TAMALPA INSTITUTE
Movement-based Expressive Arts

COURSE CATALOG
LEVEL 1, LEVEL 2, & LEVEL 3
TRAINING PROGRAMS
2020 – 2021

Tamalpa Institute
734 A Street
San Rafael, CA 94901
415-457-8555 • Tamalpa.org

This catalog covers September 1, 2020 – August 31, 2021

Last Revised 9/8/2020
# Table of Contents

About Tamalpa Institute .................................................................................................................. 3
  Mission & Objectives .................................................................................................................... 3
  Contact Information: ...................................................................................................................... 3
  History ........................................................................................................................................... 4
  Important Notes: ............................................................................................................................. 5
  Questions or Complaints ................................................................................................................ 6
  Location & Facilities ...................................................................................................................... 6

ADMISSIONS .................................................................................................................................... 7
  Level 1 Admissions Requirements: .............................................................................................. 7
  Level 2 Admissions Requirements: .............................................................................................. 8
  Level 3 Supervision Course: Fieldwork Supervision ..................................................................... 9
  Level 3 Admissions Requirements: .............................................................................................. 9
  International Students .................................................................................................................. 9
  Ability to Benefit Students ........................................................................................................... 10
  Financial assistance ..................................................................................................................... 10
  Licensure information .................................................................................................................. 10
  Program Cancellation .................................................................................................................... 10
  Tuition and Fees ........................................................................................................................... 10
  Student Tuition Recovery Fund (STRF) Fee ................................................................................. 12

STUDENT SERVICES ...................................................................................................................... 13
  Student Services & Materials ....................................................................................................... 13
  Library & Learning Resources ..................................................................................................... 13
  Retention of Student Records ..................................................................................................... 14
  Resources on our Website ............................................................................................................ 14
  Employment .................................................................................................................................. 15

CERTIFICATE TRAINING PROGRAM DESCRIPTIONS ................................................................ 16
  Level 1 Training Program: Personal Embodiment ....................................................................... 16
  Level 2 Training Program: Embodied Leadership ...................................................................... 18
  Level 3 Supervision Course: Fieldwork Supervision .................................................................. 23

INSTITUTIONAL POLICIES ............................................................................................................. 27
  Graduation Requirements & Standards for Student Achievement .............................................. 27
  Credits & Transfer of Credits ....................................................................................................... 27
  Attendance & Leave of Absence .................................................................................................. 27
  Non-Discrimination ....................................................................................................................... 28
  Probation and Dismissal .............................................................................................................. 28
  Cancellation Policy ...................................................................................................................... 29
  Withdrawal Policy ....................................................................................................................... 30
  Refund Policy ............................................................................................................................... 31
  Complaint / Grievance Policy ...................................................................................................... 31

FACULTY ........................................................................................................................................ 32

ADMINISTRATIVE STAFF ............................................................................................................ 40
TAMALPA INSTITUTE
Movement-based Expressive Arts

COURSE CATALOG FOR
LEVEL 1, LEVEL 2 & LEVEL 3
TRAINING PROGRAMS

About Tamalpa Institute
Mission & Objectives

Tamalpa Institute is a non-profit organization that offers training programs and workshops in the Tamalpa Life/Art Process®, a movement-based expressive arts approach that integrates movement/dance, visual arts, performance techniques and therapeutic practices. This approach supports personal, interpersonal and social transformation, teaching new models for health, psychology, art and communication.

At Tamalpa Institute our objectives are to provide training in the Tamalpa Life/Art Process, to sustain professional dialogue with practitioners of our work worldwide, and to provide community events, performances, classes, workshops, and social service programming based on the Tamalpa Life/Art Process.

The Tamalpa ArtCorps is our capstone social engagement program, an integral part of our mission and objectives. For nearly four decades, the students, faculty, and graduates of the Tamalpa Institute have brought the healing power of creative expression to underserved communities throughout the world. It provides students and alumni of the Tamalpa Institute with the organizational training and support to bring this important work into diverse underserved communities in the U.S. and around the world. With support from the faculty, students design their own program of social engagement to bring the healing power of artistic expression to communities in need.

Contact Information:
Tamalpa Institute
Phone: 415-457-8555
https://www.tamalpa.org/
Email: info@tamalpa.org

Office location:
734 A Street, San Rafael, CA 94901

Level 1 & 2 Studio locations:
Online Trainings: Online Interactive Webinars & https://www.taasonicline.org/
In-Person Trainings: 15 Ravine Way, Kentfield, CA 94904

Level 3 Online location:
https://www.taasonicline.org/
History

Tamalpa Institute, founded by Anna Halprin and Daria Halprin, is a non-profit movement-based expressive arts organization. It is an internationally recognized school for dance/movement-based expressive arts education and therapy. The work originated at Tamalpa Institute has been taught internationally and represented by innovative performance work around the world for over 50 years.

In 1978, Tamalpa Institute began offering the first movement-based expressive arts therapy training and art-based, somatic movement therapy training program in the field. The Institute continues to be a center for research, collaboration, workshops, training programs and performance.

Our work is committed to the exploration and application of movement/dance and art as a healing and educational force. We draw from the wisdom of the body and the creativity of the imagination as a source for authentic expression, artful communication and new ways of learning and living.

A significant part of our work is related to the history of its originator, Anna Halprin, and her innovative work as a dancer, performance artist and teacher.

In the late 1950's dance pioneer Anna Halprin began a radical reshaping of dance that took it from the exclusive ranks of dance as a performing art to the universal context of dance as a healing art.

In the early 1960's Anna began collaborating with other artists and leaders in a groundbreaking movement that was to bridge the fields of dance/movement, art, performance, somatics, psychology and education. These collaborations included exchanges between Anna's dancers group and Fritz Perls (founder of Gestalt therapy), Moshe Feldenkrais (Awareness Through Movement), Carl Rogers (Person-Centered Therapy), and Thomas Gordon (confluent education). The dancers group also collaborated with Anna's husband, environmental designer Lawrence Halprin, the Fluxus group of New York, and others in the avant garde movement. The questions being explored were, “What can the arts tell us here and now about the experience of being human? What do we know experientially, and what can we learn about the body/mind/spirit connection in our lives today?”

Influenced by these collaborations and by her work with the dancers and artists who gathered around her, emerged what Anna Halprin called a "Life/Art Process®" -- an approach based on working with peoples' own life experiences as the utmost source for artistic expression. From its beginnings, the work was grounded in group learning, group creativity, and the actual life experiences of those she was working with. The work took place in spaces that extended from the dance studio and performance stage, to urban city streets and natural outdoor environments.

Daria Halprin, a young dancer, performer and participant in Anna's earliest dancers' groups and performance company, was inspired to continue studies with Fritz Perls in Gestalt therapy, and went on to pursue the interface between dance, psychology and theater. She brought these influences to the forming of Tamalpa Institute where she worked on developing the bridge between movement, art and psychology that informs the approach today.

Following decades of collaborative experiments and exchanges, workshops, research and performance works, Tamalpa Institute was formed with a vision to refine, articulate and teach an approach that would be a creative, healing and transformative process in the lives of individuals, groups and communities.
TAMALPA INSTITUTE
Movement-based Expressive Arts

Through collaborative research, teaching and exchanges with colleagues in interdisciplinary fields of practice, our school continues to evolve in response to new developments in related fields and to the challenges and compelling themes of contemporary life.

Our guiding purpose is to explore and respond to the question of how the expressive arts might contribute to a more embodied, creative, and participatory world in which art as a healing force is fostered.

Important Notes:

* Tamalpa Institute is a private institute approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) And Division 7.5 of Title 5 of the California Code of Regulations. This institution is not accredited by an accrediting agency recognized by the United States Department of Education.

* As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

* This Catalog covers September 1, 2020 – August 31, 2021, and any additions or changes shall be posted on our website and will be made clear in the updated version of the catalog. The course catalog is updated every year. It is available on our website and provided to the general public and prospective students prior to enrollment.

* Tamalpa Institute is in an articulation agreement with Meridian University. This collaboration enables students to complete a graduate degree in Psychology at Meridian while concurrently completing a certificate program at Tamalpa. For more information about the collaboration between Tamalpa Institute and Meridian University please visit: https://www.tamalpa.org/professional-training/degree-pathways/ and https://meridianuniversity.edu/academics/psychology-programs/tamalpa-institute-collaboration

* Tamalpa Institute has never filed a bankruptcy petition, operated as a debtor in possession, or had a bankruptcy petition filed against it.

* As Tamalpa Institute is an unaccredited institution, please find below the known limitations of our certificate program:

1) A graduate of Tamalpa Institute’s training program is not eligible to sit for a licensure exam in California and other states.
2) A certificate program that is unaccredited is not recognized for some employment positions, including, but not limited to, positions with the State of California.
3) A student enrolled in an unaccredited institution is not eligible for federal financial aid programs.
Questions or Complaints

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 or P.O. Box 980818, West Sacramento, CA 95798-0818, https://www.bppe.ca.gov/, telephone number (916) 431-6959, toll-free telephone number (888) 370-7589 or by fax (916) 263-1897.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling toll-free (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site https://www.bppe.ca.gov/.

Location & Facilities

Tamalpa Institute is located in Marin County, California. We are 30 minutes north of San Francisco across the Golden Gate Bridge, and northwest of Berkeley, Oakland, and the East Bay communities. Our Institute is influenced by the rich cultural diversity of the urban San Francisco Bay Area – a place of origin for leading artistic, body-mind, and spiritual innovations. The beauty of the magnificent natural environment surrounds our school. Mount Tamalpais, the Northern California coast from Marin Headlands, Muir Woods, and Muir Beach to Point Reyes, Bolinas, Sea Ranch, and Mendocino, and the vineyards of Napa Valley are some of the outstanding natural environments that we enjoy.

The Tamalpa office is located in the small city of San Rafael in central Marin County. It is conveniently located near the San Rafael Transportation Center, a large public transit center.

Mountain Home Studio is the historic indoor-outdoor studio of dance pioneer Anna Halprin, and is the original site where our work began. Hidden away in the residential neighborhood of Kent Woodlands, the studio and outdoor deck are surrounded by redwood trees, views of the mountain, surrounding hills, and the San Francisco Bay in the distance. Mountain Home is on a hill facing Mount Tamalpais. We take our name, Tamalpa, from Mount Tamalpais and the Native American myth of the sleeping princess who reclines within the sloping outline of the mountain. At Mountain Home Studio, students have access to a kitchen area, lounge area and studio space.

The Level 3 Supervision Course is a distance education program. Therefore the “facility” is the online Moodle platform located at https://www.taasonline.org/. Moodle is an open-source learning platform used by many institutions. Students only need internet access on any device to access the site.

In 2020 we are introducing online Level 1 & Level 2 trainings in response to the Covid-19 Pandemic. These online trainings will take the form of live, interactive webinars and will be accessible to students residing in the Americas. Our online Moodle platform will also be used for these trainings. The online Level 2 training will also include a 5-day in-person intensive training in California.

Office location: 734 A Street, San Rafael, CA 94901

Studio location: 15 Ravine Way, Kentfield, CA 94904

Online Moodle platform: https://www.taasonline.org/
TAMALPA INSTITUTE
Movement-based Expressive Arts

ADMISSIONS

Level 1 Training Program: Personal Embodiment

Tamalpa Institute will be offering the Level 1 training online for the 2020-2021 academic year. The training will be delivered via live, interactive webinars and will include access to educational materials through our online Moodle platform: https://www.taasonline.org/. This training will be available to those residing in the Americas so that students will be within a reasonable time zone to attend our live, interactive training sessions.

We plan to resume our in-person weekend and immersion formats of the training in the Fall of 2021.

Level 1 Online: The online format is a 9-month weekend training consisting of twelve 3-day weekend seminars (Friday - Sunday) held approximately every 3-4 weeks from September 2020 through June 2021. Weekly Movement Ritual classes and monthly small group support sessions with faculty are held between 3-day weekend seminars. Weekend seminars, classes and support sessions are all offered via live, interactive webinar sessions. Educational materials for the training will be accessible through TAAS, our online Moodle platform: https://www.taasonline.org/. TAAS also provides an online space for students to share their writings, drawings, and other work related to their Level 1 training. Mode of instruction for the online training includes live, interactive online lectures; experiential learning, one-on-one mentoring/coaching; and home-based study hours.

Total Hours: 300 (236 contact hours online & 64 home-based study hours)

Level 1 Admissions Requirements:

- High school diploma or equivalent
- English proficiency *(See Page 9)
- Approval of an Application Packet containing the following:
  1. A completed Registration and Application Form.
  2. An autobiographical essay – maximum of 4 typewritten pages. Handwritten essays will not be accepted. Please address the following items in your essay:
     - Write a brief autobiography describing your background, interests and any relevant highlights of your life.
     - Describe your current personal and professional goals.
     - How do you want to apply the training in the Tamalpa Life/Art Process to your personal and professional life?
     - What specific life issues or themes are you currently working with that you would like to explore within the context of the training?
     - What do you imagine your strengths and challenges to be in a group learning environment?
     - How did you hear about Tamalpa Institute?
3. Two letters of recommendation. Please send signed copies of the letters or have your references email their letters directly to us at office@tamalpa.org. Handwritten letters will not be accepted. Letters of recommendation must be from teachers, therapists, employers, or other professional relationships only. Letters from friends, family members, clients or students will not be accepted.
4. A full-length photograph of yourself (for identification purposes only).
5. Completed Health Survey Form.

Level 2 Training Program: Embodied Leadership

Tamalpa Institute will be offering the Level 2 training online for the 2020-2021 academic year. The training will be delivered via live, interactive webinars and will include access to educational materials through our online Moodle platform: https://www.taasonline.org/. An in-person 5-day intensive seminar in California will also be included with this training. This training will be available to those residing in the Americas so that students will be within a reasonable time zone to attend our live, interactive training sessions.

We plan to offer our in-person weekend and immersion formats of the training for the 2021-2022 academic year.

Level 2 Online: The online format is a 9-month weekend training consisting of ten 3-day weekend seminars (Friday - Sunday) held approximately every 3-4 weeks from September 2020 through June 2021. Weekly classes and monthly small group support sessions with faculty are held between 3-day weekend seminars. Weekend seminars, classes and support sessions are all offered via live, interactive webinar sessions. An in-person 5-day intensive seminar will also be included with this training. Educational materials for the training will be accessible through TAAS, our online Moodle platform: https://www.taasonline.org/. TAAS also provides an online space for students to share their writings, drawings, scores and other work related to their Level 2 training. Mode of instruction for the online training includes live, interactive online lectures; experiential learning; one-on-one mentoring/coaching; in-person lectures; and home-based study hours.

Total Hours: 300 (200 contact hours online, 30 in-person contact hours & 70 home-based study hours)

Level 2 Admissions Requirements:

- Successful completion of the Tamalpa Level 1 Training Program
- Approval of an Application Packet containing the following:
  1. A completed Application Form.
  2. A brief essay describing your professional interests in this work and any previous professional experience that you feel is relevant (maximum of 2 type-written pages).
  3. An updated Health Survey Form.
Level 3 Supervision Course: Fieldwork Supervision

The Level 3 Supervision Course provides supervision to students as they apply the principles and models of the Tamalpa Life/Art Process to a wide array of professional contexts in diverse communities around the world. During Level 3, students will receive supervision for the development of the Fieldwork Project, which includes designing the project classes/scores, facilitating the project, and documenting the project. The Level 3 course is offered year-round. Mode of instruction: Distance education – experiential learning through facilitation of the fieldwork project. The supervision provided individually to students during Level 3 can be provided via online video chat, email, phone, or in-person.

The Level 3 Supervision Course is offered through distance education so that it allows students to conduct their fieldwork projects anywhere in the world while participating in Level 3 and receiving supervision from Tamalpa faculty members. Students are able to upload photographs, videos, as well as documents for their fieldwork project.

Total Hours: Level 3 (distance education) - 200 hours (online environment, fieldwork project facilitation, & home-based study)

Level 3 Admissions Requirements:

- Graduate of Tamalpa Institute’s Level 1 and Level 2 Training Program
- A completed Online Application Form
- Fieldwork Project Proposal – A 1-2 page paper detailing the proposed project the student intends to complete in a specific community setting.

International Students

Since all our Level 1 training program will be taking place online for the 2020-2021 academic year, Tamalpa Institute will not be providing student visas for Level 1 this academic year. The information below will apply to Level 2 students who will be attending the 5-day in-person seminar in California.

Tamalpa Institute is approved by the Department of Homeland Security, U.S. Citizenship and Immigration Services for issuance of M-1 vocational student visas for the Level 1 and Level 2 Immersion format Training Program. The Institute will aid in filing appropriate paperwork to the United States Citizenship and Immigration Services (USCIS) and serve as the liaison between the student and SEVIS.

When we receive a student’s Training Program deposit, we will send the student visa information sheet and then provide the student with the required I-20 form. The student will need to contact their local American embassy/consulate to arrange for a visa interview. Students should allow at least 3 months to apply for the visa. Tamalpa does not charge any fees for the above-mentioned assistance.
*English Proficiency*

Students must be proficient in the English language to attend Tamalpa’s Training Program. Tamalpa does not provide translation services or instruction in English as a Second Language (ESL). Instruction will be in English. Students who do not have English as their primary language must take a test such as the Test of English as a Foreign Language (TOEFL) and must provide a minimum score of 79 (internet-based test) or 500 (written test) or students can take the IELTS test, providing a minimum score of 6.5. English proficiency is required and is also assessed through the application materials received and by an interview with the Program Coordinator if necessary.

**Ability to Benefit Students**

Non-High School graduates or the equivalent, must be at least 18 years of age (beyond the age of compulsory attendance) and will be required to pass the Ability-to-Benefit test prior to signing an enrollment agreement with the institute. Our institution uses the Wonderlic Basic Skills Test (WBST) Verbal forms (VS-1 & VS-2) and Quantitative Forms (QS-1 & QS-2). The institution’s administrative team will provide applicants with additional information as how to arrange for the Ability-to-Benefit test.

All Ability-to-Benefit students must take and pass the test prior to admissions. This test is approved by the U.S. Department of Education, with a passing score of 200 for the Verbal test and a passing score of 210 for the Quantitative test.

**Financial assistance**

The Institute does not provide loans to students and does not participate in federal or state financial aid programs.

A student enrolled in an unaccredited institution is not eligible for federal financial aid programs.

**Licensure information**

The educational programs at Tamalpa Institute are not designed to lead to a specific position in a profession, occupation, trade or career field requiring licensure in this state of California.

**Program Cancellation**

If Tamalpa Institute has to cancel a training program, due to unforeseen circumstances, including low enrollment, notice will be provided at least 3 weeks in advance of the program start date and a full refund of tuition paid by student will be issued.

**Tuition and Fees**

**Level 1 Personal Embodiment: Online Training Program**

- $75 Non-refundable application fee
- $5,000 Tuition: Includes $500 registration deposit ($175 non-refundable).
- $25 Daria Halprin's book: *The Expressive Body in Life, Art and Therapy*; required reading prior to training. Available through Tamalpa Institute, Amazon.com or other online sellers, and public libraries.
TAMALPA INSTITUTE
Movement-based Expressive Arts

- $25 Anatomy of Movement by Blandine Calais-German; required; available from Amazon.com, other online sellers, and public libraries.

Total Charges for Level 1 $5,075

Total Estimated Charges for Level 1: $5,125 (Total Estimated Charges include possible book expenses outlined above)

Level 2 Embodied Leadership: Online Training Program
- $5,000 Tuition: Includes $500 registration deposit ($250 non-refundable)
- $100 Tamalpa Alumni Association (TAAS) lifetime membership (if not already paid)
- $150 Required/Recommended Books. Available through online retailers and public libraries.
- $750 Estimated Room & Board for 5-day in-person seminar in California

Total Charges for Level 2: $5,100
Total Estimated Charges for Level 2: $6,000 (includes possible book expenses and estimated room & board costs outlined above)

Supervision Course: Fieldwork Supervision
- $1,600 Tuition: Includes $150 registration deposit ($150 non-refundable)

Total Charges for Level 3: $1,600
Total Estimated Charges for Level 3: $1,600 *

For students who complete Tamalpa Institute’s Online Training Program:
Total Estimated Charges:
Level 1: $5,075+ Level 2: $6,000 + Level 3: $1,600= $12,675

Additional Fees
* $15 service fee will be charged for bank wire transfers.
* $15 fee will be charged for returned checks.
* A 4% service fee will be applied to all payments made through PayPal or by credit card
*Note: Level 3 students have up to 2 years after their originally scheduled Level 3 graduation date to complete course requirements.
** The Institute reserves the right to increase tuition fees from year to year without prior written notice.
Student Tuition Recovery Fund (STRF) Fee

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:
1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:
1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:
1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30-days before the school closed or, if the material failure began earlier than 30-days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

Please note that effective January 1, 2015 the Student Tuition Recovery Fund (STRF) assessment rate will be zero ($0) per $1,000. Prior to January 1, 2015, there was a $2.50 - $3 STRF fee charged to California residents attending Level 1 and Level 2 training programs. As of January 1, 2013, California residents were required to pay an additional $0.50 per thousand dollars of tuition towards the Student Tuition Recovery Fund for our Level 1 & Level 2 trainings.
TAMALPA INSTITUTE
Movement-based Expressive Arts

STUDENT SERVICES

Student Services & Materials

Students are given access to the online site, https://www.taasonline.org. A User Guide is given to students to assist them in learning to use the online environment.

Housing & Transportation

Once registered, Level 2 students will receive access to an online housing directory and transportation and carpooling forum to assist students as they arrange for their housing and transportation needs during their 5-day in-person seminar. Level 1 and Level 3 are both distance education educational programs and therefore no housing or transportation information is disseminated to students.

Tamalpa Institute does not have dormitory facilities and is not responsible for finding or assisting students in arranging their housing during the training program. To assist in the process, we do provide Level 2 students with a local housing directory containing a list of possible housing opportunities in Marin County and the greater San Francisco Bay Area. It is the student’s responsibility to contact and set up their housing situation. The housing list is to assist the student as much as possible with their housing needs during their studies at the Institute. The current cost of renting a room in Marin County and the San Francisco Bay Area can range from $50-$150/night. Tamalpa Institute is not responsible for arranging transportation for students during the training program. It is each student’s responsibility to make arrangements for themselves if needed. To assist in this process, we supply a list of local transportation and a carpooling forum for students.

Please note that the Institute does not provide placement services and does not aid students in seeking employment upon program completion.

Library & Learning Resources

A resource library containing books, articles, periodicals, videos, papers and dissertations on the topic of expressive arts and related fields is available to students throughout the year. Students are encouraged to borrow these materials to complement their education.

An online library has been developed on the online TAAS platform which all students can have access to via https://www.taasonline.org. This online library contains articles, theses, papers written by graduates, and other documents on the topic of expressive arts and related fields. The online library also contains scores and media archives that students and graduates may find useful in their studies. To access the online TAAS platform a one-time membership fee of $100 is required.

There are three books required for our Level 1 Training Program. A copy of one of these required books, Movement Ritual, will be made available electronically to students on the first day of the Level 1 training. The students are required to obtain the other two required books, The Expressive Body in Life, Art and Therapy by Daria Halprin and Anatomy of Movement by Blandine Calais-German, on their own.
There is a reading list for our Level 2 training programs that contains recommended books. Students must be familiar with the required books from Level 1 and are able to obtain any of the recommended Level 2 books on their own. Faculty also may make articles available to students throughout the training. A resource list of local libraries and bookstores is provided to students during their orientation to the Level 1 and Level 2 training program.

There is no required reading/textbooks for the Level 3 training program, however students are expected to choose 3-4 books to assist in their research as they plan for their Level 3 Fieldwork Projects and which must be cited in their Level 3 Final Project.

Retention of Student Records

Tamalpa Institute maintains current records of those who have graduated within the past 5 years in its office location at 734 A Street, San Rafael, CA 94901. These records, including Transcripts and Enrollment Agreements, are available to students during regular office hours. If a graduate has graduated over 5 years ago only copies of the transcripts are retained and available at the San Rafael, CA office location. Older records, including the Enrollment Agreement, are kept in Tamalpa’s storage unit in San Anselmo, CA and are available upon request. Tamalpa requests that students make copies of all their records that they submitted to Tamalpa for their own personal use. Tamalpa is not responsible for storing letters of recommendation. Students may request transcripts from the Tamalpa office in San Rafael, CA via mail, email or phone. There is no charge for the first copy of transcripts; the second copy has a transcript fee of $15.

Staff are trained on how to properly complete and retain student records so that records are maintained according to regulations. This includes the Level 3 training program, for which record of dates when lessons/projects are received and when responses are returned are maintained accordingly.

Custodian of Records
Lori Richloff
734 A Street
San Rafael, CA 94901 admin@tamalpa.org
415-457-8555

Resources on our Website

The general public and students can find the following documents and links on Tamalpa Institute’s website:

The School Catalog, School Performance Fact Sheet, the most recent Annual Report submitted to the bureau (BPPE), and the link to BPPE’s internet website can be found at: https://www.tamalpa.org/
Employment

Tamalpa Institute’s training program is an interdisciplinary program, spanning fields of the arts, psychology, dance, performance, movement education and health.

There are many different applications of the work – depending on the student’s background prior to enrollment. For each student counted as “employed within the field” the job title and code may be different.

Our placed graduates include life coaches, instructors of children’s dance programs, massage therapists, social workers, marriage and family therapists, practitioners of mind-body therapies, and instructors of dance / movement education. Some of our graduates serve in non-profit or educational management. The list below is by no means exhaustive.

29-1129 Therapists – including registered expressive arts therapists, registered somatic movement therapists, somatic movement educators, dance therapists and mind-body therapists.

21-1010 Counselors including marriage and family therapists

21-1020 Social workers

21-1091 Health Educators

27-1010 Visual Artist

27-2030 Dancers and Choreographers

27-2099 Performers

29-9099 Healthcare practitioners

31-9099 Healthcare support workers

11-9030 Education administration

11-9190 Non-profit management

11-9150 Social and Community Service Managers

25-1194 Vocational education teachers

25-3099 Teachers and instructors
TAMALPA INSTITUTE
Movement-based Expressive Arts

CERTIFICATE TRAINING PROGRAM DESCRIPTIONS

Level 1 Training Program – Online Format: Personal Embodiment

Level 1 Course Objectives:

- To introduce students to the theoretical and philosophical foundations of the Tamalpa Life/Art Process (TLAP) that underlies their personal & creative inquiry.
- To study and practice the models of the Tamalpa Life/Art Process as it applies to the students’ personal material.
- To facilitate the students’ process of embodiment by developing awareness of body, mind, and feelings, and its integration.
- To support the student’s learning and development of communication skills.
- To develop performance skills that are supportive of the expression and artistic communication of the students’ personal inquiry.
- To train students in developing performance practices and strategies for embodied expression, communication and action.
- To train students in developing literacy and fluency in somatic movement practices and expressive arts for personal application.

Level 1 Program Overview

The Tamalpa Life/Art Process presents a model for identifying patterns that inhibit full, embodied expression and teaches options for new ways of learning and expression. Students train in developing resources and systems for embodied expression, communication and action.

The Level 1 Training offers tools for the exploration of the following questions:

1. What happens in the interplay between body, mind and feeling?
2. How do the conflicts and dissonance between these three dimensions of our experience shape our ability to live fully?
3. How can we develop creative and mindful interplay with our own life narratives, between self and others, between inner experience and the world?
4. What does the creative process and the life/art metaphor teach us about ways to reshape our ways of living?

The Level 1 Training Program is taught using online lectures, experiential learning, and home-based study hours. Level 1 is comprised of two main phases: the Body Part Mythologies and the Self-Portrait Process. During the first phase, the focus is on exploring a part of the body; during the second phase the focus shifts towards the integration of all body parts through the self-portrait process. The body part work is presented as one lens through which to study the whole body of work, to identify and explore one’s life narrative, and to address the theme of each week or weekend. Theory and activities are presented so as to train participants through somatic awareness and a multi-modal expressive arts approach that uses art mediums such as:
Explorations occur on the physical, emotional and mental levels. The life material of each participant will be employed by both the student and teacher as resource material upon which the training acts – as in an alchemical process. Personal and group material, as it arises, is channeled back through the work presented in training through the ongoing practice of the models and skills being taught.

Each 3-day seminar will be oriented around a specific theme, which establishes opportunities for participants to explore the above questions, to make meaning of their experience and to articulate their understanding.

There is no final test or examination nor required internship or externship in Level 1. A certificate of completion will be issued upon satisfactory completion of the Level 1 Training Program.

**Level 1 Core Curriculum Synopsis**

**Curriculum and Course Objectives**

- **Overview of Life/Art Process Models**
  - The Three Levels of Awareness and Response: To study and practice the Three Levels of Awareness and Response
  - The Psychokinetic Imagery Response: To study the interconnections between physical structures, movement, emotions and images
  - Body Part Mapping
  - Scoring and the RSVP Cycles: To learn Scoring and the RSVP Cycles; to practice Scoring in service of the self-portrait process.
  - The Five Part Process: To develop connections between personal life narratives and expressive arts as a model for a life-long learning process
  - Aesthetic Responding and Communication Skills

- **Movement Studies: Somatics**
  - To learn Movement Ritual 1, 2, 3, 4
  - To develop somatic experience through sensory and kinesthetic awareness
  - To provide a grounding practice/container to integrate material that gets generated on mental and emotional levels
  - To develop a common movement vocabulary within the group

- **Movement Studies: Exploration of space, time, force (dynamics)**
  - To build a foundation of kinesthetic awareness: to deepen existing movement skills, to gain new movement resources and to develop a movement vocabulary for expression.

- **Movement Improvisation**
  - To generate creativity, develop capacity for expression, practice spontaneity, exercise imagination, expand range of play, decenter

- **Scoring and the RSVP Cycles**
  - To learn Scoring and the RSVP Cycles; to practice Scoring in
service of the self-portrait process.

- **Performance Skills**
  - To develop performance skills, integrating maps and methods of the Tamalpa Life/Art Process.
- **Principles and Practice of Expressive Arts Therapy**
  - To use an expressive arts model for embodied expression, learning, healing, and change
  - To enhance one’s ability to communicate creatively and responsibly with self, others and the world

**Level 1 Online Format – Faculty**

Daria Halprin, MA, REAT, RSMT
Joy Cosculluela, MFA, RSME, CMT
Dohee Lee, RSME
Rosario Sammartino, PhD, RSME, RSMT

**Level 2 Training Program - Online Format: Embodied Leadership**

**Level 2 Course Objectives:**

- To facilitate the students in developing leadership skills using the principles and methodology of the Tamalpa Life/Art Process.
- To deepen the personal application of the movement-based expressive arts therapy and education (TLAP).
- To expand the theoretical and philosophical understanding of the work.
- To develop the skills required for teaching/facilitating groups and coaching individuals.
- To learn applications of the TLAP as well as how to use and adapt the TLAP in different fields of practice including: expressive arts therapy, somatics, education, consultation, the arts, and social change.
- To deepen the understanding and practice of communication skills and somatic movement and expressive arts practices.

**Level 2 Program Overview**

During Level 2 students will deepen their theoretical, experiential and practical understanding of the Tamalpa Life/Art Process (TLAP). The first part of the program focuses on learning the foundations of TLAP and the development of teaching and facilitation skills. Seminars emphasize aspects/models of the work through practice, experience, theory, and lectures. Students develop their understanding of principles, theory, methodology, and learn skills required for teaching/facilitating groups and coaching individuals.

There is no final test or examination nor required internship or externship in Level 2. A certificate of completion will be issued upon satisfactory completion of the Level 2 Training Program.
The Level 2 Training Program requires the successful completion of the following:

1. Seminar Series: The overall educational goal of Level 2 is the development of leadership skills using the principles and methodology of the Tamalpa Life/Art Process. 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.

2. Required Readings:
   - Bonnie Bainbridge Cohen: *Sensing, Feeling and Action: The Experiential Anatomy of Body-Mind Centering*
   - Susan Bauer: *The Embodied Teen: A Somatic Curriculum for Teaching Body-Mind Awareness, Kinesthetic Intelligence, and Social and Emotional Skills*
   - Daria Halprin: *The Expressive Body in Life, Art and Therapy*
   - Ellen G. Levine, Paolo Knill, and Stephen K. Levine: *Principles and Practice of Expressive Arts Therapy: Toward a Therapeutic Aesthetics*
   - Manuela Mischke-Reeds: *Somatic Psychotherapy Toolbox. 125 Worksheets and Exercises to treat Trauma and Stress. PESI*
   - Mabel Elsworth Todd: *The Thinking Body*

3. Recommended Reading List: Throughout the program different faculty members will make references to authors that contribute to the understanding of the Tamalpa Life/Art Process. Faculty may present articles for students to read and a recommended reading list is provided to students.

**Coursework Description**

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

*Principles, Methods, Models and Praxis of the TLAP Approach*

Working with facilitation of the inter-modal arts approach applied to the models of TLAP: 3 Levels of Awareness and Response, Psychokinetic Imagery Process, Body Part Mapping, Movement as Metaphor, Life Art Questions, 5 Part Process, baseline/want/need, Scoring,

*Somatic-Movement Education/Psychology*

Study of physical body–Movement Ritual–(e.g.: functional anatomy-kinesiology, space, time and force) and principles of movement in relation to awareness practices, and psychomotor psychological principles.

*Communication Skills and Aesthetic Feedback*

Group development and dynamics, group counseling theories, and basic group counseling methods and
skills. Group and interpersonal communication skills, group forming phases, and conflict resolution. How to respond to another’s artwork in classroom, group work, partner work, and individual therapy.

**Movement as Art and as 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.

**How to Create and Conduct Group and Community Rituals**
What is a ritual? What are the themes appropriate to different settings? How does one plan and conduct a ritual involving creative group participation?

**Lesson Planning and Scoring for Groups**
Developing workshop and class structures based on a specific model (RSVP cycles), integrating the model with inter-modal art activities and theories.

**Introduction to Trauma Work**
An Expressive Arts Therapy approach to the understanding and methodology in working with specific trauma recovery. Includes issues, models, theories, and specific methods.

**Public Presentation and Public Speaking Skills**
Developing body posture, voice, and speech for presenting and facilitating processes.

**Voice as Art and Healing Ritual**

**Planetary Dance**

**Guiding Skills**
Articulation and practice of theory and methods for individual therapy and coaching, including demonstration and discussion. Discerning issues and themes, developing strategies of feedback and intervention, cycles of a session, how to form collaboration with the client. Identifying the central questions and challenges of the client.

**Teaching Skills**
Presentation in leadership: How to think it through and perform as a teacher-presenter: body, voice, language, timing, and material.

**Bringing the Inter-modal Arts into Community Settings and Consultancy Work**
Studies on applying and adapting expressive arts practice into particular cultural environments.

**Articulation of Learning Goals and Learning Strategies**
Studies on transformative learning perspectives and collective creativity.
Overview of Level 2 seminars

Daria Halprin, MA, REAT, RSMT

Daria will focus on the overview of the Tamalpa Life/Art Process by exploring the core philosophy, principles and methods of the practice in advanced theoretical and experiential studies. Variations and applications to individual and group work within the public sector will be considered. The foundations of expressive arts therapy as it is embodied within this particular approach will be studied in order to help the advanced student cultivate an advanced inquiry and understanding. The development of scoring, witnessing, coaching, and facilitation skills will aim to increase the discovery of each student’s individual interests and styles and their ability to apply the maps and methods of the work. Studies will occur within the context of considering the many possible applications of the work within the public sector.

Areas of learning will include:
- Scoring Skills & RSVP Cycles: Who/What/How and intermodal art uses for work with individuals and groups
- Coaching and Facilitation Skills (Groups and Individuals): listening, qualities of presence, feedback and guiding approaches and tools.
- Presentation and Performance Skills: material, delivery, challenges and resources
- Applications of TLAP & Specialized/ Related Themes: To be determined by group and individuals and drawing from Body Part Themes
- Integrative Learning: Lecture, demonstration, experiential review and experiments with presented material, group discussion, shift from focusing on particulars to seeing how all parts relate to the whole body of work.
- Considerations and Scoring TLAP sessions for individual clients

Joy Cosculluela, MFA, RSME, CMT

In our weekend movement practice, one focus is to build on the foundation of Anna Halprin’s somatic approach through Movement Ritual and Integrative Dance, along with other somatic practices to deepen understanding of the self through movement. A second focus is to develop the skills of imparting relevant knowledge to be a movement educator for others. Through somatic, dance and performance explorations, students develop their resources in the journey towards embodied leadership.

Ken Otter, MA, PhD

Ken’s contribution to the Level 2 training encompasses five themes. Each theme is explored using the Tamalpa Life/Art Process. This allows participants to deepen their learning of the Life/Art process from Level 1 while pursuing their personal and professional learning and change as facilitators in this work. These themes include:
The Learning and Change Journey: Exploring the link between personal and professional development and in designing a life of that embodies creativity and wisdom.

The Learning Community: Cultivating healthy group life as a learning laboratory for human and leadership development and group facilitation.

The Art of Scoring: Applying the RSVP Cycles, and scoring for both personal and professional development, and skillful TLAP facilitation.

The Inner Way of Guiding, Teaching and Facilitating: Using self-experience, awareness, and personal life themes as resources for guiding, teaching and facilitating others.

Being and Nature: Participation in the natural environment, and engaging the metaphors and relationships that emerge, in service of the learning and change journey in one self and in others.

Rosario Sammartino, PhD, RSMT/E

Rosario’s work will present the following curriculum:

- Principles and practices of expressive arts therapy
  - Overall history of the field of expressive arts therapy;
  - Theoretical bases of expressive arts therapy;
  - Application: How the expressive arts can be applied to different clinical issues and populations?

- Considerations and skills in scoring and presenting a TLAP public workshop

- Multicultural Perspectives & Art for Social Transformation
  An understanding of cultural differences is critical to our practice. We will examine our own cultural backgrounds and experiences as a pathway to increase awareness and understanding of the role of culture in interrelatedness & develop a deep understanding of how mechanisms of oppression and privilege impact power dynamics in various contexts. The role of the TLAP role in bringing about the possibility of social change/transformation, will be also explored.

- Tamalpa Life/Art Process & Trauma
  What role can the arts and somatic practices play in the healing process? How is it that embodied creative expression can be therapeutic? How do individuals who have experienced trauma respond to somatic-artistic approaches? Rosario will present her doctoral dissertation “Re-bodying Life–an Artistic-Somatic Approach to Trauma” that explores the value of combined somatic and artistic approaches, and more specifically the TLAP model, for healing trauma.

Dohee Lee, RSME

Dohee will guide the students in developing resources in the use of breath, voice and rhythm in their body through creative resources such as movement, drum, sound, images, words, and feeling to use for not only their own creative process but also to use as teaching tools and methods.

Natan Daskal, MA

Natan's focus will be to build on the foundation of Movement Ritual I, II, III and IV in order to develop an understanding of anatomy, kinesthetic awareness and build skills to use when working with clients. Sessions will also include scoring for creative movement/dance, and somatic explorations for groups.
TAMALPA INSTITUTE
Movement-based Expressive Arts

Alice Rutkowski, PhD

Working with movement for effective communication and getting Tamalpa “out there.”

Successfully communicating the Tamalpa work as a graduate requires many things.

First, you must be grounded in the process. Next, you must be able to adapt the process to your unique setting and population. Finally, you must be able to articulate what you offer – through your body language, your clarity of thought and your energetic and sincere spirit.

You are now a living and breathing model for the Tamalpa Life/Art process. So you must be the translator, the conduit through which others see, hear and sense the value of the process simply by being in your presence. Through videotaping of your presentation style, a dynamic feedback loop provides instant awareness and information. Since you enter the workshop a deeply embodied graduate, video-feedback on presentation skills becomes a matter of refine and honing your translation of passion for the work. Through group and individual process, you will gain communication skills paramount for crossing the bridge into a wide world of possibilities.

Level 3 Supervision Course: Fieldwork Supervision

Level 3 Course Objectives:

- To provide supervision to students as they professionally apply the principles and models of the Tamalpa Life/Art Process (TLAP) to specific populations and professional contexts.
- To support students in developing an embodied, heuristic, and reflective approach to the application of the Tamalpa Life/Art Process in their fieldwork project.
- To support students in developing observational, scoring, facilitation, and presentation skills within the Tamalpa Life/Art Process framework.
- To encourage students to develop ideas and scores for ongoing professional work and potential research.

Level 3 Program Overview:

In the Level 3 Supervision Course, students receive one-on-one direct supervision for the development of their individual Fieldwork Project, which includes designing the project classes/scores, facilitating the project, and documenting the project. Students are matched with the supervising faculty members based on the subject area/population that the student is working with in their fieldwork project and the supervising faculty members’ area of specialization. Students can take the Level 3 Supervision Course from anywhere in the world, providing the student has internet access to communicate with their supervisor. Students conduct their Fieldwork Project in their chosen community as proposed in the student’s Fieldwork Project Proposal, which is reviewed and approved by their supervisor during the initial phase of Level 3. Submission of the Fieldwork Project Proposal is the first step of the Level 3 Training.

Students will obtain supervision for the development of their Fieldwork Project in four phases:

- Review and approval of their Fieldwork Project Proposal
TAMALPA INSTITUTE
Movement-based Expressive Arts

- Designing the project classes/scores
- Facilitating the project (practicum)
- Documenting the project

Location:
The Level 3 course takes place in each student’s community where they conduct their fieldwork project. The Level 3 Supervision Course is offered through distance education so that it allows students to conduct their fieldwork projects anywhere in the world while receiving supervision.

Time Commitment:
The full cycle of Level 3, from the development of the Fieldwork Project Proposal through to the completion of the project Documentation is estimated to take a total of 200 hours. These hours can be completed with 6 months to one year, depending on the pace at which a student is able to complete each phase of the Level 3 training.

Distance Education:
The supervision provided individually to students during Level 3 can be provided via phone, email, video chat, phone, or in-person.

Equipment:
There are no required textbooks or other equipment that the student must acquire for the Level 3 Supervision Course; the only equipment requirement is that the student has internet access on a device (such as a computer, tablet or smartphone) which allows the student to communicate with their supervisor.

Level 3 Core Curriculum Synopsis

During Level 3, students will focus on developing their approved Fieldwork Project Proposal. The development of the Fieldwork Project consists of: designing the scores, facilitating the project (Practicum), and documenting the project.

Level 3 begins with the review and approval of the student’s Fieldwork Project Proposal by their supervisor. During the second phase of Level 3, the student works under the guidance of their supervisor to design their project scores/classes. The third phase is focused on facilitating the Fieldwork Project. During this phase the student is required to complete 20 hours working on and facilitating the Fieldwork Project. During the final phase, students receive individual supervision on the documentation of their project. Students receive 12 hours of individual supervision throughout their Level 3 training.

Phase 1: Review and approval of the Fieldwork Project Proposal

Student works under the guidance of their supervisor to refine their Fieldwork Project Proposal. Supervising faculty members will arrange with the student how and when their individual meetings will take place. The supervising faculty member and student will develop their schedule for exchanges to take place via phone, email, video chat, or in person. Once the proposal is approved by the supervisor, the student moves on to the second phase of Level 3.
Phase 2: Designing the project classes/scores

Intentions:
- Identifying personal learning intentions for the Level 3 Supervision Course.
- Development of advanced scoring skills and RSVP Cycles.

Description:
The focus during this phase will be on the design of sound professional scores. Each student will design and develop scores for their approved Fieldwork Project Proposal. The student’s supervisor provides feedback on score structure and overall content while exploring the subjects of Scoring and the RSVP. It is during this phase that students will work on designing their Fieldwork Project Proposal’s scores. Besides developing the actual scores, this may include additional research on the topic, setting, and/or population that the student will be working with in their fieldwork project.

Expected outcomes from this phase:
- Development of advanced scoring skills
- Complete Fieldwork Project Meta-Score
- Complete 2 – 3 scores for single sessions/classes/phases of the student’s fieldwork project

Phase 3: Facilitating the Project (Practicum)

Supervisors work with individual Level 3 students as the student conducts their fieldwork projects during this phase.

Description:
During this segment students actively work on their Fieldwork Project Practicum and facilitate their Fieldwork Project scores while receiving individualized supervision from their supervising faculty member. Supervising faculty members will review and provide feedback for the student’s Fieldwork Project, Fieldwork Project scores, and the implementation of the scores.

Expected outcome from this segment:
- A total of 20 hours of facilitating the fieldwork project must be completed during this segment.
- These Phase 3 outcomes are expected to show that the students are developing advanced observational, scoring, facilitation, and presentation skills and the ability to professionally apply the principles and models of the TLAP.

Location:
This segment is primarily done at each student’s individual fieldwork project site, which is decided upon by the student through the process of developing and defining their Fieldwork Project.

Note: If a student wishes to switch supervisors during their L3 training, written permission must be obtained from the Program Coordinator.

Phase 4: Fieldwork Project Documentation with Individualized Supervision

Description:
In this final phase, students work with their individual supervisor on the documentation of their Fieldwork Project, which will result in their Final Project. Students will work on their final project and submit it to their supervisor for approval. Upon approval, the supervisor communicates with the Program Coordinator for processing certificate of completion.

**Expected Outcomes from this segment:**
A written, visual, and/or audiovisual documentation of the student’s Fieldwork Project, which will draw from:
- Meta-Score and Scores for Fieldwork Project including Valuaction
- Literary Review with bibliography
- Articulation of student’s embodied learning and understanding of the TLAP as applied to his/her project
- Optional: Photos, images, videos, testimonials, interviews, etc.

Students are expected to complete their Level 3 training within one year of their enrollment. Students who do not meet all of their graduation requirements by their originally scheduled graduation date have up to two years from their originally scheduled graduation date to complete their Level 3 requirements. Students who require more than 12 hours of supervision to complete their Level 3 requirements shall arrange for extra supervision hours and fees directly with their supervisor; fees for extra supervision hours are to be paid directly to the student’s supervisor.

**Expected Outcome of Level 3 Program:**
Through the completion of the Level 3 course and the Final Project the students are expected to show that they have developed the following:
- the ability to professionally apply the principles and models of the TLAP
- skilled approaches to the application of TLAP through their fieldwork projects
- advanced observational, scoring, facilitation, and presentation skills
- gained new ideas and scores that they can utilize as they continue in their own professional contexts.

**LEVEL 3 SUPERVISORS**

Daria Halprin, MA, REAT, RSMT
Sophia Ali, MA, RSMT
Lanie Bergin, M.Ed.
Yoann Boyer
Aude Cartoux
Joy Cosculluela, MFA, RSME, CMT
Iu-Hui Chua, MFA, RSMT, RSME, CPC
Maria Luisa Diaz de Leon Zuloaga, MA, RSME, RSMT
Petra Eischeid, RSME, RSMT
Frank Hediger, MA, RSME
Dohee Lee, RSME
Adriana Marchione, MA, REAT, RSMT
Audicia Morley, RSME, RSMT
Marie Motais, RSME, RSMT, RSDE
Elisabeth Osgood-Campbell, MA, EdM, RSME
INSTITUTIONAL POLICIES

Graduation Requirements & Standards for Student Achievement

The progress or grading system by which a student can be evaluated and compared with another taking the same course is Pass / Fail. A certificate of completion will be issued upon satisfactory completion of the Level 1 Training Program, satisfactory completion of the Level 2 Training Program, and satisfactory completion of the Level 3 Training Program. During the Level 1 and Level 2 training programs, it is expected that students attend all sessions unless there is an emergency. Each day has its own unique life in the training, and the work, as we present it, is developmental so each day leads specifically into the next. Also, as an important member of a group learning environment, each student’s absence will be felt. If a student must miss a session or a day, the student must inform the office and inform another group member who will give this information to the teacher. Students must attend a minimum of 90% of the scheduled classroom hours in order to graduate. As Level 3 is a distance education program, it is expected that students complete all assignments in a timely manner unless there is an emergency. Each week, the online assignments and online interactions in the Level 3 course support students through the process of participating in distance education. Students must complete 90% of the scheduled hours/assignments in Level 3 in order to graduate.

Credits & Transfer of Credits

The Institute does not grant credit for prior experiential learning.

The Institute does not accept credits through challenge examinations or achievement tests.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION: The transferability of credits you earn at Tamalpa Institute is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate you earn in the Level 1, Level 2, or Level 3 Training Program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Tamalpa Institute to determine if your credits or certificate will transfer.

Attendance & Leave of Absence

Students are expected to attend classes and complete assignments as scheduled as they would be expected
to be present for work. Absences and tardiness will be recorded. Students failing to maintain satisfactory attendance will be counseled by the Director. If attendance fails to improve, the Director, acting at the discretion of the school management, may dismiss a student for unsatisfactory attendance. Re-admittance may be permitted if the cause of unsatisfactory attendance has been corrected. Makeup class work may be arranged by the student with approval of the instructor. More than 10% of missed seminar time may result in a suggested leave of absence or additional graduation requirements. Students are responsible for informing the teacher and the office of any absence beforehand and for arranging a thorough review of all material missed with other students. It is expected that students attend all sessions unless there is an emergency.

The amount of hours students are expected to attend in the Level 1 Online Training Programs is 212 out of the 236 contact hours (90%). This means that a student can miss 24 hours without penalty.

The amount of hours students are expected to attend in the Level 2 Online Training Programs is 212 out of the 236 contact hours (90%). This means that a student can miss 24 hours without penalty.

Regular online sessions in the Level 1 and Level 2 training programs begin promptly at 9:00am PST and end by 3:30pm with a lunch break of approximately 1½ hours. Please note that you are expected to login to your online sessions 15 minutes before the start of each session so that you are ready to begin class on time.

During the in-person sessions for the Level 2 training, classes begin promptly at 10:00am and end by 5:30pm with a lunch break of approximately 1 hour. Please note that you are expected to arrive at the studio 15 minutes before the start of each session so that you are ready to begin class on time.

As the Level 3 course is distance education, the absence of students is determined through their failure to turn in assignments as scheduled. In Level 3 students must complete 90% of the scheduled hours (180 out of the 200 hours) / assignments in order to graduate.

Leave of Absence: Students enrolled in our training programs are permitted to take a leave of absence that amounts to a maximum 15% of the total amount of hours of each program. If a student exceeds this maximum, they will be advised to leave the program and re-apply for the next training. Refunds are prorated.

Non-Discrimination

The Institute does not discriminate against anyone on the basis of any actual or perceived disability (including any mental or emotional condition or illness) of any qualified student who is able to fully and meaningfully participate in the program, with or without accommodations. The Institute is committed to making reasonable accommodations for any such disability.

Probation and Dismissal

Students who fail to comply with Tamalpa Institute policies or ethical standards are subject to probation or may face dismissal at the discretion of the Director.
TAMALPA INSTITUTE
Movement-based Expressive Arts

Students enrolled in the Institute are held to the highest ethical standards and are obligated to conduct themselves in a manner consistent with forwarding the overall educational purposes of the institution. All students must abide by the following standards of behavior: Students must not engage in verbal, physical or written harassment based on race, color, creed, religion, national or ethnic origin, age, handicap, gender, sexual orientation, or other.

Cancellation Policy

In the Level 1 and Level 2 training programs the student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later. In the Level 1 and Level 2 training programs, if the School has given you any equipment, including books or other materials, you shall return it to the School within 10 days following the date of your notice of cancellation. If you fail to return this equipment, including books, or other materials, in good condition within the 10-day period, the School may deduct its documented cost for the equipment from any refund that may be due to you. Once you pay for the equipment, it is yours to keep without further obligation.

In the Level 3 training program the student has the right to cancel the agreement and receive a full refund before the first lesson/materials are received. The first lesson/materials are transmitted to the student within seven days after the institution accepts the student for admission (but please note the course begins with faculty and students on a designated day). In the Level 3 training program if the institution sent the first lesson and materials before an effective cancellation notice was received, the institution shall make a refund within 30 days after the student’s return of any materials.

Cancellation shall occur when student gives written notice of cancellation to: Director, Tamalpa Institute, 734 A Street, San Rafael, CA 94901. The cancellation is effective on the date written notice of cancellations is sent. You can do this by mail, hand delivery, or email. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with postage prepaid. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that you no longer wish to be bound by this Agreement. You may be given notices of cancellation forms to use at the first day of class, but you can use any written notice that you wish.

If you cancel this agreement, the school will refund any money that you paid, less any deduction for equipment not timely returned in good condition, within 30 days after your notice of cancellation is received.

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

If the student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

Please note that a student enrolled in an unaccredited institution is not eligible for federal financial aid programs.
If a student defaults on a federal or state loan, both the following may occur:
(1) The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.

(2) The student may not be eligible for any other federal student financial aid at another institution or other government financial assistance until the loan is repaid.

Withdrawal Policy

You have the right to withdraw from a course of instruction at any time. If you withdraw from the course of instruction after the period allowed for cancellation of the agreement, which is through attendance at the first class session, or the seventh day after enrollment, whichever is later, the school will remit a refund less a registration fee, if applicable, not to exceed $175 for the Level 1 training program and not to exceed $250 for the Level 2 training program and not to exceed $150 for the Level 3 training program, within 30 days following your withdrawal. If you obtain equipment as specified in the agreement as a separate charge, and return it in good condition within 30 days following the date of your withdrawal, the school shall refund the charge for the equipment paid by you. If you fail to return the equipment in good condition, allowing for reasonable wear and tear, within a 30-day period, the school may offset against the refund the documented cost to the school of that equipment. You shall be liable for the amount, if any, by which the documented cost for equipment exceeds the prorated refund amount. The documented cost of the equipment may be less than the amount charged, and the amount the school has charged in the contract. In any event, you will never be charged for more than the equipment charges stated in the contract. For a list of these charges, see the list on the front of your enrollment agreement.

IF THE AMOUNT THAT YOU HAVE PAID IS MORE THAN THE AMOUNT THAT YOU OWE FOR THE TIME YOU ATTENDED, THEN A REFUND WILL BE MADE WITHIN 30 DAYS OF WITHDRAWAL. IF THE AMOUNT THAT YOU OWE IS MORE THAN THE AMOUNT THAT YOU HAVE ALREADY PAID, THEN YOU WILL HAVE TO MAKE ARRANGEMENTS TO PAY IT. See the Refund Policy below for additional information.

For the purpose of determining the amount you owe for the time you attended, you shall be deemed to have withdrawn from the course when any of the following occurs:

- You notify the school of your withdrawal or the actual date of withdrawal. Notification of withdrawal must be in writing or a formal verbal communication with the Director. The date of withdrawal would be considered effective as of the date notice is received by the institution.
- The school terminates your enrollment.
- You fail to attend classes for a three-month period during the Level 1 or 2 online format or an absence from the online environment/failure to complete scheduled assignments for a three-week period during the Level 3 course. In this case, the date of withdrawal shall be deemed to be the last date of recorded attendance.
- You fail to submit three consecutive lessons or you fail to submit a completed lesson required for home study or correspondence within 60 days of its due date.

If any portion of your tuition was paid from the proceeds of a loan, then the refund will be sent to the lender or to the agency that guaranteed the loan, if any. Any remaining amount of refund will first be
used to repay any student financial aid programs from which you received benefits, in proportion to the amount of the benefits received. Any remaining amount will be paid to you.

Refund Policy
Students are responsible to pay their tuition in full prior to or upon the first day of class unless other arrangements have been made with Tamalpa Institute. Student will be liable and responsible to keep their arrangement to pay this balance. After classes begin, tuition will be refunded pro rata. A pro rata refund shall be no less than the total amount owed by the student for the portion of the educational program provided subtracted from the amount paid by the student calculated as follows: The amount owed equals the daily charge for the program (total institutional charge, divided by the number of days or hours in the program), multiplied by the number of days student attended, or was scheduled to attend, prior to withdrawal. All amounts paid by student in excess of what is owed as calculated shall be refunded. There will be no refund after more than 60% of the program is attended.

There is a $75 non-refundable application fee and a $175 non-refundable registration fee in the Level 1 training and a $250 non-refundable registration fee for the Level 2 training, and a $150 non-refundable registration fee for the Level 3 training program. For veterans, please see the Catalog Addendum for information about your non-refundable registration fee.

In the Level 3 training program the student has the right to cancel the agreement and receive a full refund before the first lesson/materials are received. The first lesson/materials are transmitted to the student within seven days after the institution accepts the student for admission (but please note the course begins with faculty and students on a designated day).

A full refund minus the non-refundable application/registration fee will be given through attendance at the first class session, or the seventh day after enrollment, whichever is later. Tuition will be refunded on a pro-rated basis. Our refund policy is mandated by the Bureau for Private Postsecondary Education.

Within 10 days of the day on which the refund is made, Tamalpa Institute shall notify the student in writing of the date on which the refund was made, the amount of the refund, the method for calculating the refund, the name and address of the person(s) to which the refund was sent.

Complaint / Grievance Policy
If a student has a problem with a teacher or another student, they should first address the issue with the appropriate party. If a satisfactory resolution is not met, an active listening session between the parties with a mediator will be held upon request.

If a student has a problem with the training program the student should deliver a verbal or written statement of their complaint to the office. This communication will be reviewed and answered within one week of the complaint. If complaints are not resolved satisfactorily, students can appeal to the Bureau of Private Postsecondary Education (BPPE). See address and phone on Page 6 of this Catalog.
TAMALPA INSTITUTE
Movement-based Expressive Arts

FACULTY

CORE FACULTY

Daria Halprin, MA, REAT, RSMT

Over 30 years ago, Daria developed an interest in the relationship between the creative process, art expression and psychology, working in dance and theater labs with artists and psychologists from around the world. She was a member of the Dancers' Workshop Company, performing nationally and internationally for 15 years. She is the co-founder of Tamalpa Institute, author of *The Expressive Body in Life, Art and Therapy*, contributing author of *Foundations of Expressive Arts Therapy*, and chapter *Body Ensouled, Enacted, and Enranced*. Her work has made a "significant contribution to the coming of age of expressive arts therapy in relation to our global society" (Jack S. Weller, California Institute of Integral Studies). Daria teaches at universities, growth centers and presents at conferences throughout the world. She has designed art-based programs and consulted with community organizations. She maintains a private practice in Marin County, is a Registered Expressive Arts Therapist and Movement Therapist and holds an MA in Humanistic Psychology. Daria is the Director of Tamalpa Institute.
Website: www.dariahalprin.org

Joy Cosculluela, MFA, RSME, CMT

Whether creating a solo piece or collaborating with other artists for a performance project, Joy brings her passion and experience in dance, somatics and the Tamalpa Life/Art Process into her interdisciplinary art practice. Joy’s art process is about dialog and engagement, asking questions such as, “What does it mean to be an authentic embodied artist in today’s culture?”

Joy is a movement artist, a performance maker, a cultural connector, and a great lover of stories that speak of shared and diverse human experience. As a Filipino-American woman living in the diaspora, she works in a liminal space of possibilities, multiple languages and identities. Joy believes that an embodied approach to art makes visible what we can’t see in ourselves and in the world.

Joy has trained extensively and performed with Anna Halprin in numerous events including “Seasons/Awaken,” “Spirit of Place,” and the seminal “Parades and Changes.” Joy founded the Wayfinders Performance Group and produced and directed “Homing Devices,” a full-length dance-theatre performance with international performers exploring stories of home. She co-directed “Between Shadow and Light,” a site-specific performance that collaborated with musicians and artists from the Bay Area. Joy is Artistic Director of “Swimming the Waters,” which explores various sites in San Francisco to encourage awareness of our environmental landscapes. She appears as lead artist in Daria Martin’s film “Minotaur” and has performed in “Without Us” by Inkboat. Joy is currently working on a performance project examining the themes of multi-cultural identity, migration, loss, and transformation. Joy completed her Master's in Fine Arts in Interdisciplinary Arts from Goddard College.
TAMALPA INSTITUTE
Movement-based Expressive Arts

Natan Daskal, RSME

Natan’s background in theater, dance, design, fine arts, and environmental studies combine with his interests in architecture, social justice, and personal transformation to come together under Tamalpa Institute’s approach to learning and living artfully. He has taught movement and the expressive arts to children and youth in diverse settings and had extensive experience teaching at Tamalpa Institute before joining their core faculty in 2018. Over the years Natan has also worked as a teaching assistant to Anna Halprin in her public workshops and classes. Natan studied ballet at the Joffrey School in New York City, received his BFA in Communication Design at Parsons the New School for Design, and is a MA candidate in Education at Goddard College where he is studying the intersection of somatics, creativity, and community education.

Dohee Lee, RSME

Born on Jeju Island in South Korea, Dohee Lee studied Korean dance, music, percussion and vocals at the master level in Korea, and trained at Tamalpa. Since her arrival in the US she has been a vital contributor to both the traditional and contemporary arts landscape of the San Francisco Bay Area and beyond.

Lee founded the Puri Project in 2004 to present interdisciplinary works that embrace the ritualistic and healing aspects of performance. She has performed in venues and festivals around the world, collaborated with leading artists and has received numerous awards including Guggenheim fellowship, Herb Alpart, Doris Duke Impact Award, Creative Capital and the Isadora Duncan Special Award honoring Outstanding Achievement. Artist residencies include the Oakland Asian Cultural Center, the Watermill Center in New York with the Degenerate Art Ensemble, the Headlands Center for the Arts, the Paul Dresher Artist Residency Center, and the Montalvo Arts Center. In 2010, she appeared at Carnegie Hall with Kronos Quartet, performing her original composition, Sinawi and at Teatro Municipal de Lima in Peru with Pauchi Sasaki and Collective in “MURU”.

Lee is artistic director of PURI Arts and instructor at the Korean Youth Cultural Center from 2002 to 2008, resident artist and instructor at the Oakland Asian Cultural Center from 2008 to 2011, has been a guest instructor at San Francisco State University, Saint Mary’s College, UC Berkeley, UC Riverside and Northern Illinois University.

Ken Otter, MA, PhD

As a life long wave-rider, I live my life in motion, more improvised than choreographed. Professionally, I design and facilitate innovative and transformative learning experiences for people, individually and collectively who want to use their role and work to catalyze meaningful systems change in their world. I seek to link traditional and contemporary knowledge, art and science, body, mind and heart toward personal and social practices that cultivate presence, creativity, and a sensibility for the wild to cultivate health and wisdom in self and society. For the past 23 years, I have made a home with my wife Taira in the Point Reyes Peninsula in Northern California, whose community and ecology sustains and enchants me, and inspires me to share and learn with others in many places world-wide.
I presently work as the Co-director of The Leadership Center at Saint Mary's College and Associate Professor in Leadership. I am also a core faculty member at the Tamalpa Institute in the U.S. My educational background includes studies in somatics, counseling and organizational psychology, expressive arts therapy, adult development and learning, and leadership. In addition to both a M.A. and Ph.D. degree, I have earned certificates in Leadership Development from Harvard’s Kennedy School of Government, and in Executive and Organizational Coaching from Columbia’s Teacher’s College, and have an advanced training in Social Presencing Theater with Arawana Hiyashi.

Rosario Sammartino, PhD. RSMT/E

Rosario Sammartino, Ph.D., RSME, RSMT, is a leading therapist and educator in the intersecting fields of expressive arts, somatics and depth psychology. With over fifteen years of experience, her work explores the relationship between body, emotion and imagination. Rosario has been a core faculty member at Tamalpa Institute for more than a decade. She is also an adjunct professor at CIIS; as well as the founder of Anthropos Institute, an Art and Self Development Center located in Buenos Aires, Argentina, where she is originally from. Rosario leads numerous lectures & workshops nationally and internationally. She has taken her work to healing and educational centers, bringing innovative models for health and creativity to diverse populations.

ADJUNCT FACULTY

Yoann Boyer

Yoann Boyer is a dancer, performer and a Life/Art Process graduate interested in the power of expressive arts as a way to reveal what intimately “moves” us as humans. After studying in the D.A.N.C.E program, he works as a dancer for choreographers like Pierre Droulers, William Forsythe, Carolyn Carlson, Thierry De Mey, Joanne Leighton, Christophe Haleb, Stefan Dreher and Julyenn Hamilton with whom he studies the art of improvisation. Looking for new ways to express himself he studies Clown work that opens him up to new performative territories and Non-Violent Communication offering new perspective on inter-relational life and groups dynamics. In 2012, his interest to bridge the personal with the art brings him to the Tamalpa Institute in California. Today he is orienting his own artistic work around improvisation and performative play in a life/art dimension. He is developing movement workshops and communication trainings in France and abroad.

Aude Cartoux

Aude Cartoux is a dancer, 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 Fricke, Sébastien Chollet, Josette Baiz. Constantly questioning her practice, she studied Contact Improvisation and Yoga to deepen her understanding of movement. She is living art to unfold, express, experience sensitivity and to explore the bridge of interdisciplinarity. Currently, she is developing her work by teaching classes, workshops, individual sessions and by playing as an artist with different forms, people and context in France, Belgium and the United States.
Petra Eischeid, RSMT/E

Petra Eischeid has been working on and behind the stage for over 25 years and 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 of "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. Three of the theater productions, which were based on the Tamalpa Life/Art Process, received awards. Her faith and hope is that theater pieces in which the artists have done transformative work, may have also a transformative effect on the audience. This was confirmed especially in her theater project "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 of Cologne, in 1996 she moved to the south of Germany, where she lives now on the island of Reichenau/Lake Constance. Petra Eischeid is the co-founder of Tamalpa Deutschland (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.

Frank Hediger, MA, RSME

Frank has a 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.

Audicia Morley, RSMT/E

Audicia Lynne Morley is the Co- Director & Core Faculty for Tamalpa UK branch. Choreographer, Dancer, Artistic director of State Theta Galleries. She is a certificated Planetary Dance facilitator trained by Anna Halprin (USA). She has studied with Anna and Daria Halprin and the Tamalpa institute since 1999 and served on the board of directors for the institute for 6 years. Her background includes over 30 years of experience in the field of the performing arts and health. She is also a fully qualified and registered bodywork, somatic’s therapist and teacher of Movement Shiatsu, Craniosacral Therapy, Aromatherapy and Lymphatic Drainage Massage. (MRSS (T), CICA, RCST)
TAMALPA INSTITUTE
Movement-based Expressive Arts

Her studies and passion bridge both Eastern and Western approaches to the "body mind " consciousness and include a unique approach to Experiential Anatomy. As a performer she has worked with International Dance / performance companies including: Rosemary Butcher Dance Company, Davis Glass Mime Ensemble, Tom Yang Dance, Theatre Workshop Scotland, The Traverse Theatre Company and Tom McGrath. Since 2005 Audicia has been involved in establishing a dedicated center for the development of movement, health and the arts – State Theta Galleries, Scotland– where she currently lives and works. Her work is influenced by a deep interest in both Eastern and Western approaches to energy, consciousness, the body and health. In 2012 she was awarded a bursary by Creative Scotland and The EHAMA Institute, New Mexico to explore Evocative leadership in relation to the Arts, researching into how Ancient Wisdom Practices and the Tamalpa Life Art work support personal and collective creative development.

Marie Motais, RSMT/E, RSDE

Marie Motais is a dancer and choreographer with a background rich of experiences grounded into her passion for the human being. Her career has been influenced by decisive encounters with Dominique Dupuy, Carlota Ikeda, Kajo Tsuboi, Patricia Kuypers, Simone Forti, Gabrielle Roth, and since 2008 with Anna Halprin, Daria Halprin and the Tamalpa institute team, with whom she developed herself as an "artist-researcher" and an expressive arts therapist bridging art and life. She is leading Alluna’s dance company, within which she develops performances and many social art projects with various kinds of public ( children, elders, delinquents, teenagers, women in jail …). She is passionate about the somatic approach of dance and is teaching since over thirty years ago to artists, dancers and non-dancers. She is also the co-director of Tamalpa France Institute.

Elisabeth Osgood-Campbell, MA, EdM, RSME

Elisabeth Osgood-Campbell is a movement artist, educator, and researcher, who cherishes the body as a central medium for creativity, learning and growth. With degrees from Stanford University and Harvard Graduate School of Education, she can also be described as a “recovering academic” who facilitates somatic movement arts to help mend the mind-body split in herself and others. After graduating from Tamalpa Institute’s full-time training program in 2000, Elisabeth served the institute in various capacities as a teacher, administrator, and member of the Board of Directors. During her first graduate program in Psychology, she studied the impact that somatic movement and creative arts practices have on women’s development. During her second Master’s degree program in Mind, Brain and Education, Elisabeth investigated the effect that sensorimotor activities have on cognitive development of children. She has served on the Board of Directors of the International Somatic Movement Education and Therapy Association (ISMETA) since 2008. Currently, Elisabeth is delighted to offer Tamalpa Life/Art work to individuals and groups on the East Coast of the United States.
Helen-Jane Ridgeway (H-J) has had an extensive career as a professional dancer & choreographer. She has an MSc and a Clinical Diploma in Integrative Psychotherapy and Counseling from Middlesex University and Metanoia Institute. She originally trained in Group Psychotherapy and Facilitation and is a Certified Sensorimotor Psychotherapist. Specializing 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 settings since 1997; alcohol & addictions counselor, college counselor, organizational workplace coach, G.P liaison counselor, youth counselor, 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. Specializing 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.

Alice Rutkowski, PhD

Alice Rutkowski is a movement specialist, humanistic artist and master teacher. In the course of the last three decades, she has consulted widely in the fields of allied healthcare, higher education, the arts, and corporate business. A highly sought after coach and trainer for alternative healing arts practitioners/businesses, artists, teaching professionals and Fortune 500 executives, Alice has literally moved from 1 to 1,000 people at a time blending innovation, imagination and the language of the body. Her method, Motional Processing, is rooted in the renowned work of Anna Halprin, Daria Halprin and the Tamalpa Institute - the flagship program of its kind in the world. Motional Processing has deeply and profoundly impacted the lives of thousands of people from all walks of life.

Katrin Stelter, RSME

Tamalpa Practitioner (1998/99), Chairwoman of Tamalpa Germany Association since 2006 and co-director of Tamalpa Germany Training Program. Katrin was trained as a dancer (New Dance, bewegungs-art e.V. Freiburg) and speech therapist and works as a speech therapy instructor at Medizinische Akademie Freiburg. She teaches classes, offers sessions, presentations, trainings in “Movement Ritual and the Life Art/Process” since 2000. In her work she is focusing on the experience of creative flow and improvisation as a powerful metaphor of life. Every year she leads the Planetary Dance of Anna Halprin in Freiburg.
TAMALPA INSTITUTE
Movement-based Expressive Arts

Stéphane Vernier, DO, RSME, RSMT

Stéphane is the co-director of Tamalpa France, osteopath DO, psycho-somatic graduate of Paris 5 University, certified practitioner in Life/Art Process, educator and somatic therapist registered with ISMETA. He is committed to putting people in motion, (re)connecting with themselves and their creative potential to develop their possibilities of being and acting. A multidisciplinary artist, he participates in projects as a dancer, actor and / or singer for the stage or for short films. For the past three years, he has been leading workshops on self-esteem with the Tamalpa Life/Art Process tools within the association Du Côté des Femmes for women in situations of precariousness, abuse and/or return to work. His background includes projects with children with autism, adolescents and businesses. For a few years he has worked within the universities of Toulouse and Lyon to incorporate the Life/Art Process. What he is passionate about is developing proposals to make the Life/Art Process accessible to everyone, by finding ways to take participants into simple and profound processes at the same time.

Lian Wilson, RSMT, RSME

Creative Director & Core Faculty for Tamalpa UK branch, Tamalpa Practitioner, Dancer and certified Movement Therapist RSMT and Movement Educator RSME with ISMETA (International Somatic Movement Education Therapy Association). She was the Assistant Director at Tamalpa Institute in California, along with teaching on faculty from 2003-2005. She served as President on the Tamalpa Institute's Board of Directors from 2006-2008.

Lian leads and facilitates Tamalpa Life Art workshops/classes from private to community care, working with Kensington and Chelsea’s Mental Health Carers Support Network, ARRCC (Activities, Respite, Rehabilitation Care Centre). She has presented at The Royal Society for Public Health's Art and Wellbeing Conference, The Somatic Movement Gathering and the Mind, Body, Spirit Festival.

Lian is also a Research Assistant at Canterbury Christ Church University in the Sidney De Haan Research Centre for Arts and Health, with a special interest in dance and movement and a key role in assisting Professors Stephen Clift and Paul Camic in their role as editors of the forthcoming Oxford Textbook of Creative Arts, Health and Wellbeing.
TAMALPA INSTITUTE
Movement-based Expressive Arts

ASSOCIATE TEACHERS

Sophia Ali, MA, RSMT

Sophia is a Registered Somatic Movement Therapist, and holds an MA in clinical Psychology. Currently, she provides individual and group therapy using Movement Based Expressive Arts Therapy with Cognitive therapy services to patients on the neurology/neurosurgery & oncology inpatient unit and outpatient neuro rehabilitation department at Max Super Speciality Hospital, Saket, New Delhi, India. She is part of multidisciplinary, physiotherapy & rehabilitation team that works together to help patients and their families to cope with hospitalisation and provide support throughout the treatment journey.

Maria Luisa Diaz de Leon Zuloaga, MA, RSME, RSMT

Maria Luisa is a therapist, movement specialist, and performer born in Guadalajara, Mexico. In her professional practice, Maria Luisa integrates her passion for somatic movement, dance, depth psychology, mythology, philosophy and expressive arts to create possibilities for awareness, healing, growth and transformation. She is committed to providing people with adequate guidance so that they can live with authenticity, creativity, responsibility and self-agency. Through somatic, expressive arts, and creative interventions, Maria Luisa guides her clients in exploratory inquiries and invites self-reflection and continued learning. She encourages taking a path of self-knowledge, clear interpersonal communication, and determination. She believes that by traveling this path, we can adventure into the endless mysteries, challenges and opportunities that life offers us.

She served as Program Director at Tamalpa Institute in California and continues to be an adjunct faculty supervising advanced students’ fieldwork projects. Maria Luisa’s professional experience in psychology and the arts spans over twenty years and includes work in education, private practice, and community intervention. She obtained her M.A. in Engaged Humanities with Emphasis in Depth Psychology at Pacifica Graduate Institute. Maria Luisa has served on the ISMETA Board of Directors since 2014. She is Co-Vice President of the Executive Committee, Co-Chair of the Professional Standards Committee, and Co-Chair of the Communication Committee.

Adriana Marchione, MA, REAT, RSMT

Adriana Marchione, MA, REAT, RSMT, is a Registered Expressive Arts Therapist, a Registered Somatic Movement Therapist, and has an MA in Psychology. She works with individuals and groups, and has presented workshops and classes at a variety of institutions and organizations throughout the Bay Area. Adriana specializes in addiction/recovery, and has developed a specific body of work offering creative healing opportunities for people in recovery from all forms of addiction and co-dependency. Her areas of interest in her work include creative coaching, mindfulness practices, stress reduction, spiritual inquiry and somatic resourcing. In addition to her practice runs groups at La Ventana Eating Disorder program in San Francisco. Website: adrianamarchione.com.
ADMINISTRATIVE STAFF

Daria Halprin, MA, REAT, RSMT
Co-founder & Director
dariahalprin@tamalpa.org

Lori Richloff, MA
Administrative Director
lori@tamalpa.org

Amy McGrath
Administrative Coordinator
amy@tamalpa.org

Tamalpa Institute office hours are 9.30 a.m. - 5:30 p.m., Monday through Thursday.* Please schedule an appointment by calling ahead of time if you wish to meet with the office staff. The office telephone is: (415) 457- 8555. You can also reach us by e-mail: office@tamalpa.org.

*Note: Due to the Covid-19 pandemic, the Tamalpa Institute Administrative Staff is working offsite as our office is temporarily closed. Administrative staff can be reached via email during our regular office hours.