiscriminatory basis.

In Brief
LOCATION
• In downtown San Francisco
• Walk to public transportation

COMMUNITY
• 1,400 students
• Age range from 20 to 75
• 7% international
• 26% students of color
• 71% women
• Online students across 4 continents
• More than 5,000 alumni in 28 countries

COSTS
For a detailed breakdown of costs—full-time, part-time, and per-unit—visit www.ciis.edu/admissions or call Admissions at 415.575.6154.

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San Francisco Is Our Campus

San Francisco is a hub of connections—international, cultural, and professional—within one of the world’s most beautiful natural environments. Diverse neighborhoods make up the city, and CIIS is located in the lively downtown area.

Inside our buildings, you’ll find intense learning experiences, a rooftop Zen garden, meditation room, bookstore, art exhibits, and our popular organic café. Outside, a spirit of renewal is invigorating SoMa, our South of Market neighborhood. Parks, shops, and housing are sprouting up in the area between Mission Street and the San Francisco Bay, already anchored by Symphony Hall, the Asian Art Museum, Yerba Buena Center for the Arts, the Museum of Modern Art, San Francisco Public Library, and City Hall.

In the city and throughout the Bay Area, students gain work experience at challenging practicum sites. There’s an exciting synergy here between personal and communal growth you won’t find anywhere else.

Through CIIS Public Programs & Performances, the Institute offers students and the public a dazzling variety of concerts, workshops, conferences, lecture series, and urban retreats—many granting continuing education credit—that showcase leaders in spiritual practice, interfaith dialogue, psychology, social activism, bodywork, performing arts, dance, movement, and many other areas. The Arts at CIIS sponsors numerous art exhibits and events, and travel tours take alumni and friends to such destinations as India and Costa Rica. A recent major conference, “Expanding the Circle: Creating an Inclusive Environment in Higher Education for LGBTQ Students and Studies” attracted participants from colleges and universities throughout the U.S. and internationally.

Open the Door to Your Future

Our place is yours during CIIS open houses and program information sessions—great ways to experience our community and learn about programs firsthand. You can also call or email our admissions counselors who can answer your questions, put you in touch with specific programs, and schedule a classroom or campus visit.

Financial Aid Is Available

CIIS administers a full complement of financial aid programs, including federal student loans, scholarships, grants, student employment, and private loans. Please call the Financial Aid Office for details at 415.575.6122 or visit www.ciis.edu/financialaid