Drama Therapy
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.
Drama Therapy

MA in Counseling Psychology with a Concentration in Drama Therapy

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

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)

or

Jeff Aitken, Program Coordinator
415-575-6230
jaitken@ciis.edu
About the Drama Therapy Program

*Freedom* and *possibility* are two key words that begin to describe the essence of drama therapy. Life is finite: there are only so many experiences we can have. But in drama, the opportunities and options are endless, enabling us to dive more deeply into the richness of life. And when the dramas are authentic and “real,” they have the power profoundly to affect, and even alter, our real lives. For the past thirty years, we have been investigating how therapeutically adapted dramatic processes work over time to heal wounds, facilitate lasting change, and help people reach their highest potential.

The CIIS Drama Therapy program is one of only a few master’s programs in the field accredited and approved by the North American Drama Therapy Association, and is one of only a handful of such programs in the world. The Drama Therapy program at CIIS is internationally recognized as one of the world’s most highly developed and rigorous training programs for drama therapists. CIIS is accredited by the Western Association of Schools and Colleges (WASC). The Drama Therapy program follows the academic guidelines set forth by the North American Drama Therapy Association and meets academic requirements for registry as a drama therapist. Students also fulfill academic requirements for Marriage and Family Therapist (MFT) licensure in the State of California. Coursework preparing for licensure as a Licensed Professional Clinical Counselor (LPCC) is also available.

Drama therapy is the systematic and intentional use of drama and theater processes to promote emotional growth and psychological integration. The field of drama therapy, founded in 1979, has a solid theoretical foundation. Many models and methods (including Emunah's Integrative Five Phase Model of Drama Therapy, Johnson’s Developmental Transformations, and Landy’s Role Method) are studied. Clinical issues (such as distinguishing compulsive and constructive reenactment, therapeutic direction of improvisational enactment, creative responses to resistance, and use and misuse of psychodramatic tools) are examined from multiple perspectives. We use role-play and enactment in training—making learning more engaging, embodied, and interactive! We believe that can and should be relevant, exciting, and transformative.

The primary sources of drama therapy include dramatic play, theater, role-play, psychodrama, and dramatic ritual. Drama therapy, as one of the creative arts therapies, facilitates artistic expression—engendering clarity, mastery, meaning, and hope. In drama therapy, we choose from a wide array of adapted dramatic processes. Storytelling, improvisation, self-revelatory performance*, life review, playback theater, physical theater, creative drama, puppetry, scripted pieces, and more are tailored to the needs of a specific group or individual. Drama also includes the other arts; in drama therapy, music, dance/movement, art, poetry, and photography/video are selectively incorporated to enhance the therapeutic and/or aesthetic nature of the work. Drama therapy invites us to uncover and integrate dormant aspects of ourselves, stretch our conception of who we are, and experience our intrinsic connection with others.

Our aim in the program is to take people on a challenging and compelling personal and intellectual journey toward deeper levels of understanding and of developing competence in drama therapy. Faculty and students delve into the complexities, subtleties, and possibilities of drama therapy. Our commitment is to provide a serious, multilayered training in using this potent medium ethically, respectfully, and skillfully. Coursework is sequenced and progressive. Theoretical, practical/clinical, and experiential formats are incorporated. Small, action-oriented classes within a cohort model support students’ personal development and a sense of community. While many people come to our program already personally familiar with the transformative power of drama or have seen its positive effect on others, even the first semester of the program reveals new dimensions to the field and gives a glimpse of the vast range of exploration ahead.

An integral part of the program is on-site clinical training and supervision at a wide range of possible placement sites. Interns receive individual weekly supervision on-site by a licensed clinician, as well as small-group supervision at CIIS with a Registered Drama Therapist (RDT). To complete the program, students take an Integrative Seminar supporting development of a final project. This may be either a theoretical article; a live, self-revelatory theater performance*, or a high-quality video documenting a drama therapy treatment process.

*A process, articulated by Renée Emunah, involving shaping personal material into an aesthetic theatrical performance, and bringing healing to actor and audience
All formats are presented publicly to a community of peers, family, and friends, leading to a sense of culminating achievement in the program.

The rapidly expanding field of drama therapy offers a huge range of work opportunities, and we encourage students to pursue their individual passions. The unique combination of a solid background in counseling psychology and specialized training in drama therapy, along with considerable experience in leading groups (a skill that mental health facilities highly value) comprise some of the factors that have readily led our graduates to obtain satisfying jobs. Alums work in private practice, psychiatric settings, battered-women shelters, schools, and substance-abuse treatment programs. Graduates work with children, at-risk adolescents, seniors, veterans, and polarized groups in the community. Some use action methods and role-play in corporate consulting, diversity training, and small- and large-scale community projects. Others are engaged in research, teaching, publication, performance, and doctoral or postdoctoral pursuits.
## Curriculum

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<tr>
<th>FIRST YEAR</th>
<th>UNITS</th>
<th>PREREQUISITES/NOTES</th>
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<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>PDT 5602</td>
<td>Drama Therapy Process and Technique</td>
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<td>PDT 5501</td>
<td>Drama Therapy Theory</td>
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<td>PDT 5614</td>
<td>Advanced Improv and Playback Theater</td>
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<td>MCPD 5610</td>
<td>Therapeutic Communication</td>
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<td>MCP 5201</td>
<td>Human Development and the Family</td>
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<td>PDT 5603</td>
<td>Drama Therapy Practice</td>
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<td>Group Dynamics Using Creative Arts Therapies</td>
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<td>PDT 5605</td>
<td>Psychodrama</td>
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<td>Professional Ethics and Family Law</td>
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<td>MCP 5603</td>
<td>Psychopathology and Assessment</td>
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<td><strong>Summer Session</strong></td>
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<td>PDT 6604</td>
<td>Drama Therapy and Social Change</td>
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<tr>
<td>PDT 5607</td>
<td>Special Methods: Developmental Transformations</td>
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<td>MCP 6502</td>
<td>Child Therapy</td>
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<td>Elective Elective or Independent Study</td>
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<td>Choose from any CIIS program</td>
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<td>Supervised Clinical Practicum: Case Seminar in Drama Therapy</td>
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<td>MCPD 5608</td>
<td>Psychotherapy Theories and Practices</td>
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<tr>
<td>MCPD 5605</td>
<td>Family Dynamics and Therapy</td>
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<td>MCPD 6103</td>
<td>Multicultural Counseling and the Family</td>
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<td>MCPD 6401</td>
<td>Introduction to Clinical Research</td>
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<tr>
<td>MCPD 7602</td>
<td>Supervised Clinical Practicum: Case Seminar in Drama Therapy</td>
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<tr>
<td>MCPD 6605</td>
<td>Advanced Family and Couples Therapy: Action-Oriented Approaches</td>
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<td>PDT 5627</td>
<td>Trauma and Resilience: Embodied Approaches</td>
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<td>MCP 6546</td>
<td>Community Mental Health and the Recovery Model</td>
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<td>MCPD 7602</td>
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<td>PDT 5628</td>
<td>Advanced Integrative Five Phase Model</td>
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<td>PDT 5626</td>
<td>Individual Drama Therapy</td>
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<td>PDT 6607</td>
<td>Special Methods: Advanced Developmental Transformations</td>
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<td>MCP 6102</td>
<td>Alcohol and Chemical Dependency Counseling</td>
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<td>MCP 6101</td>
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<td><strong>Total Number of Units Required to Graduate</strong></td>
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Students typically take all courses listed for fall and spring of first year, and then adjust their pace toward completion based on readiness for practicum and other factors.
Requirements for Graduation

Total number of units required to graduate: 60

Additional Non-Unit Program Requirements
- Students complete a pre-practicum typically during the first year of the program, totaling 45 hours of participant-observer work with a drama therapist.
- Students complete at least 45 hours of personal psychotherapy, typically toward the beginning of the program.

Additional Requirements for MFT Licensure*:
Prior to Graduation
- 15-hour workshop in Spousal/Partner Abuse Detection and Intervention

Prior to Application for Licensure (prior to or after graduation)
- Child Abuse Assessment and Reporting (7 hours)
- Aging and Long-Term Care (10 hours)
- Psychopharmacology (30 hours) must be for academic credit

Workshops are offered through the Public Programs & Performances division of CIIS (and other educational institutions) to meet these additional requirements.

*LPCC and MFT educational and licensure requirements vary in some details. Please consult the California BBS website for details.

Course Descriptions

Drama Therapy (PDT) Courses / Master of Arts in Counseling Psychology (MCP) Courses

PDT 5501: Drama Therapy Theory (3 units)
An exploration of the theoretical foundations of drama therapy, as well as an examination of its major theorists, approaches, and core constructs, such as play, role, ritual, improvisation, embodiment, projection, and aesthetic distance. Students study the interface of drama therapy with social justice work and other forms of psychotherapy, as well as variations of approach used with diverse populations and their presenting challenges.

PDT 5602: Drama Therapy Process and Technique (3 units)
An experiential course demonstrating the process and progression of a drama therapy series from the establishment of a playful, creative environment to the development of in-depth personal and interpersonal work. Students experience Renée Emunah’s Integrative Five Phase Model of Drama Therapy and are introduced to self-revelatory performance.

PDT 5603: Drama Therapy Practice (3 units)
An examination of clinical and practical issues in drama therapy, including working with resistance, making interventions within the dramatic mode, and directing and developing scene work in accordance with therapeutic objectives. Through the use of role-play and video feedback, students develop skills in leadership.

PDT 5605: Psychodrama (3 units)
Theory and practice of psychodrama as a therapeutic tool with groups, families, couples, and individuals. Participants experience the roles of protagonist, auxiliary, and director. The efficacy of various warm-ups and techniques with different populations are examined.
PDT 5607: Special Methods: Developmental Transformations (1 unit)
An introductory intensive in the practice of Developmental Transformations (DvT), an improvisational approach to drama therapy in which the therapist co-creates with clients a mutually interactive play space where client material is explored through embodied free association.

PDT 5614: Advanced Improv and Playback Theater (1 unit)
An experiential study of the playback theater form, which transforms personal stories told by audience members into improvised theater pieces on the spot, incorporating music, movement, ritual, and spoken improvisation. Playback performances are performed in the community.

PDT 5626: Individual Drama Therapy (1 unit)
A practical/clinical examination of the application of drama therapy with individual clients, including: shifting between and integrating verbal and dramatic methods in one-on-one work; engaging the individual client over the course of a multi-phased therapeutic relationship; selectively supplementing other creative arts therapies; and balancing the consideration of clinical, cultural, social, existential, and relational needs in providing attuned approaches within the dramatic medium.

PDT 5627: Trauma and Resilience: Embodied Approaches to Treatment (1 unit)
An exploration of the efficacy of drama therapy approaches in addressing vital issues of safety and containment, modulated distance, desensitization, somatic experiencing, and the cultivation of resilience in treating various traumatic disorders. Current research in neurophysiology, attachment theory, and therapeutic applications of mindfulness and other body-oriented expressive arts therapies are considered.

PDT 5628: Advanced Integrative Five Phase Model of Drama Therapy (1 unit)
A seminar exploring: the use of the Integrative Five Phase Model of Drama Therapy in various clinical contexts (including brief therapy) and with different populations and age groups; the significance of flow and progression in drama therapy; methods of scene intervention; and research ideas for developing, applying, and expanding this model.

PDT 6604: Drama Therapy and Social Change (2 units)
An exploration of the transformative power of drama therapy in the social context, and of the role of the drama therapist as agent of social change. Four approaches to the use of drama and social issues are examined: the Acts of Reconciliation Project, Sociodrama, Theatre of the Oppressed, and World Work. A focus on how change occurs in groups, organizations, societies, and nations.

PDT 6607: Special Methods: Advanced Developmental Transformations (1 unit)
An advanced intensive in the practice of Developmental Transformations (see PDT 5607). This course expands on work done in the introductory intensive through in-depth and embodied explorations of key concepts associated with this approach: embodiment, encounter, transformation, flow, impasse, and playability.

PDT 7700: Integrative Seminar: Final Project (4 units)
A seminar integrating two years of study in the process, theory, and practice of drama therapy, and culminating in a final project that may include either a self-revelatory performance, a theoretical paper/article, a therapeutic performance that the student directs, or a high-quality video documenting a drama therapy treatment series.

PDT 8888: Special Topics in Drama Therapy (1–3 units)
Occasional courses offered by faculty regarding their current interests and research. For example, Self-Care for Therapists: Mindful and Embodied Approaches explores, through a combination of embodied and contemplative practices, how therapists can balance emotional availability to clients with the cultivation of healthy energetic boundaries.

MCPD 5604: Group Dynamics Using Creative Arts Therapies (2 units)
Review of basic theories of group process. Exploration of group process through group interaction, didactic analysis, and synthesis. Use of creative arts therapy modalities (dance/movement, music, art, poetry, and drama therapies) in group work.
MCPD 5608: Psychotherapy Theories and Practices (2 units)
A theoretical survey of the major psychotherapy orientations that complement and inform family therapy theories. Students are encouraged to analyze and critique these major theories, and to develop an integrative framework using an interpersonal, feminist, and systemic approach.

MCPD 6605: Advanced Family Therapy: Action-Oriented Approaches (2 units)
Approaches and techniques to couples and family therapy that employ action-oriented processes are examined and practiced in simulations. Key practitioners in the field of family therapy who have developed action methods are reviewed. Includes work in spousal and partner abuse assessment, detection, and intervention.

MCPD 7602: Supervised Clinical Practicum: Case Seminar in Drama Therapy (2 units, minimum three semesters)
Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills.

MCP 5101: Professional Ethics and Family Law (2 units)
Ethical standards for the practice of counseling and psychology. Review and discussion of ethical and legal aspects of marriage and family therapy and practice.

MCP 5201: Human Development and the Family (3 units)
Theories and research in life transitions, stages of development, and rites of passage, from prenatal conditions through adult experience to dying.

MCP 5603: Psychopathology and Assessment (3 units)
Comparative historical and contemporary views on the development of adult psychopathology framed within an exploratory and critical examination of the Diagnostic and Statistical Manual as a tool of assessment and treatment planning.

MCPD 5605: Family Dynamics and Therapy (3 units)
Covers the family life cycle, as well as the theories and methods of many of the major family theories, including strategic, brief strategic, systemic, narrative, solution-focused, family of origin, structural, and symbolic experiential family therapy. Includes experiential learning processes and instructor-demonstrated family of origin interviews.

MCPD 5610: Therapeutic Communication (2 units)
Provides an overview of key concepts and methods in therapeutic communication, integrating psychodynamic, humanistic, and other approaches. Experiential portion includes role-play and simulations.

MCP 6102: Alcohol and Chemical Dependency Counseling (1 unit)
Survey of current treatment approaches to chemical dependency and examination of humanist-transpersonal perspectives.

MCP 6103: Multicultural Counseling and the Family (2 units)
Therapists need to develop awareness of cultural variations and acquire therapeutic tools to address those differences. The use of the prevalent Western European view of therapy as the only option for therapeutic process will be challenged, and alternatives will be discussed. Cultural differences, including race, ethnicity, sexual orientation, class, gender, religion, and language, are reviewed.

MCP 6105: Spousal Abuse Assessment and Reporting (1 unit)

MCPD 6401: Introduction to Clinical Research (3 units)
Overview of research methodologies with special focus on qualitative approaches, comparative ways of knowing, and the creation of an integral inquiry research project.

MCP 6502: Child Therapy (2 units)
Techniques to remedy or prevent problems in children and their families. Case material introduces strategies of intervention.
Faculty Profiles

Faculty members are experienced practitioners. Many of them are pioneers and leaders in the field of drama therapy. Guest speakers from around the world are periodically invited to conduct workshops and presentations in drama therapy and related disciplines.

Core Faculty
Renée Emunah, PhD, RDT/BCT (Board Certified Trainer of Drama Therapists), program chair, is the founding director of the Drama Therapy program. She is the author of the book Acting for Real: Drama Therapy Process, Technique, and Performance, which has been translated into Chinese and Japanese. She is a coeditor of the second edition of the book Current Approaches to Drama Therapy. Emunah is the recipient of the National Association for Drama Therapy Award for Distinguished Contribution and Lifetime Achievement in the Field of Drama Therapy.

Author of numerous articles and chapters in the field, Emunah served on the editorial board of the international journal Arts in Psychotherapy for fifteen years. She is a former president of the National Association for Drama Therapy and has worked for thirty years as a drama therapist, including fifteen years specializing in group work with emotionally disturbed adults and adolescents. In addition, she founded and directed a community theater company for ex-psychiatric patients, for which she received a commendation by the San Francisco Board of Supervisors.

Emunah was among the first four drama therapists to be officially registered in the U.S. She is a pioneer in the field of drama therapy, and her work has been presented extensively at conferences and trainings worldwide. In 2006, she was a keynote speaker at the Arts in Hospitals conference in Hong Kong, and in 2008, she was the keynote speaker at the National Conference on Drama Therapy. In 2006 and 2008, she taught drama therapy in Japan. She was selected to be included in the 2009 edition of Who's Who in America.

F. Antonio Ramírez Hernández, MA, PsyD, is nationally and internationally recognized for creating Centro de Capacitación para Erradicar la Violencia Intrafamiliar Masculina (CECEVIM), a methodology for working with Latino men who abuse their partners. His teaching interests include cross-cultural counseling, research design, and clinical case seminars. He wrote the book Violencia masculina en el hogar (Masculine Violence in the Home) (Editorial Pax, Mexico, 2000). He also wrote the chapter “CECEVIM—Stopping Male Violence in the Latino Home” in the book Programs for Men Who Batter (Civic Research Institute, 2002).

Gary Raucher, MA, LMFT, RDT/BCT, is a Registered Drama Therapist and Marriage and Family Therapist with broad clinical experience involving varied populations in a variety of settings, including a private practice in San Francisco. He is a senior member and on the faculty of the West Coast Institute for Developmental Transformations, a training program for an improvisation-based method of drama therapy. In the late 1990s he introduced drama therapy as a modality for conducting support groups for HIV-affected people. Keenly interested in holistic healing and transpersonal psychology, Raucher is a meditation teacher and certified instructor of Authentic Reiki®. He has presented internationally on the combined use of meditation and action techniques as a form of therapeutic integral practice, helping participants to access a fuller spectrum of their healing potential. He is a past vice president of the National Association for Drama Therapy (NADT) and currently serves on its board. His recent publications include the chapter, “Towards a Metapsychology of Ritual in Dramatherapy” in the anthology Ritual Theatre: The Power of Dramatic Ritual in Personal Development Groups and Clinical Practice.

Adjunct Faculty
Deborah French Frisher, MPA, RDT, administrative adjunct faculty, is a Registered Drama Therapist, educator, activist, and director. Her work with teens led to the short film abuse—NO WAY! which was distributed nationally by domestic violence agencies. She received her graduate degree from Harvard University. She has a private practice in affiliation with the Lomi Psychotherapy Clinic in Santa Rosa, where she has been integrating somatic therapy with drama therapy.
Sylvia Israel, MA, MFT, RDT/BCT; Certified Psychodramatist (CP); Psychodrama Trainer, Educator, and Practitioner (TEP), is founder and director of IMAGINE Center for Creativity and Healing, a center for psychodrama, drama therapy, sandplay, and other expressive arts therapies in Marin County.

George Kich, PhD, clinical psychology; MFT and licensed psychologist, has had a private therapy practice for more than thirty years and was core faculty of the Drama Therapy program for ten years. He is a consultant and trainer on diversity.

Eva Leveton, MS, MFT, a psychotherapist in private practice, has been teaching and doing therapy for fifty years both nationally and internationally. A founding member of the San Francisco Family Therapy Center, she was also one of the first psychodramatists in the Bay Area and has recently received the Zerka Moreno Award from the American Association of Group Psychotherapy and Psychodrama for her lifelong contributions to the field. She is the author of three books and many articles.

W. Randy McCommons, MA, MFT, RDT/BCT, has worked as a drama therapist in private practice and at Alta Bates Hospital in Berkeley for fifteen years. He is a past board member of the National Association of Drama Therapy and past president of the Northern California chapter. He is also clinical director of the Institute for Developmental Transformations West.

Liz McDonough, MA, MFT, RDT, has worked as a drama therapist with children and teens on the autistic spectrum and with learning differences; with mentally ill adults in a partial hospitalization program; and with mentally ill adults, adolescents, and children in an outpatient setting.

Susan Coto McKenna, MS, PsyD, ADTR (Academy of Dance Therapists Registered), has worked for more than twenty years in psychiatric hospitals and schools using creative arts therapies with adolescents and adults.

Sheila Rubin, MA, MFT, RDT/BCT, has a private practice in drama therapy, has published two book chapters, and co-leads Healing Shame workshops. She specializes in directing self-revelatory performances.

Nina Strongylou, MA, MFT, RDT/BCT, is a psychotherapist and the supervisor of creative arts therapy interns at the adult psychiatric unit of Saint Francis Memorial Hospital in San Francisco. She is also a former vice president of the National Association for Drama Therapy.

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.

Student Profiles

Aileen B. Cho received her BA in theatre (with a minor in psychology) from UC San Diego. She was a domestic violence and sexual assault crisis hotline counselor at the Center for the Pacific Asian Family in Los Angeles. At CIIS, she did her clinical pre-practicum work at the San Francisco VA Medical Center. She is currently an MFT trainee at the Community Health for Asian Americans in Oakland.

Sarah Pizer-Bush earned her BA in art from San Francisco State University. She has worked in the Bay Area as the director of communications at a K–8 school, and as an arts educator teaching video and web design. Currently she is interning in a Bay Area hospital.

Daniel Smith has a BA in studio art. Before moving to California, he worked at a refugee center in Louisville, Kentucky. He is an avid bicyclist and improvisational actor. He is conducting his practicum at the California Pacific Medical Center, where he is practicing Developmental Transformations with patients with dementia.
Latille “Tia” Phillips received a BFA in theatre from Stephens College in Columbia, Missouri. She spent three years as tour-actor-director with two traveling children's theatre companies. Phillips also spent three years living in Miyagi, Japan as a theatre director, creative dramatics teacher, and assistant ESL teacher. Currently she is an MFT trainee in two homeless shelters in San Francisco.

Alumni Profiles

Roni Alperin (MA ’10) works as an MFT Intern at the Living Arts Counseling Center in Oakland, where he offers psychotherapy and drama therapy for individuals, couples, and groups. Since 2001, he has used drama to promote healing with diverse populations in both Israel and the United States. He is passionate about creating self-revelatory theatre pieces with clients as a therapeutic act and plans to open a drama therapy center in Tel Aviv.

Claudia Cuentas Oviedo (MA ’10) was born in Lima, Peru and has lived in the U.S. for thirteen years. She studied movement and expressive arts therapy at the Tamalpa Institute prior to coming to CIIS, and also studied indigenous ways of healing and transformation from around the Americas. Oviedo has practiced individual, family, couples, and group therapy in schools, nonprofit organizations, and women’s shelters using theater, movement, music, and ritual in her drama therapy and healing practices.

Toni-Joan (TJ) Alton (MA ’09) left her beloved hometown in South Africa to study drama therapy at CIIS. She had completed a degree in psychology and drama, and a postgraduate degree in education and drama, and was excited to combine her studies into one modality. She is a program director at the local facility where she completed her practicum, working with adolescents and adults who have substance abuse issues, and is now ready to apply for her MFT license.

Nazbah Tom (MA ’07), an MFT Intern, uses drama therapy techniques with substance-abuse populations in outpatient treatment who are presenting with trauma, substance abuse, and effects of historical trauma. She is program director in an HIV services department called Circle of Healing. She is also exploring the integration of drama therapy, indigenous knowledge and cultural practices, and somatics in working with urban Native American/First Nations individuals, families, and groups.

Saun-Toy Trotter (MA ’00), MFT, is a therapist and clinical supervisor at Youth Uprising/Castlemont Clinic within the Children's Hospital and Research Center Oakland. She is also a director and solo performance artist, specializing in self-revelatory pieces. Trotter recently completed a yoga teacher training to integrate drama therapy and somatic practices.

Robert Sarison (MA ’98), RDT, MFT, is manager of the Alzheimer’s Residential Care Program at California Pacific Medical Center in San Francisco, where he supervises drama therapists and expressive arts therapists. He is also on the faculty of the Institute for Developmental Transformations West. Sarison has a private practice with families, couples, and individuals.

Susana Pendzik (MA ’87), PhD, RDT is a senior drama therapist in private practice, a supervisor accredited by the Israeli Association of Creative and Expressive Therapies, and a founder and honorary member of the Swiss Drama Therapy Association. She teaches in Israel and Switzerland, does extensive international work, and is collaborating in the creation of an International Institute of Applied and Therapeutic Theatre. She is a poet, theatre director, and researcher. She developed a drama therapy-based assessment method (the 6-Key Model), and is the author of numerous articles on drama therapy, a book for using action techniques with abused women, and coeditor of Assessment in Drama Therapy.
Theatre for Change is a project of the CIIS Drama Therapy Program. The aim of the project is to educate and raise consciousness about diversity at CIIS (and beyond); to give voice and representation to people of color and LGBTQ people; to invite dialogue at CIIS about oppression, privilege, equality, and alliance; and to encourage our audiences to fight injustice on personal, institutional, and societal levels.

The project began in 2003. In Transit: Braking at the Intersections is the project’s sixth original production. Recently, In Transit was performed at the National Association of Drama Therapy conference (NADT) and at CIIS. Two past theatre pieces, Scene/Unseen, and Acts of Resilience, were also performed at NADT conferences.

Theatre for Change performance pieces grow out of improvisation; methods of drama therapy, self-revelatory performance, educational theatre, and Theatre of the Oppressed; listening to stories within the group and in the Institute; and a lot of dialogue. Each original theatre piece is collectively developed by the troupe and director/s. All troupe members in In Transit are advanced drama therapy students.
Admission to the Drama Therapy Program*

We seek (and seem to attract!) creative, motivated, mature students who have already demonstrated a strong interest in the integration of theater and therapy. Integrity, introspection, and dedication are all essential attributes. Our students come to the program from around the world. Most have a strong background in drama, some coursework in psychology, and a commitment to human service.

We encourage and embrace diversity in our program, and place a high value on having students from a variety of racial and cultural backgrounds; other representations of diversity (including age range and sexual identity or orientation) are also important to us. We look at each applicant holistically, and if you feel passionate about this field, we welcome your application.

Applicants must have a background in drama/theater and a minimum of two undergraduate psychology courses. Volunteer or paid work experience in human services is strongly recommended.

Application to the program also requires the following:

- **Transcripts**—official, sealed transcripts from each accredited academic institution you have attended
- **Autobiographical statement**—a psychologically introspective autobiographical paper discussing your personal life history and experiences (five to seven pages, typed, double-spaced)
- **Goal statement**—a statement of your educational and professional objectives (one page, typed, double-spaced)
- **Two letters of recommendation**—we prefer letters of recommendation from academic advisors, professors, or professional supervisors (standard business letter format preferred)
- **An outline of your background (if any) in the following:** theater, psychology, human services work, any creative arts therapy, or other relevant experiences
- **Individual and group interviews**—by invitation from the admissions committee

*My time in the Drama Therapy program at CIIS was pivotal and life-changing, both in allowing me to build concrete skills as a clinician and drama therapist, as well as transforming my sense of self. The coursework was powerful, challenging, growth-enhancing. The program has given me a foundation of great clinical depth coupled with crucial skills in group leadership, creative arts, and nonverbal processes.*

*During my interview for the highly competitive Clinical Psychology program at Columbia University, I was again reminded of the jewels I received from the Drama Therapy program.*

Shefali Tsabary, MA, PhD

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*Admission is for the fall semester only.*
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.

Academic Programs

SCHOOL OF CONSCIOUSNESS AND TRANSFORMATION
• Asian and Comparative Studies (MA, PhD in Philosophy and Religion)
• Anthropology and Social Change (MA, PhD)
• East-West Psychology (MA, PhD)
• Ecology, Spirituality, and Religion (MA, PhD in Philosophy and Religion)
• Philosophy, Cosmology, and Consciousness (MA, PhD in Philosophy and Religion)
• Transformative Leadership (MA, online)
• Transformative Studies (PhD, online)
• Women’s Spirituality (MA, PhD in Philosophy and Religion)
• Creative Inquiry, Interdisciplinary Arts (MFA)
• Writing and Consciousness (MFA)

SCHOOL OF PROFESSIONAL PSYCHOLOGY & HEALTH
• Clinical Psychology (PsyD)
• Community Mental Health (MA in Counseling Psychology)
• Drama Therapy (MA in Counseling Psychology)
• Expressive Arts Therapy (MA in Counseling Psychology)
• Integral Counseling Psychology (MA in Counseling Psychology)
• Integrative Health Studies (MA)
• Somatic Psychology (MA in Counseling Psychology)

SCHOOL OF UNDERGRADUATE STUDIES
BACHELOR OF ARTS COMPLETION (BAC) PROGRAM
• BA in Interdisciplinary Studies

ONLINE DEGREES
• Transformative Leadership (MA)
• Transformative Studies (PhD)

CERTIFICATE PROGRAMS
• Advanced Certificate in East-West Spiritual Counseling

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
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
CIIS is accredited by WASC (Western Association of Schools and Colleges, 985 Atlantic Avenue, Suite 100, Alameda CA 94501; 510.748.9001).

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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