

MASTER OF ARTS IN TRANSPERSONAL COUNSELING PSYCHOLOGY CONCENTRATION IN WILDERNESS THERAPY 2010–11

*What is rooted is easy to nourish
What is recent is easy to correct
What is brittle is easy to break
What is small is easy to scatter*

*Prevent trouble before it arises.
Put things in order before they exist.
The giant pine tree
Grows from a tiny sprout.
The journey of a thousand miles
Starts from beneath your feet.
— Verse 64, Tao Te Ching*

Program Description

The Wilderness Therapy concentration, a Master of Arts degree program within the Transpersonal Counseling Psychology Department, synthesizes clinical and theoretical course work in counseling psychology with contemplative practice, wilderness skills training and ecological approaches to therapy. This unique combination recognizes human experience as part of an interconnected web of life and necessarily accommodates a diversity of personal experience and interests.

Four core areas comprise the Wilderness Therapy concentration:

- 1) Clinical and theoretical course work required for licensure in most states;
- 2) Training in wilderness skills and therapeutic interventions during eight weeks in natural settings;
- 3) Contemplative practice and body awareness practice required of every student throughout the program;
- 4) Extensive professional experience during the required nine-month internship.

Wilderness Therapy

Wilderness Therapy refers to a broad field of psychology that utilizes nature as a context for therapeutic intervention. The Wilderness Therapy concentration gives students theoretical and practical experience in the fields of adventure therapy, ecopsychology, ecology, outdoor skills, and group dynamics and leadership. It also provides extensive training in wilderness skills during eight weeks of expeditions. The expeditions make up most of the second year of the program and include mountains, rock climbing, ropes and initiatives, canyons, rivers, horsemanship, horticulture and rites of passage. Classroom learning is integrated into the expeditions and students are given time during the semester while not on expedition to complete reading and written assignments. Studies include a broad range of topics such as the utilization of survival skills in a therapeutic context, the application of Gestalt therapy approaches and the use of expressive therapies in the outdoors.

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. Transpersonal psychology provides a backdrop for counseling practices that address suffering and awaken the wisdom of body and mind.

Transpersonal Counseling Psychology

Grounded in modern psychology, 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.

Multidisciplinary and Multicultural Approach

Naropa University, the Transpersonal Counseling Psychology Department and the Wilderness Therapy concentration recognize the essential role of multidisciplinary studies. Wilderness Therapy is, at its roots, strongly multicultural. It recognizes the universality of the deeper dimensions of human experience while valuing the diversity of its expressions; it integrates insights on human nature and healing from a wide variety of cultures; and it recognizes the role of cultural context in the experience of individuals and groups. Our program provides opportunities to challenge culturally defined views of mental health and psychotherapy and to draw cross-cultural insights into counseling psychology.

Philosophy of Learning

The Wilderness Therapy concentration relies on a balance of experience, theory and skills. Students must demonstrate cognitive understanding through classroom participation and written work and must also demonstrate skillful application of counseling technique through practice sessions in supervised settings both in the wilderness and in town. Sincere engagement with the experience and unfolding process is primary to the program's philosophy. We believe that understanding and working with others is ultimately based on understanding and working with one's own personal dynamic. A critical dimension of wilderness therapy includes cultivating self-awareness regarding one's own capabilities and limitations. Students are asked to explore the psychological truth of their own being so that they can better serve others in a compassionate and skillful way. Class discussions, meetings with teachers and program staff, supervised practice and written work that is clear, genuine and well-crafted provide opportunities to demonstrate and further this integration.

Ecological Approach

Wilderness Therapy course offerings are designed to create a matrix of learning in which study in each area connects and complements study in other areas. While students are focusing on one course, they are challenged to address the perspectives provided by other classes. We ask teachers to help them synthesize material from different subject areas with their classes to provide a more integrated educational environment. We also ask teachers to help students ground their studies in careful examination of their personal experience and to help apply their studies in their development as a counselor.

Contemplative Practice and Study

Meditation and other contemplative practices are regarded as an important experiential basis of transpersonal psychology. Students receive an introduction to mindfulness meditation as a method of training awareness and the ability to be fully present. These skills provide a resource for both individual transpersonal development and future counseling work with others. Students are expected to practice mindfulness meditation as an ongoing aspect of their studies in the Transpersonal Counseling program. Four semesters of required course work in this form of practice, as well as body awareness studies, support this process. Cultivation of other contemplative practices from both ancient and modern wisdom traditions is also encouraged.

Rigor and Discipline

We work to promote discipline—both academic and personal—that supports the student's learning process and professional development. This sense of discipline includes a dedication to a personal contemplative practice, a rigorous approach in academic work and a responsibility toward relationships with other students, teachers and clients. In our view, such discipline serves openness, creativity, clarity, generous service and effective action, the goals of the Transpersonal Counseling Psychology Department and Naropa University. Grades are one, but by no means the only, aspect of a rigorous approach to education. We aim for grading that promotes personal and professional excellence through standards that are high, realistic, consistent and coherent. At the same time, we recognize that some aspects of the program are not amenable to grades and other means of assessment are also necessary.

Counseling Experiential and Internship

The Counseling Experiential requires the student to participate in 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 Wilderness Therapy concentration is directed toward careers in clinical settings. For this reason, a 700-hour supervised internship is a vital part of the program. Naropa has developed relationships with programs and agencies that utilize wilderness therapy in their therapeutic milieu. Clinical field placements are arranged through Naropa University and provide students with an opportunity for hands-on experience in this growing field. On-site and class-related supervision provides support and opportunities for self-examination. Written case study paper and case study presentations are required to demonstrate the integration of foundation studies with internship experience.

Recent sites include:

Aspen Achievement Academy, CO
Arapahoe House, CO
Access Counseling Family Team, CO
Adirondack Leadership Expeditions, NY
Bay Area Community Resources, CA
Boulder Alcohol Education Center, CO
Breckenridge Outdoor Education Center, CO
Boulder Creek Academy, ID
Community Hospice, CO
Catherine Freer Wilderness Therapy Expeditions, OR
Enviros Wilderness School Association
Eagle Rock School, CO
Four Circles, NC (paid)
Odyssey: Wilderness Program, WA
Maria Droste Services, CO
Second Nature Wilderness Program, UT
Women's Wilderness Institute, CO

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 COMPONENTS

Transpersonal/Contemplative Studies

Ecopsychology: Transpersonal Perspectives
Psychology of Meditation I: Mindfulness Training
Meditation Practicum I: Cultivating Awareness

Theoretical/Experiential Courses

Therapeutic Applications of Human Development
Group Dynamics and Leadership I
Group Dynamics and Leadership II
Family Systems
Assessment and Appraisal in Counseling
Research and Program Evaluation
Social and Cultural Foundations
Theories and Practice in Career Counseling I and II

Clinical/Experiential Courses

Helping Relationships I/Wilderness Therapy: Techniques and Practice
Helping Relationships II/Wilderness Therapy: Techniques and Practice
Family Systems Interventions I: Equine-Assisted Settings
Professional Orientation and Ethics I and II
Counseling Practicum

Wilderness Therapy

Children and Adolescent Interventions: Wilderness Therapy Settings
Adults and Special Populations Interventions: Wilderness Therapy Settings
Nature and Art: Expressive Therapies
Outdoor Skills I and II

Internship

Internship I and II

MA TRANSPERSONAL COUNSELING PSYCHOLOGY: WILDERNESS THERAPY REQUIREMENTS*

First year, fall

PSYT 609	Wilderness Therapy Intensive (2)
PSYT 610	Human Growth and Development through the Life Span (3)
PSYT 612	Helping Relationships I (WT) (3)
PSYT 621	Psychology of Meditation I: Mindfulness Training (3)
PSYT 660	Assessment and Appraisal in Counseling (3)
SUBTOTAL	14

First year, spring

PSYT 662	Helping Relationships II (WT) (3)
PSYT 700	Research and Program Evaluation (3)
PSYT 720	Meditation Practicum I: Cultivating Awareness (1)
PSYT 721	Social and Cultural Foundations in Counseling (3)
PSYT 740	Diagnostic Psychopathology (2)
SUBTOTAL	12

Second year, fall

PSYT 629	Family Systems Interventions: Equine-Assisted Settings (2)
PSYT 706	Group Dynamics and Leadership I (2)
PSYT 707	Adults and Special Populations Interventions: Wilderness Therapy Settings (2)
PSYT 708	Outdoor Skills I (2)
PSYT 719	Ecopsychology: Transpersonal Perspectives (2)
SUBTOTAL	10

Second year, spring

PSYT 627	Contemplative Perspectives and Practice I (1)
PSYT 668	Counseling Practicum (3)
PSYT 726	Group Dynamics and Leadership II (3)
PSYT 728	Outdoor Skills II (1)
PSYT 742	Nature and Art: Expressive Therapies (2)
PSYT 752	Children and Adolescent Interventions: Wilderness Therapy Settings (2)
SUBTOTAL	12

Third year, fall

PSYT 755	Theories and Practice in Career Counseling I (1.5)
PSYT 806	Internship I: Wilderness Therapy (2)
PSYT 816	Professional Orientation and Ethics I: Wilderness Therapy (2.5)
SUBTOTAL	6

Third year, spring

PSYT 765	Theories and Practice in Career Counseling II (1.5)
PSYT 856	Internship II: Wilderness Therapy (2)
PSYT 866	Professional Orientation and Ethics II: Wilderness Therapy (2.5)
SUBTOTAL	6

TOTAL CREDITS 60

**This fact sheet describes the 2009–10 curriculum for the MA in Transpersonal Counseling Psychology: Wilderness Therapy concentration. 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.*

Careers

The program prepares students to become professional counselors with the skills and knowledge needed to work in both wilderness and traditional clinical settings. The knowledge and skills are applicable in the fields of psychology, education, health care, social services, organizational development and other related fields.

- School counselor, Academy of Arts and Sciences, HI
- Therapist, Four Circles recovery program, NC
- Program director, Medicine Horse, Boulder, CO
- Program director, AIM House, Boulder, CO
- Equine therapist, CO
- Addictions counselor, Jay Walker Ranch, CO
- Boulder County Mental Health Family Team, CO
- Adjunct faculty, Front Range Community College, CO
- Therapist, Open Sky Wilderness Therapy program, UT
- Wilderness therapist, Passages to Recovery, UT
- Hospice therapist, NY
- Therapist in private practice specializing in EMDR with children

Wilderness Therapy Faculty

Katie Asmus

MA, Naropa University.

Katie comes to the department with fourteen years of experience leading groups in therapeutic and educational wilderness programs. Katie has also worked extensively with survivors of abuse and trauma. In addition to her work at Naropa, Katie has a private psychotherapy practice in Boulder, CO, and mentors students through Prescott College Adventure Psychotherapy/Education program. She facilitates workshops nationally on somatic intervention for trauma, wilderness and creative art therapies and "Right Use of Power" as ethics for helping professionals.

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.

John Davis, PhD

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

Kate Mazuy

BA, Colby College; MA, Naropa University; LPC, CHT.

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.

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.

Caroline M. Roy
MSW, University of Denver.

Caroline M. Roy is the executive director of Rocky Mountain Equi-Rhythm: Horses Balancing Hearts, an equine-assisted growth and learning program in Boulder, Colorado. She has worked as a probation officer in Boulder County for ten years specializing in work with adolescent and domestic violence offenders and has practiced as an individual and family therapist. She implemented a Master's Intern Program for the Boulder County Juvenile Justice agencies serving youth and is a consultant for Justice System Assessment and Training (JSAT), training risk and needs instruments to juvenile justice personnel across the country. Caroline is a horsewoman and is certified in equine-assisted psychotherapy. She is a member of Boulder County Sheriff's Department Mounted Search and Rescue Team.

Transpersonal Psychology Suggested Reading List

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

OVERVIEW

(These books are good introductions to the field.)

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

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.

Wegele, 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.

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.

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

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.

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/Colophon.

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

WILDERNESS THERAPY

Bandroff, S. & Newes, S. (2003). *Coming of Age: The Evolving Field of Adventure Therapy*. Boulder, CO: Association for Experiential Education.

Cass, A. (1996). *Soul Unearthed*. Jeremy P. Thacher, Inc.

Chard, P. (1994). *The Healing Earth: Nature's Medicine for the Troubled Soul*. Minnetonka, MN: North Word Press.

Coleman, M. and Kornfield, J. (2006). *Awake in the Wild: Mindfulness in Nature as a Path to Self-Discovery*. Makawao, HI: Inner Ocean Press.

Foster, S. & Little, M. (1989). *Roaring of the Sacred River: The Wilderness Quest for Vision and Self Healing*. New York: Prentice Hall Press.

Gass, M. (1995). *Book of Metaphors II*. Kendall Hunt.

Gass, M. (1993). *Adventure Therapy: Therapeutic Applications of Adventure Programming*. Kendall Hunt.

Itin, C., Eds. (1998). *Exploring the Boundaries of Adventure Therapy*. Boulder, CO: AEE.

Louv, R. (2005). *Last Child in the Woods: Saving Our Children from Nature Deficit Disorder*. Chapel Hill, NC: Algonquin Books of Chapel Hill.

Roszak, T., Gomes, M. and Kanner, A., Eds. (1995). *Ecopsychology: Restoring the Earth, Healing the Mind*. San Francisco: Sierra Club Books.

Simer P. and Sullivan J. (1983). *The National Outdoor Leadership School's Wilderness Guide*. New York: Simon and Schuster.

TRANSPERSONAL COUNSELING PSYCHOLOGY: WILDERNESS THERAPY 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 (Graduate School of 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: Wilderness Therapy 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, sent in a sealed envelope with the application, or sent directly to Naropa's Admissions Office from the registrar of previous institutions.
7. Supplemental prerequisite form: Course work in Developmental Psychology (3 credits), Abnormal Psychology (3 credits) and Theories of Personality (3 credits).
8. Prior work experience in a clinical setting recommended; experience in working with others essential.
9. Personal maturity and good written and verbal communication skills.
10. Supplemental application (attached).
 11. Eleven-day wilderness trip (or equivalent).
 12. Students will be required to complete a Wilderness First Responder course by the beginning of their second year.
 13. Adequate physical condition to participate in the program's field activities. This includes the ability to carry a forty- to fifty-pound backpack on and off trail for five to ten miles in a day; intermediate level swimmer; ability and willingness to participate in rock climbing; horseback riding; gardening.
14. An on-site interview is required for all applicants who are being considered.

**MA TRANSPERSONAL COUNSELING PSYCHOLOGY:
WILDERNESS THERAPY
2010-11**

Supplemental Application

Name: _____ Date: _____

Please provide the following information as part of your application for the Wilderness Therapy concentration in the MA Transpersonal Counseling Psychology program. This information will remain completely confidential within the Admissions and Transpersonal Counseling Psychology departments. Please use additional sheets. Return all parts of the supplemental application to the Admissions Office.

1. Please specifically address your interest in wilderness therapy in your statement of interest from the general Naropa University application.
2. It is a requirement of the program that you have experience in wilderness travel, campcraft, Leave-No-Trace Camping and first aid. We recommend students have developed one or more outdoor skills in addition to backpacking. Please provide a summary, including your experience, of how you meet this requirement or how you plan to meet this requirement.
3. It is required that you are in adequate physical condition to participate in the field activities of the program. These include the following: the ability to carry a forty- to fifty-pound backpack on and off trail for five to ten miles; intermediate level swimmer; ability and willingness to participate in rock climbing, horseback riding, gardening. Please provide a statement or other documentation (e.g. a reference from your instructor on a wilderness program).
4. It is strongly recommended that you have had some experience (paid or volunteer) working with others. Please list those experiences below including where you worked, your duties, the population, hours per week and the duration.
5. A wilderness experience of eleven consecutive days in the field is a prerequisite for this program. This prerequisite may be completed with an organized outfitting company or as a personal trip. Please describe the details of your trip, including the dates, outfitting company (if applicable) or specific plans for completing this prerequisite prior to the start of the program. If you are developing a plan, please consult with the Wilderness Therapy admissions coordinator before submitting the plan to us. The trip criteria include:
 - Eleven days under the stars (no huts, cabins or hostels)
 - Travel by personal means (no motorized boats)
 - Carry all necessary gear for food and equipment (no car camping or use of sherpas)
6. Please submit information about your wilderness skills including skill levels and number of years of experience.

<i>Skill</i>	<i>Level or Type of Experience</i>	<i>Number of Years</i>
Hiking/backpacking	_____	_____
Wilderness Leave-No-Trace Camping	_____	_____
Rock climbing	_____	_____
Canoeing/rafting	_____	_____
Equine	_____	_____
Horticulture	_____	_____
Other	_____	_____

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WILDERNESS THERAPY
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Supplemental Prerequisite Form

Name: _____ Date: _____
(Last) (First)

All prerequisite course work must be complete by the start of the program.

The following titles are acceptable substitutes for the prerequisites:

- Abnormal Psychology:** Psychopathology
Abnormal Behavior
- Developmental Psychology:** Life Span Development
Child Development
Child Psychology
- Theories of Personality:** Methods of Psychotherapy
Psychology of Personality
Introduction to Personality
History and Systems of Psychology

- Please indicate where and when you have either completed, or plan to complete, prerequisites prior to the start of the program in August.
- Proposed equivalent course work, titled differently than those listed above, must be supported by a syllabus or a sealed letter from the instructor verifying course content. Please attach or send this documentation under separate cover and indicate the course title below.

Applications will not be reviewed until all of the information requested is submitted and approved.

<i>Course Title</i>	<i>School Name</i>	<i>Date Completed/ To Be Completed</i>	<i>In Progress? (Y/N)</i>
Abnormal Psychology _____			
Developmental Psychology _____			
Theories of Personality _____			

Eleven-day wilderness trip: Give trip details in # 5 on the Wilderness Therapy Supplemental Application.