

TAMALPA INSTITUTE

Movement-based Expressive Arts

Level 2 Europe:
Embodied Leadership
2023- 2024

Course Catalog
Tamalpa Germany

11 September, 2023

LEVEL 2 TRAINING PROGRAM 2022 - 2023

EMBODIED LEADERSHIP

Welcome to Tamalpa's Embodied Leadership Training 2023- 2024! We are looking forward to offering this program for advanced studies and explorations in the Tamalpa Life/ Art Process®, our approach to movement-based expressive arts facilitation and therapy. As you all know, we feel a special commitment to this advanced level of training and are excited that you are furthering your studies at Tamalpa Institute.

The purpose of this catalog is to serve as a reference guide and to provide you with comprehensive information about the program. It also contains information on who to contact if you have any questions about the training. Enclosed you will find:

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*More than 80% of the Level 2 courses are taught in German – these are the courses taught by Tamalpa Germany faculty to only the German students. The other courses are taught in English; the courses taught in English are noted in the Course Descriptions.

LEVEL 2 TRAINING PROGRAM EMBODIED LEADERSHIP Program Overview

The program focuses on learning the foundations of the Tamalpa Life/ Art Process (TLAP) and the development of teaching and facilitation skills. Seminars emphasize aspects of the TLAP through experiential work, practice, and lectures which focus on theory, methods and models. Students develop their understanding of principles, theory, methodology, and learn skills required for teaching & facilitating groups and coaching individuals.

Students deepen their learning of the TLAP, practice their teaching & facilitation skills, and learn applications and variations of the TLAP and how to use and adapt the TLAP to different areas.

The Level 2 Curriculum is organized in the following areas:

- I. Foundations of TLAP – Philosophy, Maps, Methods
- II. Scoring Skills & RSVP Cycles
- III. Body Mapping Method
- IV. Movement Ritual 1-2-3-4
- V. Coaching and Facilitation Skills (Groups and Individuals)
- VI. Creative Movement Practices
- VII. Applications of TLAP & Specialized/Related Themes
- VIII. Reflective Learning Journey

Level 2 requires the successful completion of the following:

- Seminar Series
- Student Lab Sessions (practicum)

1. Seminar Series:

The overall educational goal of Level 2 is the development of leadership skills using the principles and methodology of the TLAP. These seminars are designed to provide an advanced class setting in which students work with faculty at the mastery level to deepen their theoretical, experiential and practical understanding of the TLAP. Within this framework, students are encouraged to further develop their own gifts, style and special interests in order to take the work out into the world. Each teacher will emphasize aspects of the work through advanced personal practice and by developing the understanding of principles, theory, methodology and skills required for teaching & facilitating groups, presenting the work in a variety of public settings and coaching individuals.

In each module, teachers will focus their presentations with the shared intention to reconnect with the work and learning group, review and repeat material, add new material in order to deepen, develop and broaden skills and applications of the work. The Curriculum through line is MR 1-2-3-4, 3 LAR, PKIP, Body Part Mapping and movement repertoire, 5 PP, Baseline, want, need,

Scoring and Communication Skills. Each teacher will bring to the shared practice and curriculum their own unique perspectives, style and special interests.

Note: Throughout the program different faculty members will make reference to authors that contribute to the understanding of the TLAP. Faculty may request specific readings from the Reading List, or from other sources in preparation for their seminars; and the students will be informed ahead of time.

2. Student Lab Sessions:

These sessions are led by members of the Level 2 group and provide an opportunity for students to self-organize TLAP practice presentations in their hometown. Students will present a 2-hour class in the Tamalpa Life/Art process inviting peers and personal guests to be part of the experience. These sessions give the students a chance to practice scoring and teaching skills and to receive feedback from peers. On-line seminars will be facilitated by a Tamalpa faculty to support and guide the practice of the Lab Sessions.

AREAS OF STUDY & INQUIRY

The Level 2 Leadership Training Program focuses on the development of professional applications of the Tamalpa Life/Art Process in several fields of practice including expressive arts therapy, somatics, education, consultation, health care, the arts and social change. The learning focus engages students in the following topics:

- **Tamalpa Life/Art Process: Philosophy, Principles and Theory**

- **Tamalpa Life/Art Process: Maps and Models**

Advanced understanding of the following maps & models for professional application:

- Movement Ritual and Integrative Dance
- Psychokinetic Imagery Process
- 3 Levels Awareness and Response
- 5 Part Process
- Body Part Mythology
- RSVP Cycles

- **Tamalpa Life/Art Process: Praxis**

Pedagogy in practice. How to apply the tools and methods of the TLAP in various professional settings.

- **Movement/ Somatic Studies**

Movement Ritual 1- 2 - 3 and Integrative Dance. Exploring the elements and principles of space and time, rhythm and force, inertia and momentum, body part movement repertoire and movement articulation, range of motion and gesture applied to creative expression in movement.

- **Movement as Art and as a Psychological Process**

Metaphors and narratives of Body and Movement: Advanced understanding and practice on identifying and working with personal and collective themes and metaphors associated with each body part's function and movement repertoire. Relationship of body parts to feeling and imagination.

- **Communication Skills and Aesthetic Feedback**

Theory and techniques for communication skills and conflict resolution. Specific approaches for giving non-critical and non-analytical aesthetic feedback. Working with the 3 Levels of Awareness communication model (I see, I feel, I imagine) applied to group, partner, and individual work.

- **Lesson Planning – RSVP Cycles and Scoring**

Developing Tools and resources on how to score and facilitate TLAP classes, workshops and other public presentations.

Designing and scoring themes, intentions, resources and activities to generate individual and collective exploration, creativity, problem solving and projects.

How to integrate intermodal art activities and apply theories of the practice to the model.

How to think and perform as a teacher-presenter: body, voice, language, timing, and material

- **Introduction to Trauma Approaches and Strategies with individuals and groups**

The use of TLAP, expressive arts therapy, and complementary models to support the work with trauma.

- **Guiding Skills**

Discussion and practice: theory and methods for individual & group facilitation and coaching. Focusing on: discerning issues and themes, developing strategies of feedback and intervention (modalities of intervention range from hands-on to verbal coaching), identifying the cycles of a session, and learning how to build collaboration with the client/group.

- **Environmental Work**

How to apply the tools and methods of the TLAP when working in the natural environment.

- **Planetary Dance**

- **Student Lab Presentations (practicum)**

COURSE DESCRIPTIONS

Foundations I, Movement Ritual 1-2-3 (MR 1-2-3), 3 Levels of Awareness & Response (3LAR), Psychokinetic Input Processing (PKIP), Scoring, Body Part Mapping, Communication Skills & Aesthetic Response

Faculty: Katrin Stelter

Description: In this opening module of the Level 2 Leadership training program, students will be introduced to the Foundations of the Tamalpa work through a mixture of lectures and experiential learning. They will have an opportunity to embody and deepen their understanding of Movement Ritual I, II, III, 3 Levels of Awareness & Response, Psychokinetic Imagery Process, Scoring, Body Part Mapping, Communication Skills & Aesthetic Response. Students will learn and explore how the Tamalpa tools can be used and applied in various settings, configurations and populations. Students will also identify strengths and challenges they wish to work on further as they discover their embodied leadership posture and voice in the Level 2 training.

Learning Intentions and Skill development:

- Identify starting leadership posture, as a base point for L2 learning and development.
- Develop practical & embodied understanding of how to apply and use the Tamalpa Life/ Art Process tools; Movement Ritual 1,2,3 and movement explorations, Body Part Movement Mapping, Non-Violent Communication Model/ Three Levels of Awareness and response, Five Part Process, and Scoring.
- Develop an ability to articulate and communicate scores, intentions and reflections using the TLAP tools in a safe and creative way
- Discover how simple TLAP tools can be used to score for a class, workshop or 1:1 coaching.

Foundations II: Movement Ritual 1-2-3 & 4, Applied Kinesiology, Body Part Mapping.

Faculty: Frank Hediger

Description: We will be focusing on developing somatic skills in how we sense and see movement, cultivating the science of movement as a “Movement based expressive arts practice and practitioner” deepening anatomical knowledge in relation to the Movement Ritual 1-4. Developing resources for somatic movement practice, facilitation and coaching skills practice. Beginning to bridge Somatics practice and the Tamalpa Life Art Process, investigating the channels of facilitation from somatic experience to dance exploration to moving metaphor to life art exploration.

Learning Intentions and Skill development:

- Develop Coaching practice of Movement Ritual from a somatic perspective.
- Build Anatomical and Somatic Movement skills in relation to Movement Ritual 1-4

Foundations III, Movement Ritual 1-2-3 (MR 1-2-3), 3 Levels of Awareness & Response (3LAR), Psychokinetic Input Processing (PKIP), Scoring, Body Part Mapping, Communication Skills & Aesthetic Response

Faculty: Petra Eischeid & Regine Lehrer

Description: We will begin to deepen and develop students understanding of the Foundations of the Tamalpa work. Building further confidence and knowledge in how to facilitate and guide using Movement Ritual I,II,III, 3 Levels of Awareness & Response, Psychokinetic Imagery Process, Scoring, Body Part Mapping, Communication Skills & Aesthetic Response. In this module students will begin to discover further their strengths and abilities as the training sessions increase in complexity and application. Students will also begin to identify their own style and areas of applied Tamalpa practice that are of interest to them.

Learning Intentions and Skill development:

- Discovering the understanding and working with the subpersonalities “personal self” and “teacher/coach self”.
- Increased knowledge and experience in using the Tamalpa Life/ Art Process tools; Movement Ritual 1,2,3 and movement explorations, Body Part
- Movement Mapping, Non-Violent Communication Model/Three Levels of Awareness and response, Five Part Process, and Scoring.
- Continuing to develop leadership & facilitation skills
- Discover how ‘multi layered’ TLAP tools can be used to score for a class, workshop or 1:1 coaching.
- Increased understanding in how the RSVP model can be used for the creation of public offerings, as well as using the RSVP model to track and support personal development as a student and embodied leader.

Learning Reflections, Scoring & Peer Practice

Faculty: Katrin Stelter

Description: This segment provides an opportunity for students to self-organize TLAP practice presentation in their hometown. Students will present a 2-hour class in Tamalpa Life/ Art Process, in person or online, inviting peers and personal guests to be part of the experience. This segment gives the students a chance to put into practice the content already transmitted in 1&2 Foundations segments, practice scoring and teaching skills, as well as to receive feedback from peers. It is an online course, combining TAAS (Tamalpa Online platform) and remote tools like Zoom. Designed as a laboratory, it will be facilitated by a Tamalpa faculty teacher, to support and guide the practice of the Lab Sessions. Beyond, it is a support to stay connected to the group as a learning community.

Learning Intentions and Skill development:

- To deepen learning in scoring, presentation and facilitation skills;
- To develop skills and competencies in self-directed learning as a TLAP practitioner in an embodied leadership journey;
- To stay connected to the group as a learning community, and practice to give feedback between peers.

Framework:

- Phase 1: Prepare the teaching of the workshop
- Phase 2: Teach the two hours workshop
- Phase 3: Post the valuation and participate to a final segment group sharing

Communication Skills

Faculty: Yoann Boyer

This 12-hour seminar is taught in English and includes 9 hours with all of the L2 Europe students (UK, Germany & France), and 3 hours with the UK & Germany students.

Description: In this online series, we will take a deeper look at the Communication Model used in the Tamalpa Life/ Art Process® work to support group and interpersonal communication skills and offer resources for conflict resolution. Based on the Nonviolent Communication® principles, we will cultivate our communication awareness, develop our listening abilities and explore the art of authentic dialogue. With the intention to bring our creative forces as a strong response to conflicts and misunderstandings, we will create a bridge between communication model and the RSVP cycles / Scoring Process.

Learning Intentions and Skill development:

- Developing our communication awareness both in a personal level and when facilitating groups and working with clients through the differentiation of the 3 levels of awareness (I see/I feel/I imagine)
- Deepening our understanding of group dynamics and generating resources for conflict resolution
- Practicing listening skills and creating authentic dialogue in relationships
- Learning to build Scores and use creativity as a response to conflicting situations

Somatics, Movement Ritual 1-2-3, Applied Kinesiology.

Faculty: Frank Hediger

Description: Somatic Practices reviewed and continued.

Client & Group Applications of TLAP to Specialized Themes, with a Focus on Trauma.

Faculty: H-J Ridgeway

This seminar is taught in English. It includes 4 days with the UK & Germany students, plus a 2-hour wrap-up session exclusively for your German cohort.

Description: In this module we will explore some guidelines and tools to work with people who have experienced trauma on a variety of levels. Developing an understanding of trauma, the impacts of trauma and how this is held in the body. This material will address dynamics of the nervous system and how grounding, tracking sensation, and developing safe resources is the first step in treating trauma. Examining the container & resource of the arts; how the expressive arts, somatic and movement work can be applied and what is most appropriate

when approaching traumatic states. How to use the TLAP as a resource when trauma is triggered & how to track trauma. Helen Jane will guide students to be more prepared to offer containment, alleviate stress and encourage body resilience. We will also touch upon how the TLAP can be applied to traumatized populations in the wider community.

Learning Intentions and Skill development:

- Develop & raise awareness of the Somatic's of Trauma – (in particular the Autonomic Nervous System).
- Begin to introduce working with the 'Window of Tolerance' & hoe to integrate this with the TLAP.
- Working with stabilisation & resourcing – 'creating a safe space & coming home safely to the body', how art & movement can support.
- Developing & working with resources – creating resourcing scores.
- Working with TLAP tools & skills in relation to trauma & triggers – 3LAR / 5 Part Process / Baseline; need/want.
- Developing capacity for tracking & attunement & pacing of sessions (titration!).
- Mapping 5 part process onto a phase oriented trauma approach.
- Developing 50/50 awareness.
- Raising awareness of facilitators own triggers & how to regulate oneself as facilitator in order to regulate individual clients & groups.
- Working with specific Body Parts when working with trauma.
- Some specific movement / body resources to support individuals & groups when triggered. (also when working remotely online!)
- Practicing facilitating scores – 1:1 & group.
- Raising awareness of how movement can re-wire the brain to integrate trauma.
- Supervision around specific scenario's & client presentations.

Movement Ritual 1-2-3, Applied Kinesiology, Body Part Mapping

Faculty: Frank Hediger

Description: Deepening anatomical and somatic awareness and practice of Movement Ritual 1-4, Coaching MR from a somatic perspective, Short Form and long Form of M.R.

- Applied Kinesiology in relation to Movement Ritual and Body Part Mapping.
Kinesiology - The study of movement, addressing dynamic principles and mechanisms of movement.
- Somatic Tracking and Coaching Skills.
An introduction to the 3 Planes of Movement.
Proximal, Distal and Central movement organisation and initiation of movement as resources for coaching and tracking movement.
Somatics of Space, Time and Force.
- Coaching Skills, guiding a movement Ritual session
- Introducing a simple "Road Map" of how to teach a through line from a Somatic Movement session to metaphor and Life Art Bridge

Learning Intentions and Skill development:

- We will be focusing on developing somatic skills in how we sense and see movement and cultivating the science of movement as a “movement based expressive arts practice and practitioner”.
- Deepen anatomical knowledge in relation to the movement ritual 1-4.
- Develop resources for somatic movement practice, facilitation and coaching.
- Bridge Somatics practice and the Tamalpa Life Art Process, investigating the channels of facilitation from somatic experience to dance exploration to moving metaphor to life art exploration.

Coaching and Resources for Applied Practice I and II

Faculty: Petra Eischeid & Regine Lehrer

PART I:

Description: In the 4-day module PART I with Petra Eischeid we will

- Deepen Somatic practices oriented to the enhancement and adaptation of Movement Ritual. 1,2,3
- Develop Tamalpa Life Art Coaching Skills and Resource oriented approaches.
- Practice Scoring and the Five Part Process
- Explore the role of ritual in the Tamalpa Life Art process and learn how to develop personal rituals

Learning Intentions and Skills Development:

- The personal process will be interesting only in relation of being a teacher/coach (Archetypes of “personal self” versus “teacher/coach self”)
- How to find the own field/target group?
- How to be guide by personal qualities and issues into a professional application?

Movement Ritual Teaching:

- Movement Ritual 1-2-3
- Somatics in Relation to Movement Ritual 1-2-3
- It is all about practicing teaching and coaching: How and where to be applied
- Teaching Skills for Movement Ritual 1-2-3
- Principles and practices in designing creative movement explorations for groups
- Demonstration Lessons in small groups of students with the topics “Speaking through of MR 1” and “Exploration with MR 1-2-3” related to a target group.
- There will be a lesson of Petra in Movement Ritual 3 on the topic “imaginative movement and jumping”.

One-on-One-Coaching:

- Working with somatic movement coaching
- Working with drawings
- Working with body part explorations
- Working with issues
- As well as examples in front of the whole group
- As well as advance practicing of the students

- Working on “Sound Bites” – how to find the right word/questions
- Working on how to work for the purpose of the 5 Part Process
- Working on how to track on a row of sessions and how to make the transfer into the everyday life (Growth)

There will be demonstrations, own practicing, exercises, lectures in a good balance with some movement for the well-being of each person and the group-body.

Rituals in One-on-One-Settings:

- Working on and with rituals for coaching
- Applications of PKIP and 5PP in designing and leading rituals

PART II:

Learning Intentions and Skills Development:

Description: In the 4-day module PART II with Petra Eischeid and Regine Lehrer we will Deepen issues of the one **One-on-One-Coaching Part I.**

- We will deepen and supplement one-on-one-Coaching Technics we couldn't yet experience in Part I
- We shall review the philosophy and models of TLAP with a focus on principles and practices.
- Students will have opportunities to practice and to ask questions.
- We will work on a “movement analytic” view of the client
- We shall work on understanding using direct and indirect Contact in the relationship with the client

Topics will include:

- Supplementary Hands-On for Movement Ritual 1 Elements
- Movement tracking models in in terms of movement analysis
- Offering “Change-Images” in Group-Sessions
- The 5 Pathways of the work
- 5 Part Process in client work and scoring for group experiences
- Intermodal art transfers based on using the Psychokinetic Imagery Process: There will be the possibility of seeing a PowerPoint Presentation or/and a short film of the work Petra did in her field of client-work - combining TLAP with the theater-work for children challenging life and death.
- Application of TLAP to client work
- Intersections with Expressive Arts Therapy and Somatic Psychology
- Demonstration of client work

Learning Intentions and Skill development:

- Movement Analysis: Resources to identify qualities of movement and movement metaphors
- Different techniques and their application in one on one sessions
- Demonstrated applications of the 5 Part Process
- Understanding of Body Part Mapping in one on one sessions
- The coach/client relationship

Performance Skills, Creative Movement

Faculty: Yoann Boyer & Aude Cartoux

This seminar is taught in English.

Description: In this module, we will deepen and develop students' Performance skills through the use of the RSVP cycles and continue building a wide range of movement repertoire to reinforce our improvisational abilities, ensemble work awareness and scoring skills apply to performance. By studying movement principles based on Movement Rituel, we will enhance our movement freedom and build knowledge and confidence in students' abilities to facilitate movement & improvisational classes. Through an « in-depth » practice of the RSVP cycles & Scoring Process, students will explore their artistic identities in shaping material towards performative play.

Learning Intentions and Skill development:

- Deepening the understanding of movement through the application of the movement principles of Movement Ritual 1,2,3 & 4
- Strengthening movement facilitator skills when working with groups and individuals
- Widening improvisational skills to facilitate ensemble work classes and workshops through different models of the 5 Part Process, 3 Levels of Awareness and Response, Repeat-Develop-Transform-Change model
- Deepening the understanding of the different phases of the RSVP cycles & Scoring Process as tools for Performative composition
- Cultivating one's own personal creative process in engaging in the endless cycle of Scoring-Enactment-Recycling

FACULTY BIOS

Yoann Boyer

Yoann is a Dancer, improviser and Life/ Art Process® practitioner interested in the power of expressive arts as a way to explore what “moves” us as humans. After following a contemporary dance education, he worked as a dancer for Pierre Droulers, William Forsythe, Carolyn Carlson, Thierry De Mey, Joanne Leighton, Christophe Haleb & Julyenn Hamilton with whom he studied the art of improvisation and instant-composition. In 2012 he attended the training program Tamalpa in California created by the artist Anna Halprin and the gestalt-therapist Daria Halprin. In parallel he studied NonViolent Communication®, a practice offering him new ways to look at relationships and groups dynamics & that enriched and influenced him widely both as an artist & human-being. Today he joins the Co-directorship of the French Branch of the Tamalpa Institute, has co-developed the professional Training “The Art of Movement” and his developing his own artistic research in co-creating the dance company “Les Constructions Fragiles”.

Aude Cartoux

Aude is a dance artist, movement educator and a Life Art Process practitioner. She has practiced contemporary dance and improvisation since the age of eight and has toured, since that age, with different companies in the field of Dance, Theater and Performing Arts, including Anna Halprin, Christine Fricker, Sébastien Chollet, Josette Baiz. Constantly questioning her practice, she studied Contact Improvisation, voice and some breathing approach of meditation to deepen her understanding of movement. She is searching for the bridge of inter-modality in her way to live her life. She is making art to unfold, express, experience sensitivity and intimacy. Nowadays, she is developing her own pedagogy and artistic work with different forms, people and context within the dance company “Les Constructions Fragiles” & co-created the professional training “The Art of Movement”. She is passionate about rituals, playing with the power of them to grow and to experience the magic.

Petra Eischeid, RSME, RSMT

Petra Eischeid is a director and stage artist in dance, acting and film; Tamalpa Practitioner as well as Movement Ritual TM Instructor. She is a Registered Somatic Movement Educator (RSME) and Therpaist (RSMT) with the International Somatic Movement Education and Therapy Association (ISMETA), Dance Therapist BTD® with advanced training in Trauma Therapy and a graduate social worker.

She has been practicing, teaching, and coaching with TLAP since 1992, and has been working on and behind stage for over 30 years. Petra teaches internationally in trainings, festivals and universities. Her thinking and professional work have been decisively influenced by her long years of study and experience on the topic "life and death" and by her contacts with shamans from different cultures. She has offered the Tamalpa Life/ Art Process since 1992, both in individual work (expressive arts therapy) as well as group work, and brought the Tamalpa

work to the theater. Her most favorite theater project in combination with follow-up workshop was "Children between life and death", which was played for 3 years particularly in hospitals. After 12 years of life and art in the German city Cologne 1996 she moved to the south of Germany where she lives now on the island Reichenau/Lake Constanz.

Petra Eischeid is co-founder and leader of Tamalpa Germany (Level 1), of Tamalpa Deutschland e.V. (occupational group association of Tamalpa Graduates and Practitioners in Germany) and of the Institute LifeArt – an association of artists and therapists who have made it their goal to combine personal growth and artistic expression. <http://www.lifeart-petra-eischeid.de/>

Frank Hediger, MA

Frank has an MA in Psychology, and is a Physical Therapist, teacher in Anatomy and Somatic Psychology, and instructor in Tai Chi Chuan, Qi Gong and Aikido (2grd.Black Belt). Frank graduated from the Level 3 training at the Tamalpa Institute in 2000. At that time, Frank was part of Anna Halprin's Sea Ranch Collective and participated in various performances as a dancer between 2000-2004. After returning to Switzerland, he worked part-time for 7 years in a Mental University Hospital in Basel, Switzerland, incorporating the Life/ Art Process in his treatment and teaching methods. Additionally he gave workshops in the Life/ Art Process and taught part-time Anatomy and somatic psychology at various schools. Over the past two years, Frank has owned a private physiotherapy practice where he offers the Tamalpa work individually as well as giving workshops throughout the year. He is also a committed practitioner of the Martial and Healing arts, with over 25 years of experience, he teaches regularly Tai Chi Juan and Qi Gong classes. He is last but not least a committed father of two sons, which he personally regards as the most difficult of all jobs. His sons teach him how to adapt and utilize the Life/ Art Process in the most creative and challenging ways. His passion is to bring creativity alive in all people through movement and art.

Regine Lehrer

Regine Lehrer is a Tamalpa practitioner, Licensed Dance Movement Therapist BTM and licensed Physical Therapist. For many years she has been working in psychosomatic and psychiatric clinics, and also working with clients in her private practice. Additionally she is a teacher and supervisor in national and international Dance Movement Therapy programs.

Helen-Jane Ridgeway

Helen-Jane (H-J) has had an extensive career as a professional dancer & choreographer. She has an MSc and a Clinical Diploma in Integrative Psychotherapy and Counselling from Middlesex University and Metanoia Institute. She originally trained in Group Psychotherapy and Facilitation and is a Certified Sensorimotor Psychotherapist. Specialising in the treatment of trauma integrating a Sensorimotor & body focused psychotherapeutic approach with Tamalpa Life/ Art process. She is a graduate of the teacher training program at Tamalpa Institute. Helen-Jane has worked in a variety of setting since 1997; alcohol & addictions counsellor, college counsellor, organizational workplace coach, G.P liaison counsellor, youth counsellor, group therapist and personal development group facilitator, and in private practice as a psychotherapist, she is a tutor at psychotherapy training institutes & universities in the UK & a clinical supervisor. Specialising in working with trauma, she is developing research using the Tamalpa Life/ Art Process to transform trauma and re- wire the autonomic nervous system towards health. She developed and facilitates an ongoing project using Tamalpa Movement & Expressive Arts therapy called - 'Art as Refuge' in Greece, working with displaced populations, refugees and the volunteers who are supporting them.

Her passion is exploring the healing potential of dance, movement and the arts; supporting individuals, groups and communities to find alchemical transformations and sustainable change, true nature and freedom.

Katrin Stelter, RSME

Core Faculty for Tamalpa Germany branch, Adjunct Faculty with Tamalpa Institute USA, Tamalpa Practitioner since 1999, Registered Somatic Movement Educator (RSME) with the International Somatic Movement Education Therapy Association (ISMETA), Chairwoman of Tamalpa Deutschland e.V 2006 - 2018. Supervisor in the college Programm ARC-Art of coaching, Freiburg 2001-2002.

Katrin was trained as a dancer (New Dance, bewegungs-art e.V. Freiburg) and speech therapist and works in a private practice. She was speech therapy instructor at Medizinische Akademie Freiburg 2010-2019. She has presented the Tamalpa Work at conferences for speech therapy, conferences for pain therapy and cancer therapy. She is teaching classes, offers sessions, presentations, trainings in "Movement Ritual and the Tamalpa Life Art/Process" since 2000. She was co-producer and dancer in the film project "blaue erde" 2018.

In her work she is focusing on the experience of creative flow and improvisation as a powerful metaphor of life. She is including ideas of deep ecology to strengthen the sense of connection with planet earth. Every year she leads the Planetary Dance of Anna Halprin in Freiburg. She supports people in creating personal rituals in moments of transition in their lives.

Reading List

BODY/MOVEMENT, ANATOMY, SOMATICS, NEUROSCIENCE

Calais-German, Blandine. Anatomy of Movement.

Bainbridge Cohen. Sensing, Feeling, and Action.

Bartenieff, Irmgard & Martha A. Davis. Effort-Shape Analysis of Movement: The Unity of Expression and Function.

Blakeslee, Sandra and Matthew. The Body Has a Mind of its Own.

Dispenza, Joe. Evolve Your Brain.

Doidge, Norman. The Brain that Changes Itself.

Doidge, Norman. The Brain's Way of Healing: Remarkable discoveries and recoveries from the frontiers of neuroplasticity.

Dytchwald, Ken. Bodymind.

Feldenkrais, Moshe. Awareness Through Movement .

Feldenkrais, Moshe. Potent Self.

Franklin, Eric N. Befreite Körper – Das Handbuch zur imaginären Bewegungspädagogik

Halprin, Anna. Moving Toward Life: Five Decades of Transformative Dance.

Hanna, Thomas. Somatics.

Hartley, Linda. The Wisdom of the Body Moving: An Introduction to Body-Mind Centering.

H'Doubler, Margaret N. Dance: A Creative Art Experience.

Heckler, Richard. The Anatomy of Change.

Juhan, Dean. Job's Body: A Handbook for Bodywork.

Kelleman, Stanely. Emotional Anatomy.

Lowen, Alexander. Bioenergetics.

Reich, Wilhelm. Collected Writings.

Todd, Mabel. The Thinking Body.

BODY/MOVEMENT AND CREATIVITY

Halprin, Daria. The Expressive Body in Life, Art and Therapy.

Kepner, James. Body Process.

Knill Paolo, Levine, Steven & Ellen Levine. Principles & Practices of Expressive Arts Therapy, Toward a Therapeutic Aesthetic

Lehrer, Johan. Imagine: How Creativity Works

Levine, Steven and Ellen Levine (Eds.). Foundations of Expressive Arts Therapy. (Essays from practitioners in the field.)

Levine, Ellen. Play and Art in Child Psychotherapy: An Expressive Arts Approach.

Levy, Fran. Movement/Dance Therapy as a Healing Art.

Mertz, A. (ed.) The Body Can Speak: Essays on Creative Movement Education. (With articles by G.H. Soto and J. Nisenbaum, of Tamalpa Institute.)

Pallaro, Patrizia. (Ed.) Authentic Movement: Essays by Mary Starks Whitehouse, Janet Adler and Joan Chodorow

Wiener, D. Beyond Talk Therapy: Using Movement and Expressive Techniques in Clinical Practice.

BODY/MOVEMENT, CREATIVITY, PERFORMANCE, AND NATURAL ENVIRONMENT

Abram, David. The Spell of the Sensuous.

Halprin, Lawrence. The RSVP Cycles.

Macy, Joanna. World as Lover, World as Self.

May, Rollo. The Courage to Create.

Moreno, J.L. The Theatre of Spontaneity.

Nachmanovich, Stephen. Free Play.

Poyner Helen, Libby Worth. Anna Halprin - Performance Practitioners

Roszak, Theodore, Gomes Mary E., and Kanner, Allen D. Ecopsychology: Restoring the Earth, Healing the Mind

Zapora, Ruth. Action Theatre

PSYCHOLOGY/THERAPY

Arnheim, Rudolf. The Psychology of Art.

Assagioli, Roberto. Psychosynthesis.

Blankertz, Stefan. Gestalttherapie Essentials

Brown, Molly. The Unfolding Self: Psychosynthesis and Counseling.

Campbell, Joseph. The Power of Myth

Chodorow, Joan. Jung on Active Imagination.

Corsini, Raymond. Current Psychotherapies. (General introduction to schools of psychology and psychotherapy).

Hillman, J. Blue Fire.

Hillman, J. Healing Fictions.

Hillman, J. Re-visioning Psychology.

Jung, Carl G. Two Essays in Analytical Psychology.

Krippner, Stanley. Personal Mythology: The Psychology of Your Evolving Self.

Kurtz, Ron. Body Centered Psychotherapy/The Hakomi Method ** (new school integrating Gestalt, somatics and spiritual principles; useful, practical articulation of theory which you might find similar to our school - D).

Maslow, Abraham. Toward a Psychology of Being (leader in the development of Humanistic Psychology. A kind of classic - D).

May, Rollo and Schneider, Kirk. The Psychology of Existence (an integrative clinical perspective with philosophical overviews - D).

McNiff, Shaun. Art as Medicine.

Miller, Alice. The Drama of the Gifted Child.

Mindell, Arnold. Dream Body.

Nathan, A. and Mirviss, S. Therapy Techniques: Using the Creative Arts.

Perls, Fritz. The Gestalt Approach and Eye Witness to Therapy.

Perls, Fritz. Grundlagen der Gestalt-Therapie – Einführung und Sitzungsprotokolle

Perls, Frederick S., Ralph F. Hefferline, and Paul Goodman. Gestalt Therapy: Excitement and Growth in the Human Personality.

Johanson, Greg and Kurtz, Ron. Grace Unfolding.

TRAUMA

Bessel van der Kolk. Verkörperter Schrecken

Kalsched, Donald. The Inner World of Trauma: Archetypal Defenses of the Personal Spirit.

Levine, Stephen K. Trauma, Tragedy, and Therapy: The Arts and Human Suffering.

Levine, Peter. Waking the Tiger: Healing Trauma.

Levine, Peter. Vom Trauma befreien – Wie Sie seelische und körperliche Blockaden lösen

Rothschild, Babette. Der Körper erinnert sich – Die Psychophysiologie des Traumas und der Traumabehandlung

SOMATICS AND SPIRITUALITY

Hayes, Jill. Soul and Spirit in Dance Movement Psychotherapy: A Transpersonal Approach.

Williamson, Amanda; Batson, Glenna; Whatley, Sarah; Webber, Rebecca. Dance, Somatics and Spiritualities Contemporary Sacred Narratives

Students often request a suggested reading list:

- Halprin, Daria. The Expressive Body in Life, Art and Therapy.
- Halprin, Lawrence. The RSVP Cycles.
- Calais-German, Blandine. Anatomy of Movement.
- Todd, Mabel. The Thinking Body.
- Knill Paolo, Levine, Steven & Ellen Levine. Principles & Practical Expressive Arts Therapy, Toward a Therapeutic Aesthetic.
- Chodorow, Joan. Jung on Active Imagination.
- Hillman, J. Blue Fire.
- Perls, Fritz. The Gestalt Approach and Eye Witness to Therapy.

TAMALPA ALUMNI ASSOCIATION - TAAS

The TAAS online site was created in 2004 as a result of students expressing the need to stay connected with the Tamalpa community as they took the work back into their personal and professional lives. As technologies have rapidly changed, we have found the best available platform in order to create a new site that has the Tamalpa feel and aesthetics, with improved functionality. And, with the new site comes a new name: Tamalpa Alumni Association, or TAAS.

TAAS offers a space where graduates can come together to stay connected, network, and support one another. Peer dialogue and mentorship are keys to continuing to develop and embody the Tamalpa Life/ Art practice. Becoming a member of TAAS is a requirement for all Level 2 students.

Through the TAAS site we also want to generate awareness about the great work that Tamalpa alumni and students do in the community engagement and social justice arenas. We are committed to continuing to encourage our graduate body to bring the healing power of the arts to diverse communities.

Please contact the Tamalpa office if you need assistance with logging in. TAAS provides **resources to support you during your Level 2: Embodied Leadership training**, as well as in your practice and in your personal life. You will learn the unique ways in which graduates take the work into the world, which may inspire you to find your own way. There will be opportunities to connect and dialogue with peers as TAAS is a lively and ever-changing on-line "studio."

Here is the link: <https://www.taasonline.org>

Once you set your profile, you can explore the following studios:

- **Tamalpa Announcements**: where you can learn what is happening and what is about to happen at the Institute.
- **Tamalpa ArtCorps**: explore ArtCorps projects that alumni are doing around the world - make sure to return from time to time as we keep adding more projects.
- **Tamalpa Library**: Take a peak at the different sections here, including a growing library of papers and articles. New features and treasures will be added to this studio.
- **Members Lounge**: where you can mingle and connect with one another, share poetry, artwork, announcements of your upcoming Tamalpa classes, etc.

We hope that this new space encourages more members of our Tamalpa community to engage in rich professional exchanges, conversations, and to inspire and support each other in taking the Tamalpa work into communities around the world.

CONTACT LIST

If you need to report an expected absence or tardiness, please contact the Work Exchange student for your cohort and the Faculty who is teaching that day.

Program Coordinator

Your first point of contact for the Level 2 training is Tamalpa Institute's Program Coordinator, Amy McGrath: amy@tamalpa.org. If you're not sure who to contact, email Amy first. Contact Amy about:

- Tuition payments
- Class schedule
- Zoom links for classes
- Level 3
- Tamalpa Practitioner requirements
- ISMETA
- Withdrawing from the training

Administrative Director

Tamalpa's Administrative Director is Lori Richloff: Lori@tamalpa.org. Contact Lori about:

- Tuition Payment Plans: contact Lori if you want to set up a tuition Payment Plan, or if you need to modify your current Payment Plan. Please contact Amy McGrath with any questions you have about your payments.

Faculty Advisor

The Faculty Advisor for your cohort is Katrin Stelter: kontakt@katrinstelter.de. Katrin is available to respond to your questions/concerns about the following:

- Make-up assignments for missed classes
- Concerns about your attendance
- Your progress in the Level 2 training
- General questions about the Level 2 course curriculum. If you have specific questions about a class, contact the faculty for that class directly (see Faculty Contact List below).
- Any issues that arise within your cohort
- If problems arise between you and a teacher, or between you and another student
- If you are considering pausing or withdrawing from the Level 2 training

Faculty Contact List

- Yoann Boyer: boyer.yoann@gmail.com
- Aude Cartoux: audecartoux@gmail.com
- Petra Eischeid: info@lifeart-petra-eischeid.de
- Frank Hediger: franksoma@protonmail.com
- Regine Lehrer: bewegung-therapie@web.de
- Helen-Jane Ridgeway: helen-jane@tamalpa-uk.org
- Katrin Stelter: kontakt@katrinstelter.de