

SUNY-ESC Courses in Somatic Studies
The Body As Resource©
A Curriculum designed and offered by Dr. Martha Eddy, CMA, RSMT

Somatic Studies offered through the Master of Arts in Liberal Studies at the State University of New York-Empire State College (SUNY-ESC) includes coursework from Dr. Eddy's Dynamic Embodiment™ – SMTT. The Dynamic Embodiment program teaches body-mind concepts and practices using awareness of the body, embodied knowledge of anatomy, and careful movement observation, analysis, and intervention skills. This education supports research and work in education, the performing arts, health/wellness/fitness, psychology, and cultural studies. Further studies in Dynamic Embodiment-SMTT fulfill the educational requirement to become a Registered Somatic Movement Therapist or Educator. Non-matriculated students may be able to take these courses as an elective for credit in the near future. At present matriculated MALS students select courses in accordance with the rationale for their masters theses.

Masters Level Courses embedded in the DE-SMTT curriculum that teach about
Movement, Creative Expression, and Human Development

1. Human Movement Development—A Physiological Perspective: Understand the impact of early childhood movement experience on motor learning using Body-Mind Centering® (BMC) and Bartenieff Fundamentals. Each system incorporates neuro-maturational and dynamical systems approaches to motor learning theory, therefore neuro-developmental movement patterns, reflexes, and righting reactions--the building blocks of motor co-ordination will be practiced.

2. The Language and Philosophy of Human Movement - Movement Analysis and Efficiency (Laban Movement Analysis/Bartenieff Fundamentals perspectives): Using LMA this class focuses on experiencing and perceiving movement behavior by analyzing how the body moves in space with different qualities of movement and identifying the basic elemental building blocks to all movement.

The above two courses are prerequisites for the following

3. Somatic Seminar in Health and Healing: Dynamic Movement, Dynamic Health©/Dynamics of Touch©/Ethics of Touch and Movement: This course uses the languages of the body and human movement to assess a person or group's health needs and to match their needs to suitable movement practices. Using movement exploration and observation, we will learn how to identify patterns of constant use and how to discover and invite recuperative movement options.

4. Communication Through Movement: We explore the questions, "What is effective communication? How does bodily movement expression best support it?" This course takes themes and principles from disciplines such as the Action Profiling, Alexander Technique, Laban Movement Analysis, Ideokinesis, Kestenberg, and

Movement Signature Analysis and places them in current and historical contexts including the early kinesics studies of R. Birdwhistell, M. Davis and P. Ekman.

5. Theories of Wellness: Embodied Approaches: In this course students define the wellness industry; identify major components of the Complementary and Alternative Medicine Field and review these in light of the new field of somatic movement education. Honing in on a specific research question, there is an opportunity to compare areas of interest from the vantage point of different fields.

6. Functional and Expressive Aspects of Human Movement in Cultural and Interdisciplinary Contexts: Students will use their own body awareness and understanding of LMA to observe human movement organization in others and find the meaning of efficient or inefficient human movement organization in different cultures and fields related to their own areas of interest and research. Laban Movement Analysis and Irmgard Bartenieff's theories of movement efficiency, human non-verbal expression, and neuro-developmental will be discussed, practiced and related to students' interests in human behavior.

7. The Brain, Development, and Human Behavior: Students will come to understand the uses of early childhood perceptual-motor theories in therapy, dance, teaching and research. Principles of movement development, explored in the level one course, will be reviewed and investigated in more depth particularly through the lenses of neurological and embryological development.

8. Seminar in Ethics of Somatic Health and Healing: This course begins with study of Eddy's Dynamics of Movement and Touch© and then goes on make ethical considerations of how to use this work in varying contexts. The initial coursework uses the languages of the body and human movement to assess a person or group's health needs and to match their needs to suitable movement practices. Using movement exploration and observation, we will learn how to identify patterns of constant use and how to discover and invite recuperative movement options. We then have dialogue about the practitioner/client relationship and compare standards of practices across the somatic disciplines and related fields.)

9. Assessment in Somatic Studies & Movement Performance (applied): This course meets periodically over 12 months and is an opportunity for students to demonstrate, question and finally, confirm their theoretical and embodied knowledge of somatic movement principles. The course material focuses on individualized learning but also includes a dyadic component during which students demonstrate how they will work with other people in relevant one-to-one settings (e.g., teaching, therapy, health, anthropological applications).

Students who are in the DE-SMTT take ALL of these courses plus movement classes, group process and advising. Students who are in the Empire State College MALS and DE-SMTTers are required to attend one free Introductory Evening that is an Overview of Somatic Education: Understanding the History of Somatic Movement and the Uses of Dr. Eddy's Dynamic Embodiment-SMTT