

Southwestern College *Transforming Consciousness Through Education*



# HEARTLINK

*Winter/Spring 2012*



Learning from Soul at the Core  
Graduation 2011



# Southwestern College

*Transforming Consciousness  
Through Education*

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front cover photo:  
Art Therapy/Counseling Capstone Mural  
Project with artists, Summer, 2011



# News and Updates

*from the President, Dr. Jim Nolan*

The auspicious and much awaited 2012 is living up to its promise of being a year of transformation—I just wish they had clued me into the “fast and furious” part! Actually, fast and glorious feels more correct. Let me tell you about it...

I'll start with the best. OK, second best. (The “best” news is always that we remain steadfastly aligned with and loyal to our mission, while at the same time staying “open at the top”, as Ernest Holmes used to say.) We have had a very productive and inspiring run over the past few years that includes building a new building and being re-accredited by the Higher Learning Commission. Now Southwestern College’s momentum has recently put us at our highest enrollment in College history. We could not be more pleased. Note: We do not plan to grow indiscriminately or beyond what our infrastructure and human resources can accommodate. We are monitoring this situation constantly.

## CAMPUS IMPROVEMENTS

We have added large, flat screen televisions and all new audiovisual equipment to all classrooms, including the Southwestern Counseling Center classroom. This has enhanced enormously our pedagogical and experiential possibilities. Skype-in keynote speakers and webinars may not be far off.

We have also added computers to the student lounge so that students can access email and social media, while leaving the library computers for academic pursuits.

Finally, Fred Gross, our IT Administrator, has spent this past year developing the Southwestern Integrated Software System (SWISS), which will be a huge upgrade over past database systems. We have also purchased our own servers, which will eventually host both SWISS and the new College website.

## SCHOLARSHIP INITIATIVE

For academic year 2012-13, we will be increasing our scholarship funds by about 500%. We have committees, teams, data, consultations and research supporting and informing this decision and initiative. It should be a great tool for attracting more prospective students and for assisting current students. You might be wondering if this will further impact the enrollment situation, and our answer is “Yes” —indeed, this kind of initiative is used by virtually all of higher education to do just that. We are ready for this development, although, honestly, I thought we might experience the enrollment groundswell *after* the scholarships were created. We are way ahead of schedule on that one. Some of the scholarship opportunities will be in the form of graduate assistantships, whereby the College will benefit from having skilled students offering needed services/resources in exchange for tuition discounts. The entire scholarship program may very well end up being the single most impactful initiative of Southwestern College in years.



Black Elk Visionary Award is an example of one of the newly renamed scholarships.

## FROM AN ANONYMOUS DONOR

"Transform yourself, transform the world." Really, I thought when I first read this on Southwestern College material. It immediately resonated and caught hold of me and just wouldn't let go. I was absolutely intrigued and now have become convinced that it is exactly what is occurring at the College. I was stunned to discover its truth.

I don't know exactly what this education process is, but I have received pieces of it, glimpses through the voices and presence of the faculty, participating in ceremony and celebration which takes me immediately into the depths of my soul and spirit and moves me into authenticity and healing of amazing and enlightening workshops, of life changing vision quests and through the self awareness and truth of the students.

My life is changed. I now experience gifts which had eluded me: freedom, happiness, purposeful fulfillment, peace, giving back and self awareness. I have received the blessings of compassion, love, intuition and grace. I feel the beauty and power of the earth and all her wisdom.

SWC provides tools for transformation, opportunities to find our own truth, and lessons on how to hold our light wherever we are. In this way, healing occurs.

My belief and conviction around the power of transformative education has affirmed its critical importance. I want to give back what I have received and to make it possible for anyone who wants this experience and education and can't afford it to have it. For me it is about making a difference, of participating in transforming lives, hence the world.

My gift back is a cash donation for the benefit of another to participate in this remarkable transformational education. A donor fund has been set up to provide financial aid for students, as federal financial aid does not cover all costs.

The purpose of this writing is to share my experience, my truth around the College and its mission. If you are in a position to help financially, any donation is appreciated and it truly makes a difference in students' lives.

— Anonymous

## FACULTY DEVELOPMENT INITIATIVE

During our recent re-connection and exploration of the College's history and origins, it became clear to us that we needed to ensure that current and future faculty members understand our history, our mission and how and why the curriculum was designed the way it is. In support of this intention we created the Faculty Development Initiative.

Currently we have an eight-person study group which includes College founder Robert Waterman and Vice President Katherine Ninos, who has been with the College since 1979. We wanted to make sure that the original vision is re-stated and embraced. The core theme thus far seems to be captured in the title of a book this group is studying, *Education and the Soul: Toward a Spiritual Curriculum* by John P. Miller.

## BLOGS

I (Jim) have become quite the dogged student of social media marketing (a very significant component in our growth initiative), and I can assure you

that SWC is widely represented on Facebook, Twitter, Google Plus Business, Linked-in, You Tube and elsewhere. In addition, we have launched ten blogs which have approximately 8,000 page views in three months. Our web site visits are breaking records for the College every couple weeks. It is an amazing world of inter-connectivity, and the speed and breadth of impact of social media is beyond anyone's wildest capacity to imagine. We are decidedly walking in that world, and the universe knows more about Southwestern College than any of us could have dreamed in the old paradigm. What a world!



Left to Right: Webb Garrison, Dru Phoenix, Jim Nolan, Robyn Cruz, Deborah John, Katherine Ninos and Deborah Schroder at Deborah John's doctoral presentation for Lesley University.

## DEBORAH JOHN

On January 21st Southwestern College faculty member Deborah John presented research from her doctoral dissertation, titled, *Drawing as Self-Expression with Normally Functioning Adults: A 10-week Technique*. The presentation included images of 30 expressive drawing series done by study participants. Deborah will officially receive her doctorate in Expressive Therapies on February 25, 2012.

# SWC Highlights

## New Faculty



**Magdalena Karlick**, B.A. Community Learning and Development, New York University, M.A. Art Therapy/Counseling, Southwestern College, ATR, LPAT, LPCC

Magdalena is an art therapist at Youth Shelters, working with court-ordered, as well as therapy seeking families, children and teens. She also works at Growing Up Montessori School, leading a sound, movement and art group with 3-5 year olds. An active and dynamic visual artist as well, Magdalena creates varied works, from deeply layered multi-media paintings and jewelry to sand tray figurines. She is currently teaching Current Trends in Art Therapy at SWC.

**Brian Serna**, BA in Psychology, New Mexico State University, M.A. Counseling, University of New Mexico, LPCC, LADAC, MAC



Brian is a nationally recognized trainer in the treatment of addictions for programs that are implementing evidence-based interventions. He also facilitates workshops to increase cross-cultural counseling skills, treating co-occurring disorders, ethics and working with adolescents. He has served as the director for a large non-profit outpatient behavioral health program in Oregon and is currently the clinical supervisor for a Native American Behavioral Health program on the Isleta Pueblo. In addition to these duties, he educates students at UNM's Substance Abuse Studies program and has taught in the NM Highlands School of Social Work. Brian currently teaches Group Dynamics for SWC.



**Davis K. Brimberg**, B.A. Psychology, New York University, New York, M.A. Forensic Psychology, The John Jay College of Criminal Justice, New York; Ph.D. Clinical Psychology, Yeshiva University, Bronx, NY; Postdoctoral Fellow, Harvard University, Cambridge, M.A.

Dr. Brimberg is a licensed clinical psychologist in private practice. She enjoys helping people of all ages with general psychological concerns. She works with individuals, couples, and families on issues such as relationship problems, depression, anxiety, eating concerns, stress and chemical dependency. She has been a college professor, lecturer and instructor for more than a decade. Dr. Brimberg has taught at Pepperdine University, UCLA David Geffen School of Medicine, California State University Los Angeles City College, Phillips Graduate Institute and Harvard University. She is teaching Theory and Practice of Family Counseling at SWC.

**Brook Jenkins**, M.A., LPCC, received a B.S. in psychology from Michigan State University and an M.A. in Clinical Psychology from Antioch University, San Francisco. Her internships included two years at Haight-Ashbury Psychological Services and two years at the Family Therapy Clinic at Presbyterian Medical Center in San Francisco.



Brook practiced psychotherapy and taught psychology classes in Durango, Colorado, until relocating to Santa Fe in 2010. She currently works with individuals and couples. Her perspective combines an object-relations family systems base with Eastern, cognitive and physical-focusing approaches, but she also draws from Jung, Perls, Horney and others. Other interests include neuroscience and social psychology, history, and the Vipassana school of thought and meditation practice.



**Seren Morris**, M.Div., M.A., B.A. Philosophy and Religion, ASU; Master of Divinity (M.Div), Emory University; M.A. Art Therapy/Counseling, Southwestern College, LPCC, LPAT, ATR-BC

In addition to being an adjunct faculty member at SWC, Seren is a ceramics artist, sculptor and clay instructor. For the past six years Seren has worked at TeamBuilders Counseling Services and Zia Behavioral Health providing art therapy and counseling for adults, teens, children, and families, including extensive use of play therapy and sand play modalities. Seren has worked in outpatient and in home-based therapeutic settings, providing assessments, crisis planning and intervention for families. She is teaching Art Therapy Techniques at SWC.

**Claudia Raphael**, B.A. Sociology, Dunbarton College of the Holy Cross, M.A. Art Therapy, George Washington University, LPAT, REAT, ATR-BC

Claudia teaches in the Children's Mental Health (CMH) certificate program and also as adjunct faculty in the Art Therapy/Counseling Program. Claudia has worked with children and families for over 30 years as both an educator and a therapist, developing many transpersonal programs based on the indigenous wisdoms.



**Stefan Dobuszynski**, B.A., English Literature, City College of CUNY; M.A., Theatre Arts, UNM; M.A. Counseling, Southwestern College., LPCC

Stefan was born in Strzelczerwizna, Poland and raised in Brooklyn, New York. He completed course work for an M.A. in Comparative Literature at Michigan State University. He resided for a time in San Francisco where he taught high school prior to making Santa Fe home. He has taught at the Institute of American Indian Arts, Santa Fe Indian School and Santa Fe High School. In 1991, he began a grass roots organizing, educating and lobbying in the cause of increased understanding and acceptance of people living with AIDS/HIV.

Stefan currently does assessments at the Care Connection and has a private practice. He is a dedicated student of Buddhism, chiefly in the Theravada tradition. Stefan currently teaches Addictions Assessment and Treatment at SWC.

# Art Gallery

Hi, my name is Aimee Jo and I am a first year student in the Art Therapy/Counseling Program at Southwestern College. Some of my paintings are on display in the Art Therapy Building this quarter. The work spans a timeline of approximately four years, beginning with *"When the Storm Clears"* and ending with *"Rebirth,"* recently created over winter break.

I came into contact with the art therapy field in a round-about way. Four years ago I was married and employed as an aerospace engineer, working hard to "make a life" in Southern California. My health was deteriorating from stress, and before long both my marriage and career had ended. After a terrible struggle, I became aware that the dead end was full of opportunity. I had plenty of time to paint, something I had missed for years. Painting helped me to release all of the pain and fear I felt. It also gave me a new sense of purpose. Gradually I became connected with various community arts organizations. I exhibited my work with other artists and facilitated expressive painting classes for women and children also facing life challenges. A friend mentioned "art therapy" as a career to me. I did some research online and discovered Southwestern College.

Painting has taught me to trust the process of being so LIFE is now able to flow through me.

I cherish this opportunity to share my art and experience of healing.

Thank you, Southwestern.



Cosmic Blossom by Aimee Jo



Capstone Mural artists, left to right: Kimberly Douglas, Gina Letizia, Vicki Puller, Jessica Ewing, Harriet Ellner, Senona Ortiz, Stacy Battle, Stephanie Murphy, Sarah Niethamer, Hedy Parks and Anna Mills.

## Capstone Mural

In art therapy/counseling, second year students take a Capstone Project class to explore possibilities for their final Capstone Presentation. The presentations are given after the completion of their internship prior to graduation. How do we teach a class on experiential projects? Experientially, of course! We invited the students to design and carry out this mural project during a weekend class last August. The results are stunning. Celebrating the "Day of the Dead," the students created art that captures each of their personalities in skeletons. We look forward to this group's individual Capstone Project presentations, **Friday, April 20th at 6 pm** in the large AT classroom. Come join us!



Left to right, facing forward: Sepi Majd, Nora Cassar, Jane Cunha, Shannon Greenlee, Melissa Fannin, and Amy Krok.

## Capstone Presentation

On Friday, October 14th, the Art Therapy/Counseling Program hosted the first-ever Capstone Presentation evening. The six students – Nora Cassar, Jane Cunha, Melissa Fannin, Shannon Greenlee, Amy Krok and Sepi Majd – shared the value and depth of their internship experience through an impressive variety of media to a standing-room-only audience. The media included video, life-size tree sculpture, drawing, painting, mixed-media, collage and kinetic sculpture mobiles.

As you can see, the upcoming classes in each of the five certificate programs offered through SWC are rich and diverse. They are clinically relevant and personally transformative. We believe that each of these programs is very distinctive in what it has to offer counselors, social workers, health care practitioners and those of you who participate for your own healing and education. Below is a sample of the amazing classes that will be offered this spring. Please see our web site for the full spring schedule at [www.swc.edu](http://www.swc.edu).



## CHILDREN'S MENTAL HEALTH CERTIFICATE PROGRAM UPDATE

by Deborah Schroder, CMH Program Chair



It's hard to believe that the CMH certificate program is over a year old now. It seems like we just had that initial meeting with agency people and local therapists, when we explored what was important for people to know as they sought work with children and family centered organizations.

We've had a great variety of weekend courses, from Infant Mental Health to Substance Abuse Prevention and Intervention with Kids, and the Interdisciplinary Intervention Model for Pervasive Development Disorders. Participants can choose any ten courses from a wide variety of courses in the program if they're interested in getting the certificate.

I look forward to the continued development of this certificate program. As we offer courses the second time around now, we have the opportunity to use participants' feedback to make the courses even more meaningful and lively. A new Art Making with Children course for art therapists and non-art therapists is in the planning stage for June.



Judah Karlick Thompson

*"The experiences I have had through the Children's Mental Health Certificate Program have helped me extensively in my work with children and families. I have gained knowledge not only from my instructors but also from my classmates who are a mix of students and professionals with various backgrounds. I feel this program has complimented my education at Southwestern and helped to prepare me for my future career as an art therapist."*

Testimonial from Jessica Ewing, a second-year art therapy/counseling student who is close to completing the certificate.

## Upcoming Weekends

Classes listed can be taken for 20 CECs (\$429) or 2 credit hours (\$900)

### CHILDREN'S MENTAL HEALTH

#### Infant Mental Health CMH 5010

Friday, April 27th, 6–9:30pm  
Saturday and Sunday,  
April 28th and 29th, 9am–6pm

This course is an overview of infant mental health and will provide a working definition and essential professional competencies in infant development and observation skills; brain development, sensory and regulatory systems; attachment and relationship formation, and care giving capacities.

**Deborah Harris**, MSW, LISW, IMH-E(r)IV, has a master's degree in Social Work from UC Berkeley. She trained in the Infant Parent Program started by Selma Fraiberg, completed a post graduate fellowship in family therapy and is certified in the advanced Circle of Security assessment and treatment protocol. Deborah is currently in the second phase of Dr. Bruce Perry's *Train the Trainers Neurosequential Model of Therapeutics* and has extensive experience in providing assessment and treatment to high-risk families. She is a graduate of the Zero To Three Leadership Development Initiative and belongs to the Zero To Three Graduate Academy. She is endorsed through the New Mexico Association for Infant Mental Health as a Level 4 infant mental health mentor and practice leader.



## GIFT OF GRIEF *(based in Albuquerque)*

### Living a Whole Life; Balancing Service and Self-Care GGC 5200

Friday, March 9th, 5:30-8:30pm

Saturday and Sunday, March 10th and 11th, 9am-6pm

Location: Adelante Development Center/Northeast Entrance  
3900 Osuna Rd. NE, Albuquerque, NM 87109

It is often said that if we do not care for ourselves, we are much less able to meet the demands of our daily lives let alone effectively care for others. This program explores in depth what it means to truly care for your self. Living a whole life is a multi-dimensional process requiring connecting with and attuning to ourselves in a way that is supportive and kind, attending to our psychological, spiritual, interpersonal and physical needs.

What do burnout, compassion fatigue and vicarious traumatization really look like? Ethical concepts of self-care and how they apply to you are emphasized throughout the program. Is self-care an ethical obligation? How does burnout disrupt your ability to offer the level of professional care you are capable of providing? This experiential program explores these questions and more, helping you create, build and/or fine tune your own self-care practices.



**Carol Frank**, RN, BSN, M.A., LPCC, maintains a private practice as a psychotherapist, with a speciality in grief, loss and trauma in Albuquerque, NM.

## TRANSFORMATIONAL ECOPSYCHOLOGY

### The Great Ceremony of Life TE 560B

Friday, April 27th, 6-9pm, on SWC campus

Saturday and Sunday

April 28th and April 29th, 9am-5:30pm,  
to be held on land just outside Santa Fe

During this class we will immerse ourselves deeply in traditional Native North American ceremonies of purification and healing, including sweat lodge and pipe ceremony. Led by Choctaw Medicine Man Sequoyah Trueblood, we will come together in oneness to pray for ourselves, our families, our Mother Earth and for all life.

**Sequoyah Trueblood** is a member of the Oklahoma Choctaw nation who works with medicine ways internationally. He has worked extensively with Native American youth programs, vision quests and substance abuse programs and has been involved with the Sundance rites. Sequoyah shares his teaching of global unity and compassion wherever he goes.



## INTERPERSONAL NEUROBIOLOGY, SOMATICS AND ACTION METHODS

### Meeting, Supporting, and Moving with Our Inner Communities: The Interpersonal Neurobiology of Our Multiple Selves IN 5400

Friday, March 30th, 6-9pm

Saturday and Sunday, March 31st and April 1st, 9am-6pm

Over this weekend, an attachment-based Inner Community model will be presented. Through didactic and experiential processes including non-dominant hand drawing and psychodrama, participants will practice picturing the neurobiological roots of inner communities; exploring their own inner communities; creating and reinforcing healing pathways for inner community members through differentiation and integration. Practical application of the model and methods will be discussed at length.



**Kate Cook**, M.A., LPCC, TEP, is a nationally board-certified trainer and practitioner of psychodrama, sociometry and group psychotherapy. She is the director of the INSAM Certificate Program. Kate has integrated her experience and studies in neurobiology into her teaching and work. She maintains a private practice and is a consultant and educator.

**Bonnie Badenoch**, Ph.D., LMFT, author of *Being a Brainwise Therapist* is an in-the-trenches therapist, supervisor and teacher whose focus is integrating the discoveries of neuroscience into the art of therapy. She works with helping trauma survivors and those with significant attachment wounds reshape their neural landscape to support a life of meaning and resilience.



## GRIEF, LOSS AND TRAUMA

### Self-Compassion and Personal Growth for Professionals Working with Death and Bereavement GCH 504-2

Friday, March 16th, 5-9pm

Saturday and Sunday, March 17th and 18th, 9:30am-5:30pm

This class focuses on stress management skills and personal well-being. Participants experience techniques to create a personal vision for their work. Creating supportive and productive relationships in work environments is discussed.

**Janet Schreiber**, Ph.D., is the Director of the Grief, Loss and Trauma (GLT) Certificate program. For over thirty-five years she has trained counselors and other health professionals. She has helped develop hospice services as well as community programs. Dr. Schreiber is the former director of the Elisabeth Kübler-Ross Hospice Program at the Northern New Mexico College.



# Learning from



# Soul at

by Jim Nolan and Katherine Ninos

**“Since the Soul is eternal, much learning is simply recollection, or remembering what the Soul already knows.” – Plato**

Over the past several years, Southwestern College has been working on creating a Faculty Development Initiative designed to ensure that the original mission and the College’s soul-based curriculum were preserved in spirit for future generations of faculty and leadership. The first phase of this endeavor was led by Katherine Ninos and Jason Holley, who put their experiences together, led discussions with College faculty, and ultimately produced a white paper of sorts, articulating “The Principles of Transformational Teaching.”

Our current work on the Faculty Development Initiative includes an eight-person working group which is reading, discussing and integrating current literature and thought on transformational learning into our own ever growing understanding of this process.

What follows is an introduction to the teaching philosophy at SWC, in which some of the principles of transformational teaching are imbedded. In future *Heartlinks* we will be offering more about such things as attributes that are considered important in faculty members, competencies that we seek to develop in students as well as the role of the facilitator in this form of experiential education. It is also our intention to provide substantive pieces tracking our ongoing engagement of the heart and soul of SWC and its curriculum.

It is part of the teaching philosophy of SWC to seek out faculty who personally engage in developing their own experience of connection with Self or Soul and who are “reflective practitioners” – practicing healers and therapists who hear and respond to a calling to teach. Teaching is recognized as a sacred vocation and we view faculty who are drawn to participate at SWC as having a shared destiny pattern to engage a spiritual curriculum for the purpose of transforming consciousness through education.

Our faculty comes from a variety of cosmologies, lineages, and theoretical perspectives. What they share in common is an affinity with the mission of the College, professional competence and clinical expertise in their fields of healing.

In prior *Heartlink* articles, we have looked at the historical roots of the College including lineages and light figures that have been key to its creation and development. Dr. Neva Dell Hunter, who brought forward the original impulse to found this College, stated that this is a school where the sole interest in humankind’s effort is the Light (consciousness). The model for teaching and learning is depicted in the unfolding rose at the heart of the College’s logo, and is expressed in the Old Latin word at the root of education: *educare*, to bring forth

**“In taking time to open ourselves to our souls, we become better givers to others and are better able to see the love that is the universe”**

—Joan Borysenko



**“You don’t have a Soul.  
You are a Soul. You have a body”**

— C.S. Lewis

# the Core



**“Soul” is not a thing,  
but a quality or  
a dimension of  
experiencing life  
and ourselves. It has to  
do with depth, value,  
relatedness, heart and  
personal substance.”**

— Thomas Moore

what is within. Drawing from the pedagogic lineages of Quimby, Dewey, Emerson and Steiner, the College has taught since its first days that “the power within you is greater than that of the world.” Our educational model invites students to know rather than to believe, to anchor in one’s direct lived experience and then bridge to consensual reality, rather than the reverse.

In this paradigm, learning becomes a whole-self process in which multiple modes of perception can be accessed to

include the mental, the emotional, the somatic, the imaginal, non-ordinary states of consciousness and spiritual realms – in order to expand and transform consciousness. These multiple perceptual resources, so rarely accessed in traditional education, enable learning to take place at multiple levels across consciousness, exponentially multiplying the depth of understanding and the capacity for meaningful integration of what has been learned. Teaching and learning in this way involves a substantial shift in how ‘knowledge’ is viewed and created.

Rather than knowledge being something outside of the person which must be obtained, analyzed, and agreed or disagreed with, students are first directed to discover answers through their own experience, which they may then use as a reference point to discern how to relate to and walk among the many versions of knowledge that are circulated as the ‘truth’ – about counseling, about art therapy, about

**“If you bring forth  
that which is within you,  
what you bring forth  
will save you.  
If you do not bring forth  
what is within you,  
what you do not  
bring forth  
will destroy you.”**

– Jesus

healing, about life. Those of you close to Southwestern College may find all of this an obvious reminder of what we have been doing since the College’s inception in 1979. But truly, we feel that SWC is on the front end of an ever-growing movement that is fully recognizing the importance of emotional intelligence, the relevance of authentic connection and the power and necessity of creativity in education.

We realize that we can only point toward the possibilities of soul-based education. The quotes offered throughout this article hold the depth of consciousness that we have experienced in this light action known as Quimby/Southwestern College.

**“Reverence, enthusiasm, and a sense of  
guardianship, these three are actually the panacea,  
the magical remedy, in the soul of the educator  
and teacher.”** – Rudolf Steiner

# Supporting the Thread of Survival in Post-Tsunami Japan

by *Mutsumi Shoji*  
*ATR-BC, LPAT*  
*SWC Alumna*

On March 11th 2011, the northern region of Japan was hit by an earthquake of magnitude 9. Nearly 20,000 people died and 350,000 houses were destroyed by a resulting 10-story tsunami. Many became homeless in the span of one afternoon.

I was moved by the plight of my home country. To participate in disaster relief work, I contacted Kokoro Wellness Network (KWN), an NPO established by Dr. Kugaya, a California-based psychiatrist, and Ms. Kawase, a social worker. Both visited Japan after the tsunami and were disturbed to learn of frequent suicides among survivors. Clearly, there was a need for mental health professionals to assist. However, Japan is lacking in this very regard; mental health work is still under-represented, especially in rural areas.



Local girls made a "salad" from clay and found objects

Dr. Kugaya prepared, translated, and distributed PTSD assessment tools. With the resultant data, he convinced local governments that mental health care was a necessity. It was decided that KWN would provide care by sending trained mental health professionals to areas that had the greatest need.

From May through December, KWN sent 18 Japanese speaking therapists. I was sent at the end of November. We worked jointly with a team of health care professionals from the Japan Primary Care Association (JPCAT). Each week, our team visited various temporary housing sites. The therapists' role

was to engage residents and provide "active listening" to those who were having mental health issues. Sometimes this meant setting up a simple "tea house" to encourage communication among survivors. We showed up with a supply of tea and snacks and placed a sign—"Health Consultations Happen Today". Many residents were sensitive to being treated as victims, so a cup of tea could turn a health visit into a casual gathering and get the conversation going.

Most mental health issues appeared in the form of somatic complaints. I particularly recall one elderly man who had suffered from nightmares for six months. He had dark circles under his eyes and appeared fragile. This man was living alone. He had tried to save a young woman who was clutching a telephone pole, so as not to be swept away in the water. He said, "She keeps appearing in my dreams. She keeps saying, "Help me, don't leave me!"

While elders shared their concerns, we provided art materials for the children. Clay was a favorite, since it can be sculpted and manipulated easily. One elementary school boy repeated the process of burying a small toy in the clay and pulling it out again. Many kids wanted to make practical usable objects, such as bowls and cups, or decorative items, to add color to their temporary home. A preschool girl drew a ladder; she said, "If the tsunami comes, people can escape into the sky". I wondered how much opportunity these children had to talk about their experiences with anyone.

We can imagine how emotionally stressful it is for one's life to be turned upside down. Most of the people we saw had experienced the loss of their home, their work, their friends or family members. At one of the local schools, two-thirds of the students and nearly all of the faculty were lost. Afterwards, everyone was moved to temporary housing. They face an uncertain future. Besides the difficulty of enduring this situation for another year, they have to figure out where to live, where to work, and how to start their lives again by the end of 2012. At the time of my visit, domestic violence, depression, and mental exhaustion were said to be increasing. The reasons seem obvious.

Due to a lack of funding, KWN has stopped the deployment of therapists. At this time, there are very few mental health professionals in these devastated areas of Japan. KWN is looking for additional funding and will be doing another fundraising event soon. If you are interested in helping this work to continue, please visit their website at [kokorowellnessnetwork.org](http://kokorowellnessnetwork.org).

## Serving the World: Interns in Maras, Peru

**During my numerous trips to Peru to study with shamans in the Andes, I've been deeply touched by the sweetness, vitality, and humor of the village children. I have also been moved by the difficulties these children and their families face as they eke out a living growing potatoes and raising llamas and alpacas. Children may walk miles to school and often do not have money for basics: pens, paper, crayons.**



Top: Sara Williams



Center: Cordell Baker



The Andean Research Institute began a project in Maras, one of the poorest villages in the Cusco region. The project brings volunteers to the village to provide a number of services, including helping villagers create a weaving cooperative, assisting children and teens with learning computer skills, and providing lessons in English. Inspired by the requests of a mothers' group in Maras, Southwestern College agreed to send two interns to the village for a trial period of ten weeks.

The request was for interns to provide after-school expressive arts, crafts, and play activities for children age four to 12. The College supplied funds for art materials, and the interns paid their own travel and living expenses. Andean Research Institute provided space in a church for the activities, plus a local coordinator to help with logistics.

So far, the project has been very successful. So many children want to come to the groups, that Sara Williams and Cordell Baker, our two interns, have had to assign each child to a particular day of the week, and even then, kids try to come back on other days!

The opportunity to create, play, and learn to use different materials has inspired the children, and the parents have been very pleased. Sara and Cordell now intend to stay for another

ten weeks to complete their internship there. They plan to emphasize beading and crochet, practical skills which appeal to the villagers because of the potential for the children to make items that can be sold in the local tourist markets.

As with any cross-cultural volunteer project, continuity must be built in; thus, Southwestern College plans to send interns regularly to Maras, and the Andean Research Institute is committed to enhancing the learning of the interns with home visits and home stays, as well as opportunities to accompany the children and their parents as they work in the fields and care for the animals.

In addition, opportunities are available for the interns to learn from the local *Paqos* (shamans and curanderas) and participate in some of the ceremonies of this ancient Incan tradition.

Our interns are serving the needs of these village children. In the process, they are becoming fluent in Spanish, learning to respond sensitively in a culture much different from their own, and experiencing the "Ayni" (reciprocity and cooperation) of the highly communal Quechua people.

— Carol Parker, Ph.D.  
Chair, Counseling Program

## THE EUROPEAN Arts Therapies Conference in Lucca, Italy

The taxi dropped me off in front of a big wooden door set into a stone wall. My hotel? The door was locked and a note basically said "If we're not here, too bad, we'll be back eventually". A little worn out, I looked around to see where I could lug my suitcase to in order to wait. Suddenly, a man came running over, shouting "I have a key!" I turned around and it was none other than Shaun McNiff! My adventure at the European Arts Therapies Conference had begun.

McNiff was one of the keynote speakers at the conference, held this past September. The conference's theme was "Arts Therapies and the Intelligence of Feeling". McNiff gave a wonderful presentation, sharing images of his own art and encouraging us all to "take risks" in our creative expression.

When I gave my workshop on Saturday, which involved the creation of "emotional landscapes," I heard therapists struggle a little when it came time to share the emotions that surfaced in their own work.

Things to think about as we teach in art therapy. We ask students to embrace and speak about the emotions visible in their imagery on a daily basis here. Perhaps my respect for our students' willingness to "go there" was renewed at this conference.

In total, the conference was an amazing experience that brought expressive arts therapists together from all over the world – a delightful opportunity to connect and learn.

— Deborah Schroder  
Chair, Art Therapy/Counseling Program



# 2011 Graduation

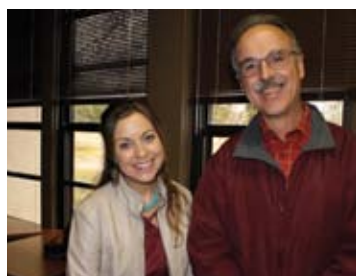


Southwestern College Awarded 40 Masters' Degrees during the 30th annual graduation ceremony on Saturday, November 5th, 2011 at the James Little Theater. Art Therapy/Counseling Program Chair Deborah Schroder and faculty member Deborah John presented Masters of Arts in Art Therapy/Counseling to 14 graduates. Masters of Arts in Counseling were presented to 24 graduates by Academic Dean, Dr. Webb Garrison and Counseling Program Chair Dr. Carol Parker. Two graduates were awarded a Masters of Arts in Counseling with a concentration in Grief, Loss and Trauma.

Deborah John, Deborah Schroder, Webb Garrison, President James Nolan, Katherine Ninos, Carol Parker, Ted Wiard.



David Kallweit and Janina Kokorowski



Alexandra Pschorr and Charles Neelley, Jr.



Spring Lepak and Carol Parker



Board Chair, Michael Jöhl and President Jim Nolan



**Counseling/Art Therapy Graduates:** Back row, left to right: Deborah John, Autumn Kern, Kristina Schwartz, Nicole Burns, Erinn Hirrlinger, Deborah Schroder, Sepideh Majd, Melissa Fannin, Jane Cunha, Amy Krok, Shannon Greenlee. Front row, left to right: Justin Wassel, Jennifer Adelman, Erin Marklein, Nora Cassar and Maggie.



Todd Melnick, Autumn Kern and Michelle Daly



Michelle Katz and Spring Lepak



Sara Bergert and Michelle Lynn



Deborah John, Deborah Schroder, Webb Garrison, Emilia Norman



Erinn Hirrlinger, Erin Marklein, and Nicole Burns



Amanda McMahan



Shiela Weehunt and Kristina Schwartz



Jim Nolan, Amy Krok and Katherine Ninos



Jane Cunha, friend and family



Michael Phalan and Jennifer Adelman



**Counseling Graduates:** Back row, left to right: Sara Bergert, Deborah Curtis, Megan Young, Shiela Weehunt, Michelle Lynn, Rachel Bruck, Amanda McMahan, Diana Garcia, Kristine Nystrom, Charles Neelley, Jr., Molly Vaux. Middle row, left to right: Kila Hillman, Amanda Schneider, Alexandra Pschorr, Michelle Katz, Blake Gordon, Emilia Norman. Bottom row, left to right: Michael Phalan, Michelle Hoffman, Samantha Hill, Spring Lepak, Carol Parker.

# ALUMNI Profiles

## 1998

### Gretchen Wachs, LMHC

Having worked as a visual artist for most of my life puts me in a unique position as a creative psychotherapist, as I am no stranger to the deep psychological work that goes hand in hand with true creative investigation. This works in reverse as well, and I truly find the practice of psychotherapy every bit as creative as painting. We are all works in progress.

Although I graduated in 1998, at the time I elected to return to my studio, continuing to paint and sculpt and raise my son. Several years ago I became licensed as an LMHC, and have gone on to do post-graduate studies in family therapy, studying systems as well as narrative therapy, as I believe it is necessary to consider our lineage as we do the work of psychotherapy. I have also trained as a life coach.

I see clients in my studio near Tesuque where I offer a wide array of art experiences as well as straight-on therapy. I also share an office in town. I have worked with individuals, couples and families.

My son, Ryan (who was born while I was studying at SWC) goes off to college in the fall and I see 2012 as a year of big changes and tremendous opportunities for growth, as we embrace our creativity and vision, and move beyond limiting beliefs and patterns.

My website is [gretchenwachs.com](http://gretchenwachs.com) and coming soon, [therapywithart.com](http://therapywithart.com).



## 2004



### Sara (Jordan) Skowronski,

LPC, ATR-BC, CAGS

I graduated in 2004 from the Art Therapy Program. Since that time I have greatly appreciated the quality of "being present" that Southwestern instilled in me as a therapist and as a person in general. Presently, my family and I, which now consists of my husband Chad, an environmental educator, and our two daughters, Isabelle age 3, and Colette, 10 months old, reside in Fort Collins, Colorado. We run an international organization called We Are Mosaics, that is dedicated to building creative communities through the making of mosaic murals. We just came back from Switzerland, where I completed a certificate in advanced graduate studies (CAGS) in Expressive Arts and where I am pursuing my PhD at the European Graduate School. We were also recently in Lima, Peru, where I presented a workshop, "From Broken to Beautiful: Mosaics as an Expressive Arts Therapy," at the International Expressive Arts Therapy Conference (IEATA).

Currently, I work in private practice, where I use art therapy to help children, adolescents, couples and families discover their hope and work toward their dreams. I feel the solid foundation that Southwestern nurtured within me and I rely on these skills daily.

My light figure experience taught me the gift of ceremony and reminds me to rejuvenate myself in my own "light" connections. As a full time therapist, my resource of being able to rejuvenate is invaluable. The picture is me, Chad, Isabelle, Colette and participant Carlos at the IEATA conference in front of the mosaic we co-created. [www.WeAreMosaics.com](http://www.WeAreMosaics.com)

## 2005

### Jenna Viscaya, LMHC

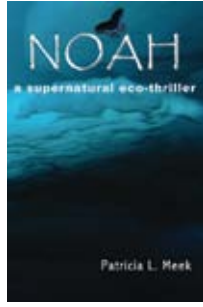
I am currently working at Acoma Pueblo as their Wellness Court clinician, specializing in working with personal and intergenerational trauma in pueblo members who have had substance abuse issues. I have also been supervising Acoma's acupuncture detoxification program and delivering full acupuncture treatments to pueblo members. My next move (in process) is back to Santa Fe, where I will be helping my life partner, Lloyd Drager on his campaign for first judicial district attorney. My passion for this campaign is more than personal; it involves a desire to see better oversight and prosecution of DWI homicides.

On a personal note, I continue to work on my acting skills, fitness level, and international relations with my daughter, who now lives in London. She graduated this past year from UNM, summa cum laude in Anthropology and Peace Studies. Following in our family tradition, she is involved in public health and cross-cultural studies. I lost both my mother and my sister this past summer within a month of each other, so I have also had much to look at in terms of family legacy. I credit my excellent Jungian analyst and relational therapy experience with the meaningful and seamless movement that I have experienced through this time in my life.

My Light Figure, Machig Lapdron, continues to inspire me to be fearless in personal and planetary transformation. She teaches me the burning of karma, the impermanence of the body, and the constancy of change.

### Patricia L. Meek, MFA, LPC, NFT

2011 was a year that marked both completion and new beginnings. *Noah: A Supernatural Eco Thriller* was published by All Things that Matter Press and was released December 1, 2011. I began the novel while living in Santa Fe, New Mexico. My experiences at Southwestern College heavily influenced the creation of this work. Archetypes, Ancient Mysteries, and Vision Quest, were all journey-classes that opened me up and allowed me to tap into universal knowledge and higher consciousness. This ability has not only prepared me for my work as a therapist, but has deepened my ability to create.



Since leaving Santa Fe, I moved to Natchez, Mississippi, and brought transformational techniques to group work with rural elders. I continued my geriatric counseling in Baton Rouge, Louisiana, my home town, and worked on developing a small private practice.

During that time, I met my partner, and after a year and a half of plane tickets and airports, I took a position with the San Luis Valley Mental Health Center in Alamosa, Colorado, where I currently work as a medical integration clinician. This allows me to work closely with the medical community and the exciting new trend of incorporating preventive medicine and healthcare reform with holistic counseling practice.

What I received from Southwestern College has been immeasurable. The classes, faculty, and personal relationships taught one of the most valuable life skills: how to be in relationship with Self. For this, I am eternally grateful. [patricialmeek.com](http://patricialmeek.com)

## 2007



**Ishwari Sollohub,**  
LMHC, LLC

Since graduation in 2007, I have been offering counseling services to adults and couples in my private practice in Santa Fe. My work is client-centered and process-oriented, and tends to involve deep emotional healing. I often introduce people to a comprehensive healing process called Inner Bonding, which integrates cognitive, behavioral, emotional, spiritual and physical elements. As a SWC student, my Light Figure was my late partner, Bob H., who had died suddenly a year before I began my studies. The Light Figure project was hugely impactful, and is chronicled in my book, *Rocks and Roses; a Memoir of Love, Loss and Transformation*, which can

be downloaded on my website, [www.ishwari.org](http://www.ishwari.org). In addition to seeing clients, I have had the privilege of offering several presentations at counseling conferences and other venues, including, "Inner Bonding - Powerful Tools for Deep Healing," "Straw Into Gold - Grief as a Window into Personal Transformation," and "The Power of Presence."

**Eliza Cain,** LMHC

After completing my internship and licensing hours at Tri-County Community Services in Taos, NM, I opened my private practice in Taos. About a year later, I upped and moved to Silver City, NM. My excuses were that it was closer to my daughter and family in Tucson and it was near wilderness and had seasonal changes, but it was also a lot warmer than Taos!



Now, two years later, I have blossomed in a whole new way, my business is growing and I have become a vital and lively part of the community here. I have to say that I have no real idea how I popped up at the end of this "stage coach line" here in Silver City, but I am full and joyous. I continue to be grateful for the growth and tools that I earned at SWC.

## 2008



**Heather Wulfers,**  
LMHC, ATR

I graduated from the Art Therapy/Counseling program in March 2010 and have been working as a licensed therapist both at Southwestern Counseling Center and in private practice. As the coordinator assistant at the counseling center, I stay connected to the College community and work with all kinds of diverse clients, which I love! In my private practice, my style includes art therapy and shamanic practices. It is my true honor to be in the field of expanding consciousness and I am thankful to the teachers at SWC for giving me the foundation for working deeply with others.

My Light Figure during Consciousness II was Saga, the Icelandic goddess of magic and art. She continues to work side by side with me, inspiring the creative process of transforming old ideas into new manifestations. I find

it very supportive to utilize a relationship with Spirit in my practice, as it not only centers my sense of self, but also renews and uplifts the heart, allowing me to continue doing effective work.

**Magdalena Karlick,**  
ATR, LPAT, LPCC

Since graduating from Southwestern College in 2009, I got married and gave birth at home to a wonderful son, Judah Marley, who will be two this April! I finished SWC's Interpersonal Neurobiology and Action Methods certificate in 2011. I am working towards licensure in Sandplay, Somatic Experiencing and Psychodrama. And I am working towards publishing a coloring book. I am a busy mama!



For over three years now, I have been working at Youth Shelters in Santa Fe as a counselor, art and sandplay therapist. At Youth Shelters ([youthshelters.org](http://youthshelters.org)) I work with court-ordered families, adults, and children helping individuals articulate their needs and better understand relationship. I also work at Growing Up Montessori, leading a sound, movement and art group with 3-5 year olds. For the past year I have also been assistant to Debbie Schroder, and am currently teaching History of Art Therapy: Current Trends. I am also in charge of SWC's new Art Gallery blog (check this out at: [www.swc.edu/blogs](http://www.swc.edu/blogs)).

Last and, excitingly, I am the co-creator of a research project, Spaces and Places: Where We Create, a photo-documentary project documenting how art therapists, students, and arts organizations create and use their creative spaces. This is to be launched February 2012. For more information check out: [www.arttherapyalliance.org/WhereWeCreate.html](http://www.arttherapyalliance.org/WhereWeCreate.html)

While at Southwestern, my experience of the Light Figure project was profound. I chose to work with Nina Simone. I put a lot of energy into creating aspects of her, through painting, drawing, and video. Working with Nina Simone's essence taught me to separate passion from anger, and to continue to strongly embrace my creativity.

## 2009



### **Arlene Burke, LMHC**

I recently opened a private practice in art therapy/counseling. My office, Wheelhouse Studio, is next to my home in Aldea de Santa Fe. I continue to manage the studio of a local artist and work as a textile artist. I also weave in close-by grown kids, multiplying grand kids, garden, tai chi class and nature walks. My Light Figure, Rumi, continues to guide in the cultivation of soulful creative living. [www.wheelhouse-studio.com](http://www.wheelhouse-studio.com).

## 2011



### **Alex (Pschorr) Calhoun, LMHC**

I completed my internship in Albuquerque as part of the Southwest Family Guidance Center and Institute's Suicide Assessment Team. I must say that 2011 was a big year for me! In 2012, I find myself graduated and happily married. Currently, I am working as a psycho-therapist counselor and coordinating bi-lingual (Spanish) intakes for the Southwest Family Guidance Center in Santa Fe, where I have the privilege of working alongside other fantastic Southwestern alumni. I recently attended a seminar on anger and oppositional defiant disorder with brain-based Interventions across the lifespan. I found it very informative, as this line of work appears to be my calling. Other than that, you can find me kickin' it at the gym, practicing healing rituals and studying natural medicine, fitness and nutrition, while searching for a way to describe my model of therapy. Stay tuned, there's more to come.

### SAVE THE DATE

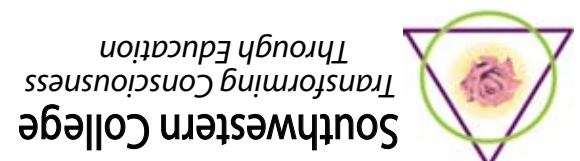
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