

Body-Mind Centering® Practitioner Program, Germany 2011-2013

Year 3 and 4 – Courses and Dates

Year 3	Course Title	Dates	Days off	Days	Euro
Mod 1	Systems & Development 1*	April 29-May 6, 2011	May 3,7,8	7	750
	Embryology*	May 9-11, 2011	May 12	3	350
	Immune System*	May13-15, 2011	-	3	350
Mod 2	Breathing and Vocalization*	September 24-30, 2011	Sep 27 Oct 1,2	6	650
	Senses and Perception 2*	October 3-9, 2011	Oct 6	6	650
Mod 3	Subcellular*	March 3-5, 2012	March 6,	3	350
	Psychophysical Integration 1**	March 7-14, 2012	March 10,11,15	6	650
	Professional Issues 2**	March 16-18, 2012	-	3	350
		Total days		37	4100

Year 4	Course Title	Dates	Days off	Days	Euro
Mod 1	Systems & Development 2 ** + Client Assessment and Therap. Approaches 1 ** (6 days each)	Sep 1-16, 2012	Sep 5,9,10,14	12	1250
Mod 2	New Frontiers*	Feb 23-25, 2013	Feb 26	3	350
	Teaching Skills **	Feb 27- March 6, 2013	Mar 2,3,7	6	650
	Student Presentations **	March 8-10, 2013	-	3	350
Mod 3	Client Assessment & Therap. Approaches 2 **+ Psychophysical Integration 2 **	June 8-16, 2013	June 12,17,18	8	850
	Competency	June 19, 2013	-	1	100
	Professional Issues 3 **	June 20-22, 2013	-	3	350
	Graduation	June 23, 2013	-	-	
		Total days			36

19.1.2010

*These courses are only open to students who completed all courses of the SME Program and finished all homework for the first two year-courses. These courses are also open to people who finished all four years of the Practitioner Program.

**These courses are only open to students who are enrolled in then BMC Practitioner Training.

Tuition costs do not include travel, room and board, books, or other expenses. The tuition listed is for courses in France only. Early registration deadlines are two months prior to the start of a course. There is a reduction of 50 Euro per course if your register before that.

Body-Mind Centering® and BMC® are registered service marks of Bonnie Bainbridge Cohen

Year 3 Course Descriptions

Integration of the Body Systems and Developmental Movement 1

Just as there is an evolution through the Basic Neurological Patterns, there is an evolution through the body systems as well. As we progress through the BNP, each pattern manifests affinities for different aspects of the body systems. These affinities underlie changes of consciousness in our tissues, in our movement, in our perceptions and in our interpersonal relationships. This course will include:

- Personal expression of the interrelationships between your body systems and developmental process.
- Awareness of how others express their body systems through their developmental process.
- Gaining greater proficiency in facilitating these interrelationships in others.
- Deepening touch and repatterning skills through the integration of the body systems and development.

7 days, 49 hours

Immune System

The immune system plays an essential role in maintaining health and well-being. The mind has a powerful effect on the immune system and psychophysical states can directly affect the functioning of this system. This course will cover the process of immunity and the structures and functions of the immune system. This course will include:

- Basic components and functions of the immune system.
- Homeostasis and returning to balance.
- Adapting to an ever changing environment.
- How we can consciously support our immune system in a world of stress.
- How the immune system interacts with the other body systems.

3 days, 21 hours

Embryology

Patterns and relationships from this early stage of development can affect overall health and a sense of well being. This is the time when all of the body tissues and systems are developing. This course will explore the relationship of the egg yolk sack, amniotic sack, neuroenteric canal, and autonomic fluid rhythm to the emerging development of the ectoderm, endoderm and mesoderm.

3 days, 21 hours

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Breathing and Vocalization

We manifest our state of being through our breath. Through the expressive qualities of our voice, we communicate to the outer world who we are. Our voice reflects the functioning of all of our body systems and the process of our developmental integration. Bringing kinesthetic and auditory consciousness to our vocal structures opens pathways of expression between our unconscious and our conscious mind and between ourselves and others. Breathing and vocalization are a continuum of the same process. The breath powers the voice and the voice strengthens and reflects how we breathe. Both reflect our state of being and health. This course will include:

- The anatomy and physiology of the breathing and vocalization structures (the 5 diaphragms, pharynx, larynx, body cavities, lips and tongue). (Note: the lungs are covered in the Organ System course.)
- The role of the pharynx and other cavities of the body in the production of resonance and vowel sounds.
- Distinguishing the structures of the larynx and their roles in sound production (pitch and intensity).
- Gaining awareness of your own breathing and vocal patterns and facilitating repatterning in others.
- Exploring the psychophysical aspects of breathing and vocalization.

6 days, 42 hours

Senses and Perception 2

This course is a continuation of Senses and Perception 1. In order to perceive clearly, our attention, concentration, motivation or desire must actively focus us on what it is we are to perceive. This process patterns our interpretation of sensory information, and without this active focusing, our perception remains poorly organized. The active aspect of perception can be explored theoretically and experientially along with its relationship to development, the interrelationship of the different senses, and the process by which we can expand our choices in responding to ourselves, others and the world. This course will include:

- How the senses/perceptions support and manifest in the BNP.
- The developmental progression and integration of the senses.

6 days, 42 hours

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Subcellular System

Each cell in our body has living intelligence. It is capable of knowing itself, initiating action, and communicating with all other cells. The individual cell, its internal structures and the community of cells (tissue, organ, body) exist as separate entities and as one whole at the same moment. Attuning ourselves to our cellular consciousness brings us to a state in which we can find the ground from which flows the intricate manifestations of our physical, psychological and spiritual being. Subcellular structures function on the microcosmic level in the same way as the body systems do on a macrocosmic level. Like the body systems, they can be explored experientially and their psychophysical qualities brought to consciousness. As we embody cellular structures, our state of consciousness, movement, voice and quality of touch is reflected or amplified in body systems or larger structures. This course will include:

- Relationships of body systems, body tissues, and cellular and subcellular structures.
- Plasma membrane layers: inner and outer focus and balance.
- Cellular fluids: extracellular, intracellular, and transitional fluids. Introduction to cellular breathing.
- Fluid/membrane balance.
- Tensegrity and continuity of the cytoskeleton.
- External and internal respiration: and the underlying support of the organelles involved in cellular breathing.
- Explorations of the organelles involved in the production of proteins and other digestive functions.

3 days, 21 hours

Psychophysical Integration 1

To find psychophysical homeostasis we need to maintain our ability to respond to present circumstances in ways that support maintenance and/or return to health and balance. In Body-Mind Centering® we can access ways to transform our habitual psychophysical habits to more fully embody our potential and range of possibilities. This requires continually making conscious decisions to play an active role in the direction of transformation through increased presence, mindfulness and relationship with self, other and community. This course will include:

- Exploring in more depth the psychophysical aspects of each of the body systems and developmental movement.
- Using the senses and perception material to identify aspects of psychophysical expression.
- Interconnecting psychophysical patterns in the expression of the whole person.
- Recognizing and supporting the repatterning of nervous system reversals through the different tissues of the body.

6 days, 42 hours

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Professional Issues 2

This course is a continuation of Professional Issues 1. Explore how to develop as a Body-Mind Centering® practitioner/Somatic Movement Therapist from an authentic place, blending presence, resonance, intuition, knowledge and experience. Competency as a professional is also addressed. This course will include:

- The client/practitioner relationship.
- Developing note taking skills to track your clients progress.
- Looking at ongoing professional development, research and the larger context of the somatic field.

3 days, 42 hours

Year 4 Course Descriptions

Integration of the Body Systems and Developmental Movement 2

This course is an advanced exploration of the relationships in the Embodied Anatomy (body systems) material and Embodied Developmental Movement material studied in previous courses. Embodiment and integration of this material is an essential part of becoming a Body-Mind Centering® Practitioner. This course will include:

- Key relationships between the Embodied Anatomy and Embodied Developmental Movement material.
- Exploration of more subtle aspects of personal embodiment and guiding repatterning in others.
- Further integration of the body systems and development.

6 days, 42 hours

Client Assessment and Therap. Approaches 1

The uniqueness of Body-Mind Centering® allows us to approach conditions from a multi-systems and developmental perspective. This perspective can then illuminate our understanding of the larger underlying patterns of traditional syndromes. Assessment is an ongoing process that helps establish our starting place, our direction in working with BMC principles and techniques. This course will include:

- The process of assessment.
- Applications of Body-Mind Centering®.
- Body-Mind Centering® approaches.
- Traditional syndromes.
- Precautions and contraindications.

6 days, 42 hours

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New Frontiers

Sharing new material developed recently and the latest BMC research of Bonnie.

3 days, 21 hours

Teaching Skills

The focus will be on building core skills and tools for teaching BMC, such as: phrasing, shaping and layering of classes; use of props and teaching aids; group dynamics; a body systems and developmental model for logistics and organization of classes. This course will include:

- Teaching techniques.
- Organizational skills.
- Group dynamics.
- Embodiment and transmission.
- Using BMC principles as the basis for teaching.
- Support and feedback on your teaching in class exercises.
- Dialogue with faculty and peers about teaching and professional issues.

6 days, 42 hours

Student Presentations

Each student presents the final project to the group. It can be a particular aspect of the work, an application of BMC to another discipline or simply a question to explore. Each presentation is 15 - 20 minutes long and followed by a brief sharing.

3 days, 21 hours

Client Assessment and Therap. Approaches 2

4 days, 28 hours

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Psychophysical Integration 2

This course is a continuation of Psychophysical Integration 1. To find psychophysical homeostasis we need to maintain our ability to respond to present circumstances in ways that support maintenance and/or return to health and balance. In Body-Mind Centering®, we can access ways to transform our habitual psychophysical habits to more fully embody our potential and range of possibilities. This requires continually making conscious decisions to play an active role in the direction of transformation through increased presence, mindfulness and relationship with self, other and community. This course will include:

- Exploring in more depth the psychophysical aspects of each of the body systems, developmental movement, and the perceptions.
- Subtly accessing and repatterning these aspects in others.
- Interconnecting psychophysical patterns in the expression of the whole person.
- Recognizing and supporting the repatterning of nervous system reversals through the different tissues of the body.

4 days, 28 hours

Professional Issues 3

This course is a continuation of Professional Issues 2. Explore how to develop as a Body-Mind Centering® practitioner from an authentic place, blending presence, resonance, intuition, knowledge and experience. Competency as a professional is also addressed. This course will include:

- Relational Issues.
- Responsibilities of being a professional, including ethical guidelines and health precautions.
- Setting up and managing a professional practice, such as, finances, publicity, managing space and time, promotion, interfacing with other professionals, supervision and networking.
- Developing note taking skills to track your clients progress.
- Looking at the importance of ongoing professional development, research and the larger context of the somatic field.

3 days, 21 hours

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Registration Form Year 3 and 4

To register, please complete this form and the answers to the questions and return them with a deposit of 50 Euros for each course to moveus. *If you register two months before the course starts you get a 50 Euro reduction on the course. If you cancel 2 weeks before a course starts, we just keep the deposit, after that the whole course fee is due. **The payment is due two weeks before the course starts.***

Name _____

Address _____

Zip code and City _____

Country _____ Phone _____

Fax _____ Email _____

I completed the SME program in (country)_____ (Date)_____

_____ I have enclosed the answers to the questions

I register for the following courses :

Module	Course	Dates	Fee €	Total €
1	<input type="checkbox"/> Systems & Development 1*	April 29-May 6, 2011	750	
	<input type="checkbox"/> Embryology*	May 9-11, 2011	350	
	<input type="checkbox"/> Immune System*	May 13-15, 2011	350	
2	<input type="checkbox"/> Breathing and Vocalization*	September 24-30, 2011	650	
	<input type="checkbox"/> Senses and Perceptions 2*	October 3-9, 2011	650	
3	<input type="checkbox"/> Subcellular	March 3-5, 2012	350	
	<input type="checkbox"/> Psychophysical Integration 1**	March 7-14, 2012	650	
	<input type="checkbox"/> Professional Issues 2**	March 16-18, 2012	350	
4	<input type="checkbox"/> Systems & Development 2 ** + Client Assessment and Therap. Approaches 1 **	Sep 1-16, 2012	1250	
5	<input type="checkbox"/> New Frontiers *	Feb 23-25, 2013	350	
	<input type="checkbox"/> Teaching Skills **	Feb 27- March 6, 2013	650	
	<input type="checkbox"/> Student Presentations **	March 8-10, 2013	350	
6	<input type="checkbox"/> Assessment & BMC Approaches 2 ** + Psychophysical Integration 2 **	June 8-16, 2013	850	
	<input type="checkbox"/> Competency**	June 19, 2013	100	
	<input type="checkbox"/> Professional Issues 3**	June 20-22, 2013	350	
Total				
Please take off 50 € for each course if registered 2 month before it starts				
Amount enclosed or wired				
Amount due				

19.1.10

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Payment-Information: Name on account: moveus GbR Konto: 364653190 BLZ: 370 200 90 HypoVereinsbank Köln

For international transfers: IBAN DE39 3702 0090 0364 6531 90 SWIFT/BIC: HYVEDEMM429

Please use Euro Wiring/ Transfer if wiring from outside of Germany

With my signature I acknowledge that I take full responsibility for any injuries that may result from participation in this workshop.

Date:

Signature:

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Questions for Year 3 and 4

On separate paper, please share your experience and insights. **Please type.** For ease in reading, please type the question as well as the answer. You may be brief. Please include a photo of yourself.

We would like to know your experience and insights in the first two years and your motivations for continuing with the BMC practitioner program, as well as your feedback, so we can have a better idea for organizing the material and administration. We hope these questions will also help you become clearer about yourself, your goals and your expectations.

If you would like to speak with someone regarding this, please feel free to contact us.

Please briefly share your experience and insights on:

1. The first two years of the Somatic Movement Education Program
2. Your process of embodiment
3. Your experience with Hands-On
4. The teaching style in the first two years in relation to your learning style
5. Moveus administration
6. Your application of the BMC material
7. Your experience teaching BMC
8. Your experience giving individual lessons
9. Reasons for wanting to continue. Your expectations.
10. Your strengths and talents. Areas where you need support.
11. Medical, physical or emotional conditions that could affect your participation.
12. Additional comments and suggestions. Other feedback.