

MASTER OF ARTS IN TRANSPERSONAL COUNSELING PSYCHOLOGY 2010–11

*"Out beyond all ideas of right doing and wrong doing,
There is a field, I'll meet you there." —Rumi*

Transpersonal Psychology

Transpersonal psychology is a large umbrella for many approaches that consider human experience in a spiritual context. Standing for the study and cultivation of the human potential for wholeness, the field seeks to understand the person from a nondualistic point of view. The diversity of approaches in transpersonal psychology provides a healthy environment for engaged dialogue, critical analysis and cross-fertilization of knowledge. The field continually seeks to broaden its multicultural orientation in the exploration of transpersonal practices and viewpoints expressed around the world.

Transpersonal Counseling Psychology

Grounded in modern psychotherapy methods, the field synthesizes the best of theoretical inquiry from social, scientific and religious paradigms. At the same time, transpersonal psychology respects considerations of the human condition including the need for healthy boundaries and practical methods for working with a full spectrum of developmental stages. Transpersonal psychology provides a backdrop for counseling practices that are designed to address suffering and awaken the wisdom of body and mind.

Experiential Learning

In a setting of collaborative inquiry, students engage in a process that emphasizes intellectual, emotional, social and spiritual awareness. Mindfulness and awareness practices are a foundation of the program, assisting students in making compassionate contact with their own experience. Experiential learning helps to embed these qualities in the context of working with others. The program focuses on exploring the underlying orientation, development and personal journey of the counselor. Depth work is designed to open new possibilities for inner growth, enhanced relational skills and professional competence.

Here and Now Focus

This concentration is designed for individuals who want an overall orientation to the field of counseling from a transpersonal and humanistic orientation. A hallmark of the program includes experiential learning with a strong focus on presence in the here and now. This focal point of study is grounded in the counseling relationship, meditation practice and Gestalt awareness. Theory is integrated in classes that emphasize direct learning through personal growth and the guided development of interpersonal skills. A nonviolent approach to communication is part of the program's fundamental approach.

Developing Personal and Professional Identity

Students are encouraged to develop a therapeutic approach to match their particular interests, abilities and talents. The process of learning to "know thyself" is a hallmark of the field of transpersonal psychology. Students are encouraged to listen within to discover the unique gift they

have to offer others. Feedback from faculty and peers in the program enhances the process of personal discovery that students experience in the program.

Understanding the Roots of Suffering

A strong understanding of the root causes of human suffering is explored through multiple lenses that include meditation, human development, cultural foundations, family systems, body awareness and the interactive field of the client and therapist relationship. Students learn to sit with whatever arises and are exposed to a broad spectrum of problems, emotions and situations they may encounter in the counseling setting. Learning to trust the process of compassionate healing comes through continued practice in working with others.

Intimate Learning Environment

A selective admissions process admits up to forty-eight students into the Counseling Psychology concentration every year. Students weave in and out of classes with each other and with individuals from the Art Therapy and Wilderness Therapy concentrations. The mix provides contact with a diverse array of students and a supportive environment for developing friendship and collegiality. Each year of study includes a concentrated experience of learning in small group settings in both the fall and spring semesters. These classes, of no more than ten to twelve students, provide a yearlong experience of working intimately with one another.

Mindfulness in Psychotherapy

Students in this concentration take an additional class, Psychology of Meditation II: Applications to Counseling, which integrates the contemplative qualities developed through meditation with the practice of psychotherapy. Focus is on the development of the therapist and the compassionate field created with the client. An understanding of the essential principles of meditation is explored in depth and how meditation supports the counseling relationship.

Gestalt Awareness Practice

The method of Gestalt therapy is studied and practiced in two consecutive courses that emphasize the principles of awareness, contact and responsibility. Gestalt is rooted in the disciplines of existential and Eastern philosophy and psychodynamic, perceptual and body psychologies. Balancing the inward focus of meditation, Gestalt offers an interpersonal awareness practice that emphasizes presence and the I-Thou relationship. Gestalt works directly with the emotions of fear, grief, anger and joy and is applicable in diverse settings and with other methodologies.

Counseling Experiential and Internship

The Counseling Experiential requires the student to participate in a minimum of thirty hours of a counseling relationship with a qualified psychotherapist of his or her choice. This component emphasizes the importance of self-reflection and firsthand experience in individual therapy.

The internship in a community agency prepares the student for later professional contribution. The MA program in Transpersonal Counseling Psychology is directed toward careers in the clinical professions. For this reason, the 700-hour supervised internship is a vital part of the program. Clinical field placements are arranged through Naropa University and provide students with an opportunity to experience work in an area of specialization such as child and family therapy, crisis intervention, outpatient or inpatient care or alcohol and drug abuse counseling. On-site and classroom supervision provide support and opportunities for self-examination.

Licensure

The counseling programs of the Graduate School of Psychology convey the subject matter of their respective disciplines within a framework of training and education so that graduates may serve as professional counselors. Naropa University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Thus, graduates of our program are able to inform licensing boards and potential employers that they graduated from a regionally accredited program.

Learners are strongly encouraged to carefully research the educational requirements for the intended licensure or certification in the state(s) where they will seek licensure or certification. The programs of the Graduate School of Psychology have not sought approval by the Council for Accreditation and Other Related Educational Programs (CACREP). Nevertheless, the faculty has developed the curricula with CACREP requirements, as well as other recognized professional and national standards, including the state of Colorado, in mind. Please note that the licensure requirements of state boards and licensing agencies vary from state to state and change over time. Consequently, successful completion of degree requirements does not guarantee that a state board or licensing agency will accept a graduate's application for licensure. It is important that learners are aware of their responsibilities regarding licensure and certification; advisors are available to discuss professional and career matters with learners and graduates.

Naropa graduates have a history of success in receiving licensure/certification across the United States; faculty and advising staff will assist students in this regard, recognizing that some state requirements may include additional course work not covered in a single graduate program. Learners should monitor developments in their intended states for licensure/certification, and work with their faculty and advising staff to explore options for meeting their requirements.

REQUIRED COURSE WORK

Specific required courses in the Transpersonal Counseling Psychology program aim to provide core knowledge and skills for counseling eligibility for licensure. In addition, students may choose electives from within the TCP department or other departments at Naropa.

REQUIREMENTS: MA TRANSPERSONAL COUNSELING PSYCHOLOGY*

First year, fall

| | |
|-----------------|--|
| PSYT 610 | Human Growth and Development through the Life Span (3) |
| PSYT 611 | Helping Relationships I (3) |
| PSYT 621 | Psychology of Meditation I: Mindfulness Training (3) |
| PSYT 721 | Social and Cultural Foundations in Counseling (3) |
| SUBTOTAL | 12 |

First year, spring

| | |
|-----------------|---|
| PSYT 660 | Assessment and Appraisal in Counseling (3) |
| PSYT 661 | Helping Relationships II (3) |
| PSYT 670 | Transpersonal Psychology (3) |
| PSYT 720 | Meditation Practicum I: Cultivating Awareness (1) |
| SUBTOTAL | 10 |

First year, summer

Electives: Intensives and/or others (0–3)

Second year, fall

| | |
|-----------------|---|
| PSYT 601 | Gestalt I: Awareness (3) |
| PSYT 668 | Counseling Practicum (3) (Fa or Sp) |
| PSYT 671 | Psychology of Meditation II: Applications to Counseling (2) |
| PSYT 680 | Group Dynamics and Leadership (Lecture) (1) |
| PSYT 682 | Group Dynamics and Leadership (Experiential) (2) |
| SUBTOTAL | 8–11 |

Second year, spring

| | |
|-------------------|--|
| PSYT 651 | Gestalt II: Experiment (3) |
| PSYT 668 | Counseling Practicum (3) (Fall or Spring) |
| PSYT 700 | Research and Program Evaluation (3) |
| PSYT 740 | Diagnostic Psychopathology (2) |
| PSYT 770 | Meditation Practicum II: Developing Compassion (1) |
| Elective(s) (0–3) | |
| SUBTOTAL | 9–12 |

Second year, summer

Electives: Intensives and/or others (0–3)

Third year, fall

| | |
|-------------------|---|
| PSYT 800 | Internship I (2) |
| PSYT 810 | Professional Orientation and Ethics I (2) |
| Elective(s) (0–3) | |
| SUBTOTAL | 4–7 |

Third year, spring

| | |
|-------------------|--|
| PSYT 759 | Transitions, Lifestyles and Career Development (3) |
| PSYT 850 | Internship II (2) |
| PSYT 860 | Professional Orientation and Ethics II (2) |
| Elective(s) (0–3) | |
| SUBTOTAL | 7–10 |

TOTAL CREDITS 60

Body awareness course (2 credits) may be taken at any time.

**This fact sheet describes the 2009–10 curriculum for the MA in Transpersonal Counseling Psychology. Naropa University faculty and staff are committed to regular review and revision of the curriculum, to reflect new findings and understandings in the field, feedback from alumni and the professional community, and faculty expertise. Please inquire with the Office of Admissions and/or the Department of Transpersonal Counseling Psychology for any curricular changes that are being considered for future academic years.*

Electives and Specialized Studies

The program offers a range of electives to complement specific interests in the areas of counseling and transpersonal studies. We have emphases that allow the student to go in depth with one area of study or choose from a diverse array to complement required studies. The faculty members of these courses are practitioners and specialists in these domains. Course work is designed to enhance personal and professional awareness and knowledge. Please note that these classes are subject to change due to student interest and enrollment.

Contemplative Approaches

These courses are designed for self-study and increasing mindfulness and awareness of the practitioner.

Touching the Moment: Mindfulness Retreat
Taming the Wild Horse (retreat on working with emotions)
(Students may also take courses in the Religious Studies Department.)

Marriage and Family Therapy

Many of the courses in this emphasis are designed to assist students who want to meet requirements in states that offer Marriage and Family Therapy licensure.

Grief Counseling
Transforming Addictions
Human Sexuality
Approaches to Couples Therapy
Marriage and Couples Therapy
Advanced Child and Adolescent Therapy
Family Systems

Gestalt Therapy

These courses are designed for students who want advanced experiential training beyond the required two-semester course work in Gestalt Awareness.

Gestalt Group Training
Gestalt Community Intensive (yearly themes include family, transpersonal, body awareness, creative process)

Jungian Studies

These courses offer an introduction to the application of Jungian psychology to the field of counseling.

Jungian Dreamwork
Storytelling and Mythology

Body Awareness

All students in the Counseling concentration are required to take a body awareness class of their choosing. Listed below are courses offered by the Transpersonal faculty.

Authentic Movement
Contemplative Voicework
Yoga and the Chakras: The Transpersonal Embodied
(Students may also choose general university body awareness courses including t'ai-chi ch'uan, aikido or yoga.)

Careers

Graduates of the Transpersonal Counseling Psychology program at Naropa University are working in a variety of settings, including schools, hospitals, retirement communities, mental health centers, hospice care, trauma work, residential care for children, medical rehabilitation, prisons and private practice.

Transpersonal Counseling Psychology Department Ranked Faculty

Acharya Dale Asrael

BS, Northwestern University; MA, Naropa University.

Dale has taught in the field of contemplative education for more than twenty-five years. She is an Acharya (senior teacher) in the lineage of Naropa's founder, Ven. Chögyam Trungpa Rinpoche and Sakyong Mipham Rinpoche, and an Upadhyaya (Buddhist minister). In addition to her teaching as core faculty at Naropa University, she leads meditation retreats internationally, and trains meditation instructors. She has worked in the field of death and dying for more than twenty years.

Deborah Bowman, PhD

BA, University of Kansas; PhD, Union Institute.

Deborah co-founded the MA Transpersonal Counseling Psychology program at Naropa University in 1990 and initiated and developed the Wilderness Therapy program within TCP in 2002. She served as faculty and as interim president of Boulder Graduate School. She is a licensed psychologist, certified Gestalt therapist and has been in private practice for more than twenty years. Prior to this she worked with child and adult populations with Boulder County Hospice and Boulder County Social

Services. She was an instructor with the National Outdoor Leadership School and former river guide. Her dissertation specialized in the dream-painting process, combining art therapy, Jungian, transpersonal and Gestalt therapy.

David Chernikoff

MSW, University of Denver; MDiv, Graduate Theological Union; LPC.

David Chernikoff is a meditation teacher, psychotherapist, and life and business coach. A founder of the Boulder College of Massage Therapy, he has worked in mental health centers, schools and colleges, professional training programs, meditation centers and private practice since 1972. In addition to teaching in the TCP program at Naropa University, he is currently one of the guiding teachers of the Insight Meditation Community of Colorado and has a private practice in Boulder.

Carla Clements, PhD

BA, Colorado State University; MEd, Colorado State University; PhD, University of Colorado.

Dr. Carla Clements is trained in Gestalt and Reichian therapy and has maintained a private psychotherapy practice, specializing in treating trauma, since 1986. Her interests include research methodology, statistics and the application of empirical data to the promotion of human growth and potential. An educator for more than thirty years, her leadership in the transpersonal psychology field has illuminated issues in human growth and development and demonstrated the transformational healing nature of the human spirit. She is currently chair of the Transpersonal Counseling Psychology Department.

John Davis, PhD

BA, Wake Forest University; MA, PhD, University of Colorado.

A former chair of the Transpersonal Counseling Psychology Department, John currently directs the low-residency MA in Transpersonal Psychology and teaches transpersonal psychology, the Diamond Approach, ecopsychology and wildemess therapy. His special interest is the intersection of humans, nature and spirit or "transpersonal ecopsychology." He is an ordained Teacher of the Diamond Approach of A. H. Almaas and a faculty member in the School of Lost Borders, a training facility for wildemess rites of passage guides. In addition to publishing in these areas, he has also written on holistic health, stress management, research methods and higher education.

Michael Franklin

MA, George Washington University; PhD (cand.),

Expressive Therapies, Lesley University; ATR-BC.

Michael became the director of the Art Therapy program at Naropa University in 1997. Since 1982 he has both practiced and taught art therapy in various academic and clinical settings. He has lectured nationally and internationally, offering a wide range of research contributions to the field. As an artist, Michael actively pursues his work and continues to research the relationship between art therapy, yoga philosophy and meditation.

Duey Freeman

BA, Loretta Heights College; MA, University of Northern Colorado; LPC.

Duey Freeman has been in private practice since 1982. This practice consists of working with adults, children and families using a variety of modalities with the primary emphasis on Gestalt and equine work. Duey is the coordinator and teacher of all of the family/child classes and all of the Gestalt classes in the TCP program at Naropa University. He consults with and is the clinical supervisor at a very progressive Wilderness Therapy program in Colorado. He also consults at various schools and treatment programs throughout the state. Duey's past experience includes teaching and acting as a school principal. He loves flying, skiing, anything outside and is an accomplished horseman.

Kate Mazuy

BA, Colby College; MA, Naropa University.

Kate Mazuy, MA, LPC, CHT, teaches the Special Interventions with Adult and Special Populations, Outdoor Skills and Master's Paper in the Wilderness Therapy concentration. During the second year of the program, she teaches the Canyons section and the Rites of Passage section. In addition to teaching, Kate has a private psychotherapy practice in Boulder where she practices the Hakomi Method of Psychotherapy. She is also on staff at the Matrixworks Group Leadership Training.

Les McAllan, PhD

BS, Psychology, University of Wisconsin, Milwaukee; MS, Rehabilitation Counseling, University of Wisconsin, Milwaukee; PhD, Educational Psychology, State University of New York, Buffalo; CRC, NCC.

Dr. McAllan has been a practicing counselor and psychologist in a variety of settings for thirty-two years and a counselor educator for twenty-six years. Les has had extensive experience in various state rehabilitation agencies, private rehabilitation provider agencies, private counseling and consulting practices, AIDS service organizations and academic settings. His areas of interest include gay and lesbian health, chronic illness, loss, traumatic brain injury and the mental health issues facing returning veterans. Les infuses empowerment, spiritual centeredness, lessons from nature and a global consciousness perspective into all of his activities.

Deborah Piranian, PhD

BA, University of Michigan; MA, Naropa University; PhD, University of Washington; LPC.

Deborah Piranian is the director of the Wilderness Therapy concentration in the Transpersonal Counseling Psychology Department and has worked as a psychotherapist in private practice, in a psych hospital and in wilderness therapy settings. She has been a consultant in leadership and team development for businesses and organizations. As a senior Outward Bound course director, Deb specialized in wilderness therapy and multinational mountaineering programs. She has more than twenty-five years of climbing experience. Deb holds an MA in counseling psychology and a PhD in Slavic linguistics, with an emphasis on the psychology of adult language learning.

Laurie Rugenstein

BM, Berklee College of Music; MMT, Southern Methodist University; EdD (cand.), Argosy University; LPC, MT-BC

Laurie Rugenstein is the director of the Counseling concentration in the Transpersonal Counseling Psychology Department. She is also a Naropa meditation instructor. Laurie teaches counseling skills courses, ethics, meditation and creative process. She developed and implemented a music therapy program for HospiceCare of Boulder and Broomfield counties and has a continued interest in end-of-life care. Laurie is endorsed by the American Association for Music and Imagery as a Primary Trainer in the Bonny Method of Guided Imagery and Music. She conducts trainings in this approach to psychotherapy throughout the United States. Laurie maintains a private counseling practice and provides supervision for counselors. Her passion is using expressive arts to explore spirituality, facilitate psychological growth and create viable social structures.

Sue Wallingford

BA, University of Kentucky; MA, The Naropa Institute; LPC; ATR-BC.

Sue Wallingford has utilized art for healing in the mental health field for more than sixteen years. Her experience includes work in various psychiatric facilities, a prison, a home for abused children, a residential home for the developmentally disabled, Hospice and the elderly. Currently Sue is in private practice, offering counseling and art therapy services in the Boulder area. Her interests include life transitions and spiritual discernment and growth. Sue continues to be dedicated to the art making process and has exhibited her work throughout the Boulder-Denver area.

Ranked Faculty from Other Departments

Zoë Avstreh (Somatic Counseling Psychology), **Frank Berliner** (Contemplative Psychology), **Sherry Ellms** (Environmental Studies)

Adjunct Faculty

Daniel Archer, Kathryn Asmus, Deb Azorsky, Rita Berglund, Paul Bialek, Cheryl Breault, Andrew Bunin, Jane Bunin, Leslie Cancilla, Betty Cannon, Mariana Caplan, Jaylyne Chase-Jacobson, Daphne Chellos, Patti Chenis, Roland Cohen, Becky DeGrossa, Christine DeMarco, Christine Denning, Avani Dilger, Karen Drucker, Suzanne Duarte, Joseph Eiben, Deepesh Fauchaux, Linda Flinkman, Corissa Gold, Glenn Hartelius, Elbert Hartman, Margaret Hartsook, Carol Herrick, Aurora Hill, Suzanne Holmes, Cathy Hubiak, Ron Irwin, Margot Iseman, Diane Israel, Nancy Jane, Michael Jospe, Francis Kaklauskas, Cassandra Katz, Christina Kauffman, Dan Macy, Nicol McGough, William Moats, Cynthia Moku, Anjali Nandi, Gretchen Norman, Nancy Ortenberg, Lori Pye, Doug Radandt, Caroline Roy, Diane Rudine, Derek Schmidt, Alyson Schwabe, Arielle Schwartz, Gil Shalit, Elizabeth Smith, Joe Soma, John Steele, Colleen Stewart, Christine Strickland, Judith Sutter, Lisa Templeton, Soltahr Tiv-Amanda, Janice Wall, Jessica Whitesel, Jessica Zeller

Recent Visiting Faculty

Angeles Arrien; Don Campbell; David Darling; Stanislov Grof; Barbara Hesser, RM; Cathy Malchiodi, ATR; Bruce Moon, ATR; Shirley Riley, ATR; Clive and Carol Robbins, RMT; Malidoma Some; Richard Tarnas; Robert Turner; Frances Vaughan; Roger Walsh

Internship

The internship is an integral part of the Transpersonal Counseling Psychology program. It is designed to provide students with training and supervision in the practice of psychotherapy through field placements in human service agencies. The Professional Seminar class is taken concurrently with the field placement and is designed to educationally enhance and support the field placement experience.

Counseling Practicum

All second-year students are required to complete a Counseling Practicum, which provides for the continued development of counseling skills through field work at a community agency with on-site consultation and supervision. The Counseling Practicum class is designed to provide a supportive and instructional forum for students' initial experiences working with clients in community settings. Students also become familiar with ethical guidelines relating to the counseling profession. Within a supportive classroom environment, students discuss professional and personal issues as they relate to their development as beginning counselors. Topics include discussion of client populations served, client transference and therapist countertransference, case presentations, agency structure and organization, and community resources.

Field Placement

Third-year students complete their internships in a variety of sites in the Boulder/Denver area including:

- Aurora Mental Health Center
- Boulder County Department of Social Services
- Boulder County Health Department
- Boulder College of Massage Therapy
- Boulder Vet Center
- Colorado AIDS Project
- Access Counseling Center
- The Denver Hospice
- MDS Counseling Center
- The Mental Health Center serving Boulder and Broomfield Counties
- Mental Health Corporation of Denver
- Project Self-Sufficiency
- University of Colorado Counseling and Psychological Services

- Children and Youth Resources: Longmont
- La Luna Center
- Naropa University Counseling Center
- Noeticus Counseling Center

Suggested Reading List on Transpersonal Psychology

(It is important to get some exposure to transpersonal concepts before beginning the program.)

OVERVIEW

(These books are good introductions to the field.)

Bennett-Goleman, T. (2001). *Emotional Alchemy*. New York: Three Rivers.

Boorstein, S. (1996). *Transpersonal Psychotherapy*. New York: State University of New York Press.

Clarkson, P. (2002). *Transpersonal Relationship in Psychotherapy*. London: Whurr Publishers.

Nelson, J. (1994). *Healing the Split: Integrating Spirit into Our Understanding of the Mentally Ill*. New York: State University of New York Press.

Walsh, R. and Vaughan, R. (1993). *Paths Beyond Ego: The Transpersonal Vision*. San Francisco: Tarcher.

COUNSELING

Goleman, D. (2003). *Destructive Emotions: A Scientific Dialogue with the Dalai Lama*. New York: Bantam.

Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. New York: Bantam.

Naranjo, C. (2006). *The Way of Silence and the Talking Cure: On Meditation and Psychotherapy*. Blue Dolphin Publishing.

Naranjo, C. (1993). *Gestalt Therapy: The Attitude and Practice of an Atheoretical Experientialism*. Nevada City, CA: Gateways.

Polster, I., & Polster, M. (2000). *From the Radical Center: The Heart of Gestalt Therapy*. The Analytic Press.

Ram Dass and Gordon, P. (1985). *How Can I Help?* New York: Knopf.

Satir, V. (1972). *Peoplemaking*. Palo Alto: Science and Behavior Books.

Vaughan, R. (1995). *The Inward Arc: Healing in Psychotherapy and Spirituality*. Nevada City, CA: Blue Dolphin Press.

Wegela, K. (1996). *How to Be a Help Instead of a Nuisance*. Boston: Shambhala.

MEDITATION

Beck, C. J. (1989). *Everyday Zen: Love and Work*. San Francisco: Harper & Row.

Chodron, P. (1994). *Start Where You Are: A Guide to Compassionate Living*. Boston: Shambhala.

Epstein, M. (1998). *Going to Pieces Without Falling Apart*. New York: Broadway.

Friedman, L. (1987). *Meetings with Remarkable Women: Buddhist Teachers in America*. Boston: Shambhala.

Germer, C., Siegel, R., and Fulton, P. (Eds.). (2005). *Mindfulness and Psychotherapy*. New York: Guilford press.

Goldstein, J. (1983). *The Experience of Insight*. Boston: Shambhala.

Kabat-Zinn, J. (2005). *Coming to Our Senses: Healing Ourselves and the World through Mindfulness*. New York: Hyperion.

Kornfield, J. (2000). *After the Ecstasy, the Laundry*. New York: Bantam Books.

Shapiro, D. and Walsh, R. (Eds.). (1984). *Meditation: Classic and Contemporary Perspectives*. New York: Aldine.

Suzuki, S. (1970). *Zen Mind, Beginner's Mind*. New York: Weatherhill.

CONTEMPORARY AND HISTORICAL TRANSPERSONAL PERSPECTIVES

Arrien, A. (1993). *The Four-Fold Way: Walking the Paths of the Warrior, Teacher, Healer, and Visionary*. New York: Harper Collins.

Assagioli, R. (1965). *Psychosynthesis: A Manual of Principles and Techniques*. New York: Hobbs, Dorman.

Jung, C. (1961). *Memories, Dreams, Reflections*. New York: Vintage Books.

Grof, C. and Grof, S. (1990). *The Stormy Search for the Self*. San Francisco: Tarcher.

Grof, C. and Grof, S., eds. (1989). *Spiritual Emergency*. San Francisco: Tarcher.

Singer, J. (1972). *Boundaries of the Soul*. Garden City, NY: Doubleday.

Washburn, M. (1988). *The Ego and the Dynamic Ground: A Transpersonal Theory of Human Development*. Albany, NY: Albany State University of New York Press.

Whitmont, E. (1969). *The Symbolic Quest*. Princeton, NJ: Princeton University Press.

Wilber, K. (1981). *No Boundary*. Boston: Shambhala.

Wilber, K. (2000). *Integral Psychology: Consciousness, Spirit, Psychology, Therapy*. Boston: Shambhala.

SPIRITUAL TRADITIONS

Glazer, S. (1999). *The Heart of Learning: Spirituality in Education*. New York: J. P. Tarcher/Putnam.

Hixon, L. (1989). *Coming Home: The Experience of Enlightenment in Sacred Traditions*. Los Angeles: Tarcher.

Huxley, A. (1970). *The Perennial Philosophy*. New York: Harper/Coloophon.

Smith, H. (1994). *The Illustrated World's Religions: A Guide to Our Wisdom Traditions*. San Francisco: Harper San Francisco.

TRANSPERSONAL COUNSELING PSYCHOLOGY ADMISSION REQUIREMENTS

You are strongly encouraged to visit Naropa University. Events for prospective students are scheduled every fall and spring. See www.naropa.edu/admissions/grad_events.cfm for more information. The visitation coordinator will be happy to arrange for you to meet with an admissions counselor or a member of our faculty, visit a class or take a campus tour. Arapahoe Campus tours are offered Monday through Friday at 2 p.m. in the main lobby of the Administration Building. Tours of the Paramita Campus (MA Contemplative Psychotherapy, MA Somatic Counseling Psychology and MA Transpersonal Counseling Psychology) are offered Mondays, Wednesdays and Fridays at 3:30 p.m. by reservation only. The visitation coordinator can be contacted at 303-546-3548 or 1-800-772-6951 (within North America) or by email at admissions@naropa.edu. You can also use the online Visitation Request form or view our campus from the online tour.

If you decide you would like to apply for admission, we prefer that you do so electronically via www.naropa.edu/apply.

Suggested Deadline

Naropa University uses a rolling admission policy. Applicants may apply as early as September for summer and fall admission. Applications received between September 1 and the suggested deadline will be given equal consideration. Applications received after the suggested deadline will be reviewed on a space-available basis.

- January 15 for fall semester admission

GRADUATE ADMISSION REQUIREMENTS

A bachelor's degree from an accredited institution is required for admission to all graduate programs.

A completed graduate application for Transpersonal Counseling Psychology consists of the following:

1. Completed application form.
2. A \$60 nonrefundable application fee in the form of a check or money order, payable to "Naropa University." The applicant's name must be clearly indicated on the check.
3. Three-to-five-page typed, double-spaced statement of interest.
4. Resumé.
5. Three letters of recommendation (all must be on the forms provided and not from family members or current therapists).
6. Official transcripts of all previous college-level study that reflect the completion of a bachelor's degree and prerequisites, in a sealed envelope with the application, or sent directly to Naropa's Admissions Office from the registrar of previous institutions.
7. Supplemental application.
8. Supplemental prerequisite form (attached): Course work in Developmental Psychology, Abnormal Psychology and Theories of Personality.
9. Prior work experience in a clinical setting recommended; experience in working with others essential.
10. Personal maturity and good written and verbal communication skills.
11. An on-site interview is required for all applicants who are being considered.

Supplemental Application

Name: _____ Date: _____

The MA in Transpersonal Counseling Psychology is a professional training program designed to prepare its graduates to work in the fields of counseling and psychotherapy. It is considered highly desirable (but not a requirement) that students enter the program with some prior experience related to the process of psychotherapy, either as a client of psychotherapy or as a professional or volunteer in a mental health setting.

The program is challenging mentally and emotionally because of the experiential and contemplative nature of the course work. In particular, the clinical training and meditation courses evoke much personal material. These experiences can be emotionally intense; nevertheless, students must be emotionally and intellectually present during class and complete the required course work. Although support is offered through the required personal psychotherapy, successful students are emotionally mature.

In order to help the department assess your suitability to commence with this training, please answer the following questions and submit this with your completed Naropa University application for graduate admission. Each response may be up to one page in length. These questions may also be useful tools for self-evaluation and introspection, which will be part of the interview process.

1. a) Describe your background with counseling and/or psychotherapy, as a professional or volunteer in a mental health or comparable setting.
b) Describe what you have learned about yourself through working with others.
2. As discussed above, this is a very rigorous program. a) Describe how you have engaged in working with your own personal process and what you have learned about yourself through working with others. b) How have these experiences prepared you for completing the Transpersonal Counseling Psychology program and entering the psychotherapy profession?
3. The program's contemplative component is integral to the training. The department feels that a basic meditation practice is essential for training therapeutic attention; therefore, the program requires four semesters of meditation course work and a twenty-minute per day sitting practice. How do you feel about being required to meditate? What aspects of meditation do you see as being challenging for you?

