Somatic Psychology
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.
Somatic Psychology

Master of Arts in Counseling Psychology with a Concentration in Somatic Psychology
School of Professional Psychology & Health

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

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 or visit our website: www.ciis.edu.
About Somatic Psychology at CIIS

MA in Counseling Psychology with a Concentration in Somatic Psychology

The Somatic Psychology concentration at California Institute of Integral Studies is one of three accredited academic programs in the United States that prepares students to use both conventional and body-oriented approaches to psychotherapy. Students participate in a vibrant academic community where learning includes both didactic and experiential practices leading to the ability to work with clients holistically and effectively. After completing the program and other Board of Behavioral Sciences (BBS) requirements for licensure, graduates are prepared to do counseling psychology in private practice and in agency and community mental health settings.

The Somatic Psychology program offers the following:

- Excellent training in psychotherapy that combines scholarship, best practices in counseling psychology, and experiential approaches to learning
- The learning of psychology theories and practices that include verbal and nonverbal work with body, mind, and spirit
- Opportunities to develop embodied, psychodynamic, systems, and sociocultural approaches to psychotherapy
- Attention to diversity and opportunities to work in practicum with a wide range of populations
- A community of learning fostered by student retreats and weekly meetings
- A wide variety of practicum opportunities, including training at the program’s Center for Somatic Psychotherapy

Licensor as MFT or LPCC

CIIS has prepared students for careers as Marriage and Family Therapist (MFT) for more than twenty-five years. Our courses have been approved by the Board of Behavioral Science to meet the requirements for eligibility to sit for the MFT exam.

Beginning in 2012 the State of California also offers licensure as a Licensed Professional Clinical Counselor (LPCC). California joins the other forty-nine states in offering this license option. The requirements for the LPCC are very specific and can be viewed at the BBS website: www.bbs.ca.gov.

CIIS has been certified by the BBS as offering coursework that meets the statutory requirements for the MFT license. Each concentration at CIIS offers courses designed to meet the MFT criteria and may not meet the LPCC requirements without additional coursework by the student. The LPCC requirements include nine specific 3-unit courses for those who enrolled prior to fall 2012 and thirteen specific 3-unit courses for those who enroll beginning in fall 2012.

Students who desire to pursue the LPCC option should meet with their academic advisor to determine their eligibility.

Degree Description

Somatic Psychology at CIIS

Since its inception in 1980, the Somatic Psychology program has developed a unique learning environment that combines experiential work, rigorous academics, research, and a deep commitment to community. Students in the Somatic Psychology program at CIIS learn a counseling approach that combines traditional practice and understanding with attention to the crucial role of the body in the structure and process of the psyche.

Somatic approaches to psychotherapy focus upon and work with the bodily organization of feeling and meaning. The underlying insight in these therapies is that we enact self-feeling, identity, and contact with others through bodily means. Through our development in families and communities, we construct embodied patterns of feeling, sensation, expression, movement, and emotion through which we know ourselves and make relationships in the world. Work, play, and other engagements with the world are expressed in the development of varying muscular states, emotional and feeling capabilities, and ranges of movement.
For Somatic Psychology, the exploration of the historical patterns of bodily comportment we have developed and the explorations of new means of enactment are useful tools in the development of self-awareness and satisfaction in living. Students in the Somatic Psychology program learn a sociocultural perspective that explores how embodied affect, expression, identity, and interaction are developmentally formed both in families and in communities of participation outside of the family of origin.

Somatic psychotherapies combine traditional approaches to counseling, including dream work, talk, relationship, interpretation, and reflection, with experiential explorations. Somatic psychotherapists are trained to help clients explore the bodily means by which they conduct their daily lives. Through the use of breath work, movement exercises; touch; and explorations of feeling, sensation, posture, gesture, and expression, clients experience how they shape particular identities and interact with others.

Somatic psychotherapies have been found to be particularly effective means of working with trauma, post-traumatic stress disorder (PTSD), dissociation, identity issues, and affect regulation. They are effective in both group and individual settings, and are especially useful as aids to self-reflection and the development of new ranges of affect, expression, and self-comportment.

**Learning Environment**

In preparing students for practice, the Somatic Psychology program at CIIS stresses the importance of self-knowledge and self-development. We believe that practitioners need to have knowledge of their own responses, reactions, and senses of meaning as they work with others. This emphasis on personal exploration requires students to enter deeply into their own bodily experience, exploring experientially the capacity for empathy, feeling, and expression. They are also asked to examine the familial, social, and cultural roots of their experience. In this way, students work with the personal material they will bring to the therapeutic engagement.

There is a strong emphasis on community in the Somatic Psychology program, and the experiential explorations of the program occur within a context of mutual self-inquiry. Attention is paid to group process and group learning. A program retreat begins the academic year, and there are weekly community meetings in which students, faculty, and staff participate.

The Somatic Psychology program also offers an environment of rigorous intellectual inquiry. Students are asked to develop a reflective approach to counseling psychology that includes skills in collaborative learning, knowledge of evidence-based approaches to psychotherapy, and a broad understanding of individual and family systems approaches to psychotherapy.

Throughout the program, students write papers and present projects to hone their thinking, writing, and presentation skills. Faculty and students make presentations at national and international conferences concerned with body-oriented psychotherapy, the social sciences, and various aspects of somatics theory and practice.

Under the leadership of Professor Don Hanlon Johnson, the program has undertaken a publishing program that has to date produced three books in the field in collaboration with North Atlantic Books: *Bone, Breath and Gesture*, *Groundworks: Narratives of Embodiment*; and *The Body in Psychotherapy: Inquiries in Somatic Psychology*.

In the program’s Center for the Study of the Body in Psychotherapy, Somatic Psychology program faculty and students have conducted research regarding sexual identities and enactments, multicultural understandings of identity and interaction, and early childhood approaches using somatic interventions with infants and parents. Students in the program have completed practicum training in a variety of settings including homeless outreach programs, hospitals, work in prisons, and work participation in various agencies dealing specifically with children's and women's issues and addictions.

Reflecting the founding vision of CIIS, the Somatic Psychology program is defined by its unique integration of various Western and non-Westernphilosophic and spiritual traditions. This integral approach challenges the separation of body, mind, and spirit that has dominated Western psychotherapy. Course offerings explore the relation between bodily processes and states of consciousness, and foster a dialogue between spiritual approaches such as yoga, meditation, and qigong, psychological approaches, and contemporary scientific understandings of the body.
Curriculum
The Somatic Psychology curriculum has the following three objectives: to give students a comprehensive knowledge base in both general counseling psychology and somatic approaches to psychotherapy; to assist students in developing their skills as counselors; and to encourage students in the personal development of sensitivity, feeling, and self-knowledge required for the effective practice of psychotherapy.

The Somatic Psychology curriculum provides students with a firm understanding of the theories, strategies, and transformational attitudes that are basic to psychotherapy. Coursework combines didactic and experiential modes of learning. In addition to traditional forms of assessment, the program teaches assessment of individual and family and group dynamics through the observation of body movement and nonverbal communication. Students learn both verbal and body-based methods of intervention to facilitate change for those in therapy.

Basic courses focus on the field of psychotherapy, with a strong emphasis on developmental theory, family-systems theory and practice, and sociocultural and psychodynamic approaches. Coursework throughout the Somatic Psychology program includes the study of a range of psychodynamic approaches, including object relations, self psychology, Jungian, intersubjective, relational, and drive theory.

Students study family systems perspectives, and contemporary understandings of attachment and affect. The curriculum includes the study of issues of cultural diversity, poverty, gender, sexual diversity, spirituality, and work. Students are introduced to various body-oriented approaches to psychotherapy, and the cultivation of body/psyche in a variety of non-Western modalities is also explored.

The Somatic Psychology curriculum includes a carefully supervised practicum counseling experience. Students may apply for training at the Center for Somatic Psychotherapy, a counseling center devoted to practicing body-oriented psychotherapy. Students at other practicum sites are supervised by program-approved supervisors. The program emphasizes the appropriate use of movement, bodily awareness, visualization, and touch in psychotherapy.

During their enrollment in the program, students must complete 50 hours of personal somatic psychotherapy. The program maintains a referral base of approved and licensed somatic psychotherapists who work in the Bay Area.

The curriculum is designed to prepare students for the academic requirements for the California Marriage and Family Therapist (MFT) license. Coursework preparing for licensure as a Licensed Professional Clinical Counselor (LPCC) is also available. Sixty (60) semester units are required for graduation, 6 of which must be in a field placement that meets the guidelines of California Board of Behavioral Sciences (BBS) examiners.

Board guidelines also stipulate that there must be a substantial course offering explicitly related to family therapy covering the topic areas specified by law (Section 4980.40). Additional professional requirements include classes in psychopathology, psychological assessment, substance dependency, professional ethics and the law, and multicultural counseling. While states differ in their licensure requirements, it has been our experience that California requirements overlap those of other states.

Units and Requirements for Graduation
MA in Counseling Psychology with a Concentration in Somatic Psychology: 60 units

Courses in the Somatic Psychology program are highly sequenced. Specific course exemptions are determined on an individual basis. Please contact the program for details about course sequences.

I. Counseling Courses: 13 units
MCP 5101 Professional Ethics and Family Law
MCP 5108 Psychopathology and Psychological Assessment
MCP 6102 Alcohol and Chemical Dependency Counseling
MCP 6103 Multicultural Awareness for the Psychotherapist
MCP 6502 Child Therapy
MCP 6546 Community Mental Health and the Recovery Model
II. Counseling Courses with an Emphasis in Somatic Psychology: 28 units
The following courses have equivalencies in the Community Mental Health, Drama Therapy, Expressive Arts Therapy, and Integral Counseling Psychology concentrations. These equivalent courses cover the same content, but from the perspective of their own concentrations.

MCPS 5201 Human Development and the Family
MCPS 5501 Psychodynamics
MCPS 5602 The Clinical Relationship
MCPS 5605 Family Dynamics and Therapy
MCPS 5609 Therapeutic Communication
MCPS 5622 Group Facilitation—Group Therapy
MCPS 6401 Research Methods
MCPS 6601 Couple Counseling
MCPS 7601 Supervised Clinical Practicum: Individual (minimum three semesters) OR
MCPS 7602 Supervised Clinical Practicum: Group (minimum three semesters) OR
MCPS 7604 Supervised Clinical Practicum: Individual (3 units for two semesters of practicum placement at school site)
MCPS 7605 Supervised Clinical Practicum: Group (3 units for two semesters of practicum placement at a school site)

III. Somatic Psychology Concentration Courses: 19 units
These courses do not have equivalents in the other concentrations.

SOM 5201 The Body: Experienced, Conceptualized, and Verbalized
SOM 5607 Movement Approaches in Somatic Psychotherapy
SOM 6201 Somatics and Society
SOM 6646 Theories and Techniques of Somatic Psychotherapy I
SOM 6647 Theories and Techniques of Somatic Psychotherapy II
SOM 6652 Principles of Somatic Psychotherapy
SOM 6659 Somatic Approaches to Trauma and PTSD
SOM 7701 Integrative Seminar

IV. Electives

SOM 5606 Gestalt Therapy
SOM 6632 Somatic Approaches to Adolescent Psychotherapy
SOM 6708 Somatic Approaches to Emotional Expression
SOM 6709 Phenomenology of the Body
SOM 6717 Somatics Research Seminar
SOM 6721 Queer Bodies in Psychotherapy
SOM 8888 Topics in Somatic Psychotherapy

V. Non-Unit Program Requirement
Students must complete at least 50 hours of personal psychotherapy with a licensed, program-approved somatic psychotherapist.

VI. Pre-Licensure MFT Requirements*
The following are offered through CIIS and CIIS Public Programs but need not be taken at CIIS:
A. Must be taken before completing the MA:
   • Spousal/Partner Abuse Assessment and Reporting (15 hours)
B. May be taken after completing the MA but before applying for MFT licensure:
   • Aging and Long-term Care (10 hours)
   • Child Abuse Assessment and Reporting (7 hours)
   • Human Sexuality (10 hours)
   • Psychopharmacology (2 semester or 3 quarter units)

Total Units for the Degree: 60
### Sample Full-Time Schedule

**Three-Year Sequence**

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<td>Principles of Somatic Psychotherapy</td>
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<td>MCPS 5605</td>
<td>Family Dynamics and Therapy</td>
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<td>MCPS 5609</td>
<td>Therapeutic Communication</td>
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<td>MCPS 5622</td>
<td>Group Facilitation--Group Therapy</td>
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<td>MCPS 6601</td>
<td>Couple Counseling</td>
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<td>*MCP 5108</td>
<td>Psychopathology and Psychological Assessment</td>
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<td>SOM 6647</td>
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<td>*MCP 6103</td>
<td>Multicultural Awareness for the Psychotherapist</td>
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<td>Research Methods</td>
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<td>*MCP 6546</td>
<td>Community Mental Health and the Recovery Model</td>
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<td>Integrative Seminar</td>
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**Notes:** *Starred classes may be taken in any order based on preference and availability. The sequencing of your curriculum must be agreed upon in consultation with your advisor. Please note that Professional Ethics and Family Law (MCP 5101) and Psychopathology and Psychological Assessment (MCP 5108) must be taken prior to enrolling in Practicum. This is a suggested sequence for completing the academic curriculum within three years. It may be possible to complete the program within two and one-half years, depending on course availability and student preparedness. This template is for advising purposes only; the actual course sequence may vary.*
Course Descriptions

Required Courses

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 5108: Psychopathology and Psychological Assessment (3 units)
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 nonpathological personality features and traits. The individual counselor’s ability to clinically analyze and interpret assessment instruments including diagnostic tests, will be emphasized.

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 Awareness for the Psychotherapist (2 units)
This course provides an overview of cross-cultural counseling through exploration of ethnic, social, and cultural mores and values of representative social groups and special populations.

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

MCP 6546: Community Mental Health and the Recovery Model (3 units)
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 principles of the “mental health recovery” models of service and treatment delivery, including key structural components. Evidence-based holistic treatment interventions will be demonstrated and experienced verbally and nonverbally, and effective strategies for working on integrated service teams and evaluation methodologies will be developed.

MCPS 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 are explored from both theoretical and embodied studies. Students work individually and in groups exploring the entire lifespan, looking at both familial and social and cultural influences on development.

MCPS 5501: Psychodynamics (3 units)
Presents a history of psychodynamic ideas and their application in clinical settings. Offers a historical perspective, beginning with drive theory through the development of relational theory. Covers basic theoretical and clinical concepts; clinical theories about the self and self-development; and the topics of transference, countertransference, and defense. Examines relationships between psychodynamic and other clinical theories from both traditional and embodied stances.

MCPS 5602: The Clinical Relationship (2 units)
The relationship between therapist and client is one of the central concerns of contemporary theories of therapeutic change. This course explores the relationship between therapist and client from the perspectives of contemporary psychoanalysis, humanism, and self-psychology. Provides various perspectives on transference and countertransference, and on working with these dynamics in the clinical setting.
MCPS 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.

MCPS 5609: Therapeutic Communication (3 units)
This course provides an overview of key concepts and methods in therapeutic communication, integrating psychodynamic, humanistic, and other approaches. Experiential portion includes role-play and simulations.

MCPS 5622: Group Facilitation and Group Therapy (2 units)
This course provides the basic theories and practice necessary to design and facilitate: psycho-educational groups, special topic groups, peer support groups and other groups currently delivered in community mental health settings. In addition basic theory and practice in group process including holistic intervention skills, nonverbal, and dance/movement approaches will be presented and experienced. Review of basic theories of group process. Exploration of group process through group interaction, didactic analysis, and synthesis.

MCPS 6401: Research Methods (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.

MCPS 6601: Couple Counseling (3 units)
Theoretical and therapeutic approaches to working with couples, including object relations, ego analytic, cognitive-behavioral, existential, and transpersonal perspectives, as well as family-systems approaches. Students learn how to integrate the use of visual arts, music, movement, drama, and the language arts with these different theoretical approaches.

MCPS 7601: Supervised Clinical Practicum: Individual (2 units)
Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills.

MCPS 7602: Supervised Clinical Practicum: Group (2 units)
Presentation and discussion of case material in a small-group setting. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills.

MCPS 7604: Supervised Clinical Practicum: Individual (3 units)
Practicum for students working in schools as their field placement site. Presentation and discussion of case material. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills.

MCPS 7605: Supervised Clinical Practicum: Group (3 units)
For Somatic Psychology students pursuing practicum in schools. Presentation and discussion of case material in a small-group setting. Emphases upon case formulation, the therapeutic relationship, and the development of clinical skills.

SOM 5201: The Body: Experienced, Conceptualized, and Verbalized (3 units)
This course is an introduction to methods for navigating the dialectic between one's experiences of the body and ideas about the body learned in one's history. It is a basic introduction to the use of embodied experience and body maps to further one's capacities for self-development. The course includes an introduction to the work of some of the early founders of the field of somatics.

SOM 5607: Movement Approaches in Somatic Psychotherapy (2 units)
This course teaches the use of movement approaches such as authentic movement, dance therapy, and contact improvisation in the context of psychological theory and practice. Each instructor emphasizes specific approaches.
SOM 6201: Somatics and Society (3 units)
A study of how individual bodies, as well as individual experiences of the body, are shaped from infancy by major social institutions (education, medicine, religion, science, the media, etc.), and how that shaping process anchors the power of those institutions in our perceptions and emotional responses to authority. Focuses on how people are coaxed to neglect the sources of wisdom and decision making within the social body, and to give authority to publicly designated experts and authorities. Particular attention is given to the question “What does it mean to be a somatic therapist or educator in a world characterized by widespread abuse of both the personal and political body?”

SOM 6646: Theories and Techniques of Somatic Psychotherapy I (3 units)
This is the first of two courses that focus on various theories and techniques in somatic psychotherapy. This course gives a broad overview of the uses of observation, breath, movement, excitation, affect, expression and awareness in countertransference, resistance, counter-resistance, intervention, and attunement in somatic psychotherapy.

SOM 6647: Theories and Techniques of Somatic Psychotherapy II (2 units)
The course follows Theories and Techniques of Psychotherapy I. It focuses on energetic and character approaches in psychotherapy derived from the work of Wilhelm Reich and people who have been influenced by his work. Multiple examples of somatically based work are introduced, and the course emphasizes a lifespan developmental approach to somatic psychotherapy. Students continue to study and work experientially with observation, breath, movement, and sound in psychotherapy and personal growth.

SOM 6652: Principles of Somatic Psychotherapy (1 unit)
This course provides incoming students with an overview of somatic psychotherapy. Schools of thought and practice are traced, and the use of somatics with other modalities of practice is discussed. Open only to first semester Somatic Psychology students.

SOM 6659: Somatic Approaches to Trauma and Posttraumatic Stress Disorder (2 units)
This course provides an overview of somatic approaches to trauma. Major theorists and approaches using somatic approaches to trauma are discussed. This course is taken in conjunction with Theories and Techniques of Somatic Psychology II and is open to Somatic Psychology students only.

SOM 7701: Integrative Seminar (3 units)
This course is the final class that students take in the program. The course emphasizes the integration of somatic and other clinical approaches. Theoretical understandings of clinical applications are focused upon, and skills such as observation, diagnosis, treatment planning, and intervention are underscored and further developed. Students write a final paper and do a presentation on the theme “Toward a Theory and Practice of Somatic Psychotherapy.”

Electives
SOM 5606: Gestalt Therapy (1 unit)
Gestalt therapy will be presented as an adjunct to existential philosophy and therapy, and as a natural reflection of humanistic psychology. The elements of Gestalt therapy will be demonstrated—i.e., contact boundaries, awareness, figure formation, the Gestalt theory of neurosis, and disturbances at the boundaries. The primary emphasis will be on working in the “here and now” with a process-oriented focus.

SOM 6632: Somatic Approaches to Adolescent Psychotherapy (2 units)
This course focuses on the multiple ways in which adolescence is developmentally different from infancy and from early, middle, and late childhood. It explores the embodied social and moral challenges of this developmental time, and develops clinical skills for working with this population.

SOM 6708: Somatic Approaches to Emotional Expression (1 unit)
A hands-on class in analytic somatic therapy. Through lecture, demonstration, and dyad work, students are taught techniques for reading the energetic body field and exercises to assist in grounding, boundaries, unrestricted breath, and range of emotion.
**SOM 6709: Phenomenology of the Body (3 units)**
In this course, we will continue in the heritage of Edmund Husserl and Maurice Merleau-Ponty, who articulated the crucial importance of a turn toward direct bodily experience as a primal corrective to the dissociated mentalities that are ravaging the planet and dividing communities.

**SOM 6717: Somatics Research Seminar (1 unit)**
Students work with faculty in faculty-supervised research.

**SOM 6721: Queer Bodies in Psychotherapy (2 units)**
This course examines the ways in which queer identities, confusions, and enactments have been (dis)articulated and (mis)handled in various psychotherapy practices. Concrete alternatives to these approaches are offered. The embodiment of gender is explored through experiential exercises; and academic theories of gender and sexual development, with a focus on postmodern, somatic, and feminist theories, are employed.

**SOM 8888: Special Topics (1-3 units)**
A course of study not currently encompassed in the curriculum but relevant to evolving topics of growing importance in body-oriented psychotherapy.
Training and Research Opportunities

Center for Somatic Psychotherapy
The Center for Somatic Psychotherapy is a professional training facility for students at CIIS who are pursuing a somatic orientation in their therapeutic work. As a community service, the center offers affordable psychotherapy based on an integral perspective. Using didactic and experiential training sessions and group process exploration, the center provides students with an opportunity to integrate a body-oriented psychotherapy approach with other therapeutic modalities. Each student counselor works with a specified number of clients in individual, couple, family, or group counseling situations. Center outreach programs include work with homeless, school, and prison populations.

Students work at the center for at least three consecutive semesters. Licensed counselors and psychotherapists from the professional community and Institute faculty provide supervision. The Center for Somatic Psychotherapy is located in San Francisco. Information about the center can be found at www.somaticpsychotherapycenter.org.

Center for the Study of the Body in Psychotherapy
This research-oriented center develops conferences and research projects that look at aspects of therapy that have been under-theorized. Current work includes studies in sexualities, multicultural approaches, and the development of attachment and relationship patterns.

Faculty Profiles

Department Chair
Meg Jordan, PhD, RN, CWP

Core Faculty
Meg H. Chang, EdD, LCAT, NCC, ADTR
Ian J. Grand, PhD
Don Hanlon Johnson, PhD
Anne Krantz, PhD, BC-DMT
Mark Ludwig, MSW, LCSW

Meg Chang, EdD, Licensed Creative Arts Therapist (LCAT), National Certified Counselor (NCC), Academy of Dance Therapists Registered (ADTR), has taught dance/movement therapy at The New School, Lesley University, and Pratt Institute, and has performed as a professional dancer in many venues. Chang has served as a clinician, consultant, or trainer around the world in Kosovo, Finland, Taiwan, and other countries. She has published numerous scholarly papers and book chapters, and serves on the editorial board of American Journal of Dance Therapy. Chang has practiced as a clinician for many years: in-patient, out-patient, and private practice; and most recently she has conducted Mindfulness-Based Stress Reduction (MBSR) with inner city medical patients in New York who are HIV+.

Ian J. Grand received his MA (1984) in clinical psychology from Antioch University and his PhD in social and cultural psychology from the Union Institute. He has taught at various colleges in the Bay Area and was director of the Center for Educational Alternatives at San Francisco State University. Grand is co-director of the Center for the Study of the Body in Psychotherapy, where he explores the relationship between social forms and physiological function. In his research, he studies how literature, music, art, and the media affect cultural enactment and self-enactment.
He is interested in the somatic aspects of interpersonal and intercultural relations, and is developing somatic contributions to psychodynamic theory. Grand is coeditor with Don Hanlon Johnson of *The Body in Psychotherapy: Inquiries in Somatic Psychology*. His doctoral research examined collaborative creativity.

Grand is also a painter, musician, and philosopher. He has been a leader in experimental education since the 1960s, and Director of the Experimental College at San Francisco State University. He is the author of *A Beginner’s Palette of Somatic Practice* and *Qualities and Configurations: Working with the Relational Body*.

**Don Hanlon Johnson** holds a PhD in philosophy from Yale University. He founded the Somatic Psychology program, the first of its kind in the United States. He is the author of four books, and of several journal articles on the central role of bodily experience in providing a unique understanding of critical social, spiritual, pedagogical, and psychological issues. He is also the editor of a series of foundational texts in the field of somatics, including *The Body in Psychotherapy: Inquiries in Somatic Psychology*.

Since 1988, Don Hanlon Johnson has been the director of a study group in somatics whose members include founders or heirs of late founders of nine major schools of somatics work. The aim of the group has been to improve educational quality and further research projects in the field. His most recent work is as editor of and contributor to *The Meaning of Life in the 21st Century: Tensions Among Science, Religion, and Experience*.

**Anne Krantz**, PhD, BC-DMT, is a dancer, registered dance therapist, and licensed clinical psychologist. For more than thirty years she has practiced, taught, researched and published on dance movement therapy in relation to clinical and health psychology. She works with adults and children of all ages, with special interest in attachment, development, trauma, creativity, and integrative models of illness and health. On the medical staff of UCSF Medical Center, she has created a dance therapy program, *Healing Through Dance*, for cancer patients through the UCSF Cancer Resource Center that has been ongoing since 1996. Her recent writing links dance/movement therapy with intersubjective theory, and she participates in study groups with Steve Seligman, DMH, and Allan Schore, PhD, that look at the implications of infant-parent research and developmental neuroscience for psychotherapy. Her early training with pioneer dance therapist Blanche Evan has continued to be the foundation of her practice and teaching pedagogy. She subsequently trained at the Infant-Parent Program of UCSF/ SF General Hospital, and UCSF/ Mt. Zion Hospital, where she completed a postdoctoral fellowship in the Pediatric Trauma and Rehabilitation Center. As a choreographer and dancer, she presented her work in several cities in the U.S. and in Europe and India, and for many years taught the art of creative dance in relation to dance therapy.

Krantz has always been dedicated to integration of the whole person in the fields of dance, dance therapy, and psychotherapy in research, practice, and training models. She has supervised and taught psychologists and dance movement therapists in both various clinical and academic settings, while maintaining an active private practice with adults and children in San Francisco. She began teaching in the Somatic Psychotherapy program in 2009 and joined the core faculty in 2011.

**Mark Ludwig**, LCSW, is a clinical social worker, university lecturer, and somatic psychotherapist in private practice in the Bay Area. He received his clinical education at the University of California, Berkeley School of Social Welfare and through a postgraduate fellowship in psychoanalytic child psychotherapy at the Kennedy Child Study Center in Santa Monica CA. He has been a senior faculty member in several national and international somatic psychotherapy training programs (Radix Institute, Center for Biosynthesis), where he focused on relational and developmental approaches in somatic psychotherapy. From 2000 to 2007, he was program director of the Somatic Psychology master’s program at John F. Kennedy University.

Ludwig is a graduate of the Napa-Harvard Children’s Hospital Infant-Parent Mental Health Fellowship. He has studied with Diana Fosha, PhD; Allen Schore, PhD; and Steve Seligman, DMH. Ludwig has published several articles in national and international clinical journals and anthologies. He is currently enrolled in a human development doctoral program at Fielding Graduate University and is codirecting the formation of a new model of infant-parent mental health intervention that employs infant-parent massage as a platform for supporting secure attachment and parental attunement.
Adjunct Faculty
Duncan Bennett, PhD, MFT
Alissa Blackman, MA
Kelley Callahan, PhD
Ludmila Cantamissa, MA, MFT
John Conger, PhD
Steuart Gold, MA, MFT
Lucanna Grey, MA, MFT
Robin Greenberg, MA, MFT, ADTR
Anthony Guarnieri, PhD
Loren Hadassah, MA
Barbara Holifield, MSW, MFT
Sarah Jolley, MA, MFT
George Kich, PhD
Keiko Lane, MA, MFT
Eva Leveton, MFT
Rebecca McGovern, MA, MFT
Susan Coto McKenna, MS, ADTR
Douglas Moorhead, MD

Student Profiles

Deborah Butler
“I came to the somatics program after several years of researching graduate programs that weren’t the right fit. Something just clicked when I read about CIIS’s Somatics program, and Don Hanlon Johnson’s and Ian Grand’s work. After receiving my BA from the Evergreen State College, I spent many years working in the human and social services field, and as a movement practitioner in the field of dance (specifically, butoh) as a performer and teacher. The division between these two worlds was often a source of frustration, and my wish was to lessen the gap between them.

“Pursuing somatics has shown me that there is a space in this world for both and that my life’s work does not have to be an either/or decision. To be immersed in the somatics lineage here at CIIS is one of the best decisions I’ve made for my future as an educator, therapist, and artist.”

Cherie Felzer
“Movement/dance is my passion, and I’ve always been inclined toward helping, listening, and processing. Finding a career path that brings these things together seemed perfect for me. Bridging my past experience working in wilderness therapy with adolescents, and my personal practice studying the 5 Rhythms movement meditation, has organically continued at CIIS. The experiential and holistic aspects are what first attracted me to CIIS; the emphasis on the importance of the body attracted me to the Somatics program, where I’ve been encouraged to learn about myself and my relationship with others in a deeper and more profound way than any other personal growth work I’ve done.

“I appreciate how the first year of study brings students into ourselves in an embodied way, while the second year allows us to take that outward—to begin looking at being in service to others—and finally, to the world at large. The cohort model has been invaluable in collaborating with and learning from others.”

Pat Graef
“I entered this program as a fifty-nine-year-old single woman with a deep desire to develop a second career—a career where I can continue to uncover and develop who I am, and assist others in their journey to know and develop themselves.”
“In the Somatics program, I am immersed in uncovering and development of self by the program’s diverse ways of learning, including experiential, group projects, and personal and academic writing. The program requires personal therapy as a part of the graduation requirements. What a concept: have practitioners do their own work. I did not know that I would be shaken by my experience in this program. I didn’t know that I would be transformed. But shaken I am, and in the transformation process, I continue to be. Though it’s not a walk in the park, I am grateful that I am here and on this path.”

Anna Howland

“I discovered the transformative power of bodywork by accident more than ten years ago, and was so taken with the experience that I pursued and completed a training program in a somatic modality. After practicing with individuals and teaching workshops in New York and L.A., I began to search for more tools. I looked at many programs with different emphases and degree offerings. At CIIS, I found many great and attractive aspects of the Somatic Psychology program: the faculty—all so different from one another with varying interests and styles, the affiliations with many wonderful local organizations for practicum settings, the clinic associated with the Somatic Psychology program, and most of all—the cohort model. I have entered into a depth of learning with the other students that I didn’t know was possible. We are an eclectic group spanning ages, ethnicities, genders, and sexual orientations. The richness my cohort gives to me daily is something that continually astonishes me.”

Alumni Profiles

Maria Cristina Borges (MA ’07) works in a community-based agency in the Mission District of San Francisco providing support to Latino families throughout the process of surviving violence and other forms of trauma. Her work consists of helping families understand how they have been shaped by their personal experiences, such as civil war, immigration, acculturation, poverty, and family relations. She helps them develop new ways of relating and a resiliency that allows them to be in this world in a way that feels better for them.

Abbie Endres (MA ’03), MFT, has a somatically based private practice working with individuals and couples. She also maintains work in community-based mental health, currently serving as a director of training in an agency serving adults with severe mental illness.

Zachariah Finley (MA ’07) is an intern at the Marina Counseling Center in San Francisco, where he works with individual adults and couples. He is also a consultant at Sherman Elementary School, where he conducts sandplay therapy sessions with children, and a volunteer clinician in the Substance Abuse Treatment program at New Leaf Services, a mental health agency serving the LGBTQ communities.

Robin Greenberg (MA ’95), MFT, adjunct faculty in the Somatic Psychology program at CIIS, is a candidate in analytical training at the C.G. Jung Institute of San Francisco and has a private practice with offices in San Francisco and Kensington CA.

Connors McConville (MA ’05) is employed by a nonprofit hospice company as a spiritual care counselor. Connors counsels the dying and their families, from young children to people more than one hundred years old, and considers the work a privilege and a gift.

Recommended Readings

Introductory Readings for the Somatic Psychology Program

These three collections were published by the CIIS Somatic Psychology program in collaboration with North Atlantic Books. They represent foundational texts in the field from several of its original innovators:

- Bone, Breath and Gesture: Practices of Embodiment
- Groundworks: Narratives of Embodiment
- The Body in Psychotherapy: Inquiries in Somatic Psychology
Don Hanlon Johnson’s *Body, Spirit and Democracy* gives a comprehensive account of the spirit that underlies the Somatic Psychology program, which he founded. His website below provides links to various articles he has written about the nature of the field.

*Mirka Knaster’s Discovering the Body’s Wisdom* is a clear and readable introduction.

For German readers, the following is a magisterial account of the now very large scope of the field, with roughly seventy-one contributors: *Handbuch der Körperpsychotherapie*, edited by Gustl Marlock and Halko Weiss (*Stuttgart: Schattauer*).

**Additional Introductory Readings for the Somatic Psychology Program**

*The Body in Recovery: Somatic Psychotherapy and the Self*, by John Conger

*Jung and Reich: The Body as Shadow*, by John Conger

*Victims of Cruelty: Somatic Psychotherapy in the Treatment of Posttraumatic Stress Disorder*, by Maryanna Eckberg

*Body Process: Working with the Body in Psychotherapy*, by James Kepner

*Waking the Tiger: Healing Trauma*, by Peter Levine

*The Body Remembers: The Psychophysiology of Trauma and Trauma Treatment*, by Babette Rothschild

**Useful Websites**

Don Hanlon Johnson: [www.donhanlonjohnson.com](http://www.donhanlonjohnson.com)

United States Association for Body Psychotherapy: [www.usabp.org](http://www.usabp.org)

Continuum Movement: [www.continuummovement.com](http://www.continuummovement.com)

Somatics: [www.somatics.de](http://www.somatics.de)

Sensory Awareness Foundation: [www.sensoryawareness.org](http://www.sensoryawareness.org)

Center Press/Center for Energetic Studies: [www.centerpress.com](http://www.centerpress.com)

The Body-Mind Centering® Association: [www.bmcassociation.org](http://www.bmcassociation.org)

American Dance Therapy Association: [www.adta.org](http://www.adta.org)

European Association for Body Psychotherapy: [www.eabp.org](http://www.eabp.org)

**Professional Conferences**

United States Association for Body Psychotherapy: [www.usabp.org](http://www.usabp.org)

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**Admission to the Program**

The Somatic Psychology program seeks highly motivated, creative, and mature students who have demonstrated a strong interest in work with somatic understandings. While this includes work in literature, humanities, and the social sciences, it is useful for prospective students to have had training in various somatic approaches, such as massage therapy, Feldenkrais, the Alexander technique, bioenergetics, Rosen work, massage, shiatsu, acupuncture, martial arts, dance, yoga, yoga therapy, or meditation.

Given the experiential dimension of the program, it is necessary that applicants be emotionally stable. Students must be able to cope with both the strong feelings that often emerge from somatics and the rigors of intellectual work.
Application to the Somatic Psychology program requires the following:

**An autobiographical statement:** In four to six pages (typed, double-spaced), discuss childhood and early family experiences, and significant educational, sociocultural, or personally meaningful experiences in your later development. Describe the life experiences that led to your decision to apply to the program.

**A professional goal statement:** A one-page (typed, double-spaced) statement of your educational and professional objectives.

**Transcripts:** Official, sealed transcripts from each accredited academic institution you have attended.

**Two letters of recommendation:** Letters of recommendation will be accepted from academic advisors, professors, professional supervisors, or people able to attest to your ability to undertake the work required for your program. (Standard business letter format preferred.)

**Professional resume:** A one-to-two-page statement of your past employment, volunteer work, education, and experience.

**Interviews:** The program conducts both individual and group interviews. The goal of the interviews is to ensure that there is a good fit between the student and the program, and that the student can make good use of the program’s curriculum and pedagogies.

**Somatics background:** An introductory familiarity with the field of somatics and demonstrated experience in somatic modalities, such as yoga, dance, massage therapy, martial arts, somatic psychotherapy, and other bodywork methods.

**Strongly recommended for admission:**

Courses in Psychology—general psychology, developmental psychology, or theories of personality

Massage license or bodywork credential

Anatomy or kinesiology courses
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 complemt 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

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
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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