

# **Craniosacral ~ A Healing Art**

Individual Classes,

Core Series &

Certification Program

**2017-2018 Student Handbook**

Crafted Touch

Therapeutic Training Center

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# Overview

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The purpose of this handbook is to give you an overview of the Core Series and Certification Program, requirements, logistics, and expectations. We hope that a thorough understanding of our guidelines will make things easy for you and allow you to participate fully in your training. As you read through this handbook, please keep in mind that these requirements and guidelines have been created through time and experience. Our intention is to provide a clear foundation for learning in a safe and vibrant circle that promotes personal and professional development.

## Admittance

- Students enrolling in these trainings need to have completed a minimum of 500 hours of education or be a licensed professional in one of the following healthcare professions: massage therapy (body-centered therapy), naturopathy, chiropractic, acupuncture, physical therapy, occupational therapy, nursing, osteopathy, or medicine (license to touch).
- Enrolling students need to have practical/logistical and possibly therapeutic resources available to be supported in the personal development work that often accompanies this training.
- The Craniosacral Therapy: Introductory Workshop is a prerequisite for entrance into both the Core Series and the Certification Program.

## Overview of the Core Series

The Core Series serves as the cornerstone of Craniosacral work. It provides instruction and practice of the most important tools—stillness and presence, as well as the hands-on techniques, anatomy and physiology related to this work. Students will learn to perceive the cranial wave, mid tide, and long tide, and they will learn to use them fluidly to address systemic as well as localized conditions and client concerns. Students will practice activities to develop their communication skills, intuition, and ability to perceive the client's overall energy and health. Students complete the Core Series as a cohort, developing bonds that allow them to explore this work deeply and safely. Students receive a certificate of completion upon satisfying the requirements of the program. This 9 to 12-month training consists of:

- 4 Core Classes, each 28 hours over 4 days (112 hours)
- 4 7-hour Integration Days (28 hours)
- 45 Client Records (90 hours)
- 2 two-way exchanges with fellow students between each class (6 total; 9 hours)
- Required reading between classes
- Total of 140 in-class clock hours

Prerequisite -- Craniosacral Therapy: Introductory Workshop or by permission of the Instructor.

## Overview of the Certification Program

The Certification Program is expressly designed for students who want to dedicate themselves to developing Craniosacral therapy as a primary modality in their practice. It offers a highly focused, in-depth training with the exploration, supervision, and feedback necessary for students to develop a full Craniosacral practice with competence and confidence. Being certified also allows the practitioner to market themselves with a tangible credential. Upon certification, with their permission, Crafted Touch lists practitioners on its website as part of its referral network.

The Certification Program moves students beyond the foundations of protocol-driven treatments to a wider range of treatment possibilities, and fosters the skills of moment-to-moment decision making as well as the depth of presence that prepares them to accompany their clients through their discomfort, pain, and pathologies toward genuine healing. The Core Series provides the foundation of craniosacral knowledge and application; the Elective Classes enable students to expand their technical and interpersonal skills following their own interests. The added time and study allows for deepening into the work within a supervised and collegial circle – honing intuition, personal depth, and their trust in their healing abilities.

This program, initially developed by Ursula Popp, LAc, VCST, CC, is based on the philosophy and methods of A. T. Still and William Sutherland. The approach is also deeply influenced by the work of John Upledger, Hugh Milne, Jean-Pierre Barral and select biodynamic approaches.

Certification Program requirements are as follows:

- 4 Core Series Classes, each 28 hours long over 4 days (112 hours)
- 4 7-hour Integration days (28 hours)
- 4 Elective Classes (84 hours)
- 45 Client Records reviewed (90 hours)
- 2 Client Case Studies (50 hours; after completion of all course work)
- 16 two-way exchanges with fellow students (24 hours; 6 during Core – 10 after Core)
- 10 professional sessions received (15 hours)
- Successful completion of 3 exams (6 hours)
- Required reading and study time
- Total of 409 hours of class and extra-curricular activities (not including reading/study)
- Total of 230 in-class clock hours

Prerequisite -- Craniosacral Therapy: Introductory Workshop or by permission of the Instructor.

Generally, students begin their Certification Program with the Core Series and take their Elective Classes during or after the Core. It is possible to take Electives before the Core Series – please consult with us if this is your intention. *For optimum learning, students should plan to complete Certification within 24 months of completing the Core Series.*

# Core Curriculum

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## **Craniosacral Therapy: Introductory Workshop**

This class introduces basic Craniosacral methodology and techniques, including related anatomy and physiology of: the cranial wave, individual cranial bones, the membrane system, and the core link between the cranium and sacrum. In addition to the technical and analytical learning, students practice techniques to develop sensitive hands, an open heart, and the inner stillness needed to apply this work. At the end of this class, students will have the foundation for cranial therapy, including the theories, the personal presence, the ability to perceive the cranial rhythm, and the most fundamental hands-on techniques in Craniosacral therapy. This class is a pre-requisite to the Craniosacral Certification Program, Core Series, and some Elective Classes.

## **Core Series**

### *Core I: Transverse Structures, Pelvis and Mandible, and Cranial Wave*

In this class, you learn to work with the transverse structures of the body, to ease and promote the longitudinal flow of the CSF. You will be introduced to techniques for the pelvic ring (including sacrum, sacroiliac joints and pelvic floor), the respiratory diaphragm, and thoracic inlet. You learn to address the many discomforts in relation to the mandible. An in-depth introduction to stillness, body usage and receptive touch will help you to develop the ability to be present and skillfully listen with your hands.

### *Core II: Pelvis, Air Sinuses, Unwinding, and Mid-Tide*

In this class, you will deepen your understanding and skills with the pelvis and sacrum. The techniques you learn for the air sinuses also provide you with ways of helping clients with various complaints around their head. Your abilities as a healer improve through understanding the energetic body, using the Chakra system as a template. Perceiving and working within the mid-tide, as well as accessing unwinding as an avenue for change, provide you with entirely new ways to address your client's concerns.

### *Core III: Sphenoid, Cranial Vault, Facial Bones, and the Long Tide*

Much of this class is dedicated to working with the sphenoid and other bones of the head, increasing your ability to work with complex conditions. Engaging the long tide will move your understanding of individual problems far beyond the personal to the level of interconnectedness – both the transcendent/transpersonal and through resourcing yourself and your client through root vitality.

### *Core IV: Cranial Sutures, Ventricles, Membranes, and All Tides*

In the culminating class of the Core Series, students learn how to move beyond protocols and to hone individualized sessions that match the clients inner healing mechanism. We orient to essential principles of Craniosacral by following the inherent treatment plan intrinsic to each person. Students learn to move fluently between all three levels of the fluid body. Students learn several meditations which they can do with their clients to help access their client's deepest inner knowing--the soul, and how to help their system integrate that knowing into every day awareness.

### *Integration Days*

The four workshops of the Core Series are packed with material. This material needs to be integrated between the classes in order for the student to absorb and learn new material. Integration Days (IDs) occur monthly between workshops and give the student an opportunity to review and deepen their technical ability and understanding of the material and to seek supervision related to questions or concerns that arise during their client sessions and student exchanges. IDs also allow for the community of students to deepen their connection and set up exchanges or study groups with one another. To embody Craniosacral therapy, one needs to be exposed to its philosophy and application on a consistent basis over a period of time. One needs the support of the circle to integrate what we learn into the solitude of one's practice.

*Note:* IDs are generally scheduled on Mondays and Thursdays. The office will do its best to accommodate students from out of town in regards to scheduling.

### **Elective Classes Required for Certification**

Certification students are required to take a minimum of 4 Elective Classes (ECs). These classes allow students to deepen their understanding of Craniosacral therapy while individualizing their studies to their own interests. During the Introductory Workshop time is allotted to discuss briefly the various courses so that students can begin to envision their choices.

By the end of Core I, students must select their four ECs. Certification students may change one EC registration during the program without being charged a fee but the change must be made at least 30 days prior to the class' start date, or a \$100 late fee will be charged (paid to the Therapeutic Training Center). Any additional EC registration changes will be subject to a \$100 fee regardless of advance notice.

Students are eligible to take ECs as soon as they have taken an Introductory Workshop. Students are encouraged to consider taking ECs before or after the beginning of their Core Series to help lighten their load of classes during the program. If a student enrolls in the Certification Program after having taken one or more ECs, their tuition will be adjusted accordingly.

### *Tending the Therapeutic Relationship: Healing Dynamics, Boundaries and Self Care Strategies*

Understanding the complexity of the therapeutic relationship is critical for any integrative or holistic method. In this class, we explore interpersonal dynamics that underpin the healing process: power differential, types of intimacy, transference/countertransference and the role of vulnerability in healing. Clarifying and communicating one's boundaries as well as various methods of self-care are highlighted. Simple strategies for working with emotional release are practiced within the context of a body-centered practice.

### *Visceral Listening: Enhancing Motility of the Organs*

The viscera have a movement and a rhythm that can be felt with the hands. In this class, students study the anatomy and physiology as well as the energetic components of the heart, lungs, liver, stomach, spleen, kidneys, bladder, small and large intestines, and the gallbladder. Students will devote lots of time to practicing the hands-on techniques, listening to each organ, and creating the space to let the organ move freely and find its own health.

### *Visceral Mobilization: Freeing Fascial Layers among the Organs*

The ability of the organs to glide freely around each other is vital, not only for the physiological task of each organ, but also for overall movement through the torso. Exploration of these fascial layers surrounding organs starts with a ‘topographical’ tour of the anatomy: where are the organs, what is their shape and how are they accessed? Refining our palpation of soft-tissue structures is highlighted as a part of both assessment and treatment. Includes consideration of scar tissue as a possible limitation of movement.

### *Unwinding: The Key from Trauma to Health*

In this class, students will form practitioner dyads. Working with a co-practitioner is both highly therapeutic and deeply informative, and it enhances the perception of both practitioners. Long unwinding sessions, which are hard to do alone, help the client with deeply-rooted patterns and issues. To enhance the sense of fluidity, we will work in a swimming pool part of the time. The unique experiences (in this class) will expand student awareness of healing potential and greatly benefit your clients. There is an additional \$50 fee for this class to cover the rental for the pool, which is built into the price of the class for non-certification students and charged as an “additional fee” for certification students (due on the first day of class).

### *The Brain and 12 Cranial Nerves: Structure and Function*

While gaining solid knowledge of the anatomy of the brain and cranial nerves (*its structure*), you also develop an appreciation of the complexity and beauty of your mind (*its function*). Palpation of the lobes, ventricles, membranes and cranial nerves anchors a variety of interventions – including treatment for concussion and migraine. Self-care exercises that enhance neuroplasticity are explored, along with rehabilitation strategies of mindfulness, sleep management, and health journaling.

### *Craniosacral for Infants – An Introduction*

Being born is one of the most vigorous and dramatic changes we go through in our lifetime. Craniosacral treatments are a wonderful way to assist the infant to rebalance their autonomic nervous system as well as resolve residual stress imparted by the birth passage. Addressing common neonatal challenges in suckling, digestion and sleep are a focus of the methods taught in this course. General review of late-stage embryology, the birth process, birth interventions and common conditions is included. Students will learn techniques that are appropriate for infants, which can also be applied for older children and adults. Students practice those techniques with each other and when possible with infant-volunteers under direct supervision.

# Extracurricular Work

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The extracurricular work is designed to help the student integrate and deepen the material taught in each class. This integration is crucial and prepares the student for upcoming material. The Core Series builds upon itself as a holistic learning process. The extracurricular work helps to not only increase students' understanding but deepen their skills, so that student practice and exchanges become more safe, complex and effective.

## Required Textbooks for the Core Series and Certification Program

- Michael Kern, *The Wisdom in the Body*
- Hugh Milne, *The Heart of Listening, Volume 2*
- An anatomy atlas: Netter, *Atlas of Human Anatomy*; Thieme, *General Anatomy and Musculoskeletal System*; Clemente, *Anatomy* (Note: *Trail Guide for the Human Body*, or atlases that focus primarily on myofascia are not sufficient).
- It is *highly* recommended that students obtain a model skull, as a study aid and to educate their clients about craniosacral therapy. (The skull should be colored, and in at least 3 pieces. Fully articulating colored skulls are optimal, not necessary at first.)

The books are generally available at [www.Amazon.com](http://www.Amazon.com) as well as the skull.

## Required Reading

Throughout the trainings, students need the above textbooks available to reinforce and expand their classroom learning. The following readings are required in preparation for each class:

*For Core I:*

- Read *The Wisdom in the Body*, by Michael Kern
- *Should a student not have the chance to read it before Core I, the student needs to do so before the second Integration Day.*

*For Core II:*

- Milne: chapters on the mandible and sacrum
- Recommended: *Wheels of Life* by Judith Anodea, *Map of the Spirit* by Carolyn Myss or any other book on the Chakras

*For Core III:*

- Milne: chapter on the sphenoid

*For Core IV:*

- Milne: review of all the techniques and bones learned



## Client Records & Case Studies

### *Requirements*

- *Core Series:* Students are required to complete 45 client records. Client records are submitted in batches (*see explanation below*).
- *Certification Program:* Two case series must be submitted before exams are taken (*see explanation below*).

### *Core Series Client Records*

The client record form will be given to students in the first Core Series workshop and should be used as the template for all client session records to be submitted for review. Students are given both hard copy and pdf formats; records are submitted printed (more below). The practice of writing client records allows students to both track their progress and to deepen their capacity with Craniosacral work.

All records are reviewed by the teacher or a senior assistant to support student development and understanding (rather than to grade, criticize, or find fault). The records are a helpful way for the teachers to assess areas of strength and areas of potential development. It is one of the most personal feedback structures that exists within the training. Many students find it useful to think of the records as an on-going dialogue with the teacher about their work.

After reviewing the records, the teacher will provide feedback and suggestions about what to focus on for the next batch of sessions/records. Students are asked to follow these suggestions and offer feedback about what worked and what didn't. Students are encouraged to let the teacher know if the feedback is not clear or if it triggers strong emotional reactions.

### *Guidelines for Core Series Client Records*

To use the client record tool most effectively and to make them easiest for review, students are asked to follow these guidelines:

- Use sessions during which you did *only cranial work* and *for at least one hour (includes initial dialogue and first touch)*. Submit 45 client records in **batches of 15** according to the timeline on Page 18.
- Students who are not able to complete these records on time need to explain the circumstances to the teacher and submit them *within two weeks of the original deadline*.
- Students who submit them *after the second deadline* are assessed a fee of \$5/record/week late, payable to the teacher. Students who do not submit their records will not receive Certificates of Completion or continuing education credit for the Core Series.
- Student exchanges can be used for some of the client records as long as there is an objective for these sessions beyond the purpose of practicing new techniques.
- Keep the formatting of the record consistent (bold/italic for questions; plain type for answers). Allow for a line space between one question and the next. Please speak to the point. Client records should be *no more than two pages* in length; single-sided.

- Use a new page for each new record, answering each question. If treating the same client, ask the questions (aloud or internally) during each session (“ditto”, “same as last time” are not suitable responses).
- Please proof read for spelling, grammar and formatting; these are collegial documents.
- Records will be returned to students within 30 days.
- Students should review the returned records and, based on the feedback, follow the suggestions made.

### *Certification Program – 2 Case Series*

Once a student has completed all their course work of the Core Series and ECs, they are required to complete a case series on two individual clients. At this final phase of their training, we make the shift from seeing a client’s process in individual sessions to following a person over time. Following an individual’s process over time highlights the healing potential of Craniosacral work in different ways. We can see how change often comes in non-linear ways, and how client’s needs evolve as initial symptoms or questions resolve and new ones emerge. Completing a case series allows the student practitioner to expand their scope of awareness and depth of witnessing.

#### *Guidelines for the Certification Program Case Series:*

Two case series are required; each case study includes:

- 5 Craniosacral sessions with the same person;
- meeting once every 2 weeks over 3 month’s time;
- client records are required for each individual session; and
- the student will write a brief summary of the course of care (see below for details).

The summary should include a brief description of the client (age, health concerns, history with CST if any, primary concerns/symptoms). Identifying and articulating a central question or area of change is crucial — this process should happen at the first session and be overt with the client. Initial impressions and expectations of the practitioner can be noted: what do you think underlies the client’s concern? what kind of resources can you identify that the client has to meet that concern/question? which tides are available (or not) at the outset of the series? do you have an intuition about how change will unfold overtime?

The summary should also include an overview of the actual sessions: how did the client show up for each session? how did their physical/emotional/spiritual bodies change (which tides are available, where are symptoms, how severe are symptoms, etc.) did their questions/concerns remain the same over time? what insights or changes occurred to change their goals? did they stay with the homework that you offered them? did they come up with their own homework?

The summary should conclude with a reflection by the practitioner: did this series of treatments unfold in understandable ways? were you surprised by changes (or lack of change) over the course of the sessions? were there opportunities that the client (or you) missed? how did the sessions change by having an overarching goal? were there points in the series that your knowledge base was challenged, and how did you handle that?

The case series summary, and related client records, must be submitted and approved on a pass/fail basis before practical testing begins.

## **Exchanges with Fellow Students**

Students are required to do a minimum of 2, and maximum of 3, two-way exchanges with fellow students between each class of the Core Series (6 total as a minimum within the Core Series). These exchanges give students an opportunity to practice the techniques they learned during class with an informed “client” who can give detailed feedback on their technique and quality of touch. At the same time, students receive treatments, which informs them as the receiver about how techniques and touch can be improved. For certification, students need a total of 16 two-way exchanges (6 during Core Series, an additional 10 after Core 4). After they have completed the Core Series, these exchanges give students the most valuable opportunity to follow the inherent healing mechanism and use their techniques as appropriate, with valuable feedback.

## **Professional Sessions**

It is advisable to receive professional sessions from an experienced practitioner while students are being trained in this modality. For certification, a series of 10 sessions is required and can be initiated alongside or after the Core Series. This gives students the opportunity to work with their own issues—physical, psychological, or spiritual—that are bound to come up during the training. Having worked out their own issues allows students to work effectively with their client’s issues. You develop understanding and compassion. In addition, students will experience how a skilled Craniosacral practitioner works and learn how a therapeutic relationship develops. For this reason, students are asked to receive the required 10 sessions from the same practitioner. A list of approved practitioners is on the Crafted Touch website. If you have concerns or limitations in meeting this requirement, please let us know as soon as possible.

## **Study Groups**

We strongly encourage students to form study groups. Participating in a learning community is extremely beneficial and a lot of fun. We encourage students to meet regularly, determine topics of each meeting, bring material, and stay focused.

## **Student Evaluations During the Core Series**

Students are not graded on their performance until the certifying exams. However, personal and professional development cannot happen without some form of feedback during the learning process. The feedback we offer is meant to help students assess their competencies and areas of future focus. Students are given feedback during class time and supervised hands-on practice time. Students are also given feedback in response to their client records. Students will have a chance to work on teachers and assistants during Core III and IV. Feedback areas include but are not limited to: understanding and performance of techniques with accuracy, quality of touch, development of intuition, appropriateness of conduct with clients, and professionalism.

## **Dance Card**

Students are given a logbook, or “Dance Card,” to record all of the many required activities for Certification. It is the individual student’s responsibility to complete the logbook. Each activity requires the signature of the class instructor, student exchange partner, client record reviewer, examiner, and professional Craniosacral practitioner. Full dance cards are due at the time of scheduling for the exams.

## **Class Reflection Forms**

Students will receive a class reflection form, which needs to be filled out before the end of each class. We take these forms seriously as they are one of the primary tools we have for getting information about the content, structure, and delivery of the material as well as the learning environment. Each evaluation form is read by teachers, assistants, and the Therapeutic Training Center staff and discussed. Much of the design of our trainings and guidelines are the direct result of past student feedback.

Please read and reflect on the questions, then complete them in writing and turn them in at the end of the class. Students do not have to put their name on these forms, should they want their feedback to remain anonymous. The more specific and thorough the feedback, the more useful it is to us. During the Core IV class we reserve time to hear from students directly about their experience of the trainings.

## **Certification Exams**

The benefits to becoming a certified Craniosacral therapist are numerous. Please see pages 3-4 for a discussion of some of those benefits.

In order to become a Certified Craniosacral Therapist (CCST) and receive a certificate of completion, students need to successfully complete three exams: one oral and two practical. These exams are an incentive to study hard, and they provide an opportunity to show what he/she knows (we are not interested in searching for what students don’t know) and to learn and get feedback during the exam process. The passing grade is 75%. The student will be tested on the material learned during class and outlined in the handouts provided for each class, including the Elective Classes the student has taken. Students are given a printed ‘knowledge assessment’ at the end of Core 4 as a study guide.

### *Progression*

Exams are scheduled to take place independent of one another. Students need to pass the oral exam before proceeding to the practical exams. Please call the teacher to schedule.

### *Oral Exam*

The oral exam will be held at the teacher’s office and administered by the teacher. Either a consultant or teaching assistant will sit in as an observer. Students will be tested in groups of 2 to 4. Depending on the size of the group, the exam will last between 2 and 3 hours. A series of questions are asked: an individual student will be asked a question and given time to respond to the best of their ability. Often other students may be asked to add to the answer before moving on to a new question.

### *Technical Exam*

This exam will be administered by the teacher or a designated certified craniosacral practitioner at their office/treatment space. Upon arrival, students receive a list of 12 to 15 techniques (from the handouts of the Introductory class, Core Series and the Elective Classes the individual has taken) and be asked to demonstrate them. The primary concern will be hand position and quality of contact and understanding the intent of each technique. Students then perform some techniques in the different cranial tides: identifying appropriate movement patterns, assessment methods, presenting imbalances, and possible treatments. This exam will last 90 minutes; students may receive modest feedback during the exam.

### *Professional Session Exam*

This exam will be held at the student's office, if feasible, and given by the teacher or a designated certified craniosacral therapist. Students should approach the exam as if it were a typical treatment session, with the examiner as the client. Students begin with an intake and the initial part of the client record form (to be completed at the end of the session). The session should balance the overt agenda of the client with their body's unfolding process. It can include all cranial rhythms, skills from Core and Electives, and will be scheduled for 2 hours (15 min for intake, 75 min for hands-on, 15 min for form completion, and 15 min for discussion).

### *Results*

The results of each exam will be communicated to students within one week of the exam. If students fail an exam, they will be given specific suggestions regarding their areas of weakness and how to improve their work to proficiency before re-testing.

### *Make-up Exams*

Of the three exams, one can be made up at no additional fee. Further make-ups will be charged at 1/3 the rate of the initial fee for the exams (\$200) to be paid to the teacher at the time of the exam. Each exam can be taken a maximum of two times.

# Expectations of Conduct

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## **Extracurricular Work Between Classes**

Students are required to complete extracurricular work between classes. Should students not have fulfilled them, please notify the teacher, explain the reasons for non-completion, and suggest a solution.

## **Student Learning**

This is a college-level education, where students have to do most of the learning outside the classroom. Learning is supported by organizing study groups from the beginning that meet regularly and by having their exchanges scheduled early on.

## **Your Emotions**

Cranial work is a very powerful modality that engages the person on many levels. It is common that studying the work intensively evokes emotional content and/or personal issues. Recognize when this is happening and take responsibility for your own needs – physical and emotional. If these interfere with student learning or your ability to participate in the educational community, we ask that students seek professional support. These courses are foremost a professional training and therefore limited in their ability to deal in-depth with therapeutic issues of students.

## **Communicating with Teachers and Assistants**

Most student questions can be addressed during class time, as they are often valuable for the other students too. For personal questions, the teacher can be approached for a brief, 5-minute exchange during lunch break. Keep in mind that there are other students and the teacher will need to balance instruction time, personal downtime during breaks, and time for other concerns. Should a student's issue take more than 5 minutes the student can decide how to best address it. For example, see "Support Offered by Teaching Staff" on page 16.

Assistants are valuable resources for students, as they have gone through the coursework and have knowledge and experience on professional and personal levels. They often can be addressed in breaks more easily than the teacher, though they may also have tasks to attend during that time. Common courtesy applies: ask if the person has time to field a question – if not, don't take it personally. Often you can arrange a time or follow up with an email exchange after class.

## **Sharing During Class**

Sharing in class is an important leaning tool, as it provides an opportunity for students to learn from each other and to hear answers for questions they did not even know they had. We share experiences during student hands-on exchanges, experiences with clients, and personal experiences between classes. For these sharing times, we developed two formats which are used throughout the training:

1. Each person shares while others listen. There will be a limited number of minutes available and a timer will be used.
2. Only those who wish, share. Please be considerate in regards of how often and how long you share in relation to other students.

There are two main considerations for this kind of sharing:

### *Time*

We are all very experienced and knowledgeable bodyworkers that have a lot of information to share. Yet this is a Craniosacral training, and we assume students are here to absorb as much as possible about this modality. Therefore, we ask that students use breaks or out-of-class time to share from their wealth of knowledge. In order to honor student time and the material that needs to be taught, we ask that students stay focused in their sharing to what comes from their hearts, or ask questions that the teachers insight might be helpful.

Even though what classmates share might inspire a student, or trigger helpful responses, please refrain from responding to what they say during class time. At times, teachers will take the liberty to respond specifically to an individual's reflection to offer learning opportunities for all. This is not favoritism or targeting, simply a teaching strategy.

### *Safety*

We ask each student to please speak from their heart and use their own experience. Please refrain from indulging theories or expressing strong emotions toward another person during class time. Each student should own their own emotions, and if they cannot contain them, seek support. Please do not interrupt when others are speaking.

What students share in the classroom is considered confidential. Please do not take personal information outside the sacred space created within the classroom.

### *Questions During Lecture or Class Discussions:*

Some people are quick to ask questions; others need more time to mull things over and/or for their questions to surface. If your mind moves quickly, try writing your questions down as a way of creating space for listening to others. If you generally hold back, try coming to class with questions already formed.

Before asking a question, please consider: is this question in keeping with the central topic being discussed, or is it a side-road or a leap of topic? Is it likely to be applicable to many (all?) or just to me?

There are different types of questions: seeking information, seeking clarification, seeking reflection on a thought (am I on the right track?), and/or others that require a refined body of knowledge (that some/many may not possess). If you can identify the type of question as you ask it, that helps the teacher know what kind of response you're looking for.

Teachers may postpone answering a question until a later point in the class, as a way of managing class time and flow of curriculum.

# Resources

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## **Personal Support**

These trainings provide an educational experience that is both personally and professionally transformative and that requires a commitment to the healing/therapeutic process. Because Craniosacral work is so powerful, personal issues are bound to surface for class participants. While there are modest structures within the classes for addressing these, many require further exploration and work with professionals outside of class time. Our experience is that students benefit from an on-going pursuit of personal healing and exploration, and that this is a very supportive, if not essential way to go through this program and are essential for any therapist to stay healthy in their profession.

We also recommend that students develop and commit to various forms of self care: for body, emotions, psyche and spirit. Meditation based on mindfulness, body awareness and presence is taught in classes and can be adopted. Being intentional about diet, sleep, exercise as well will support your student experience and practice of this work. Strategies for managing stress and work/family commitments are also essential during your training. Often previous practices and strategies will need to be refreshed or adjusted to meet the new demands of this work. Teachers are a well of information in this regard.

We strongly recommend that all practitioners have access to more experienced professionals for on-going supervision and support for the direct work they do with clients. This helps to expand the available toolbox and is most helpful when personal issues are triggered by our clients, which happens all the time.

## **Support Offered by Teaching Staff**

Students sometimes find themselves needing academic or personal support outside of the curriculum. Students are welcome to seek such support in the form of phone/skype consultations, supervision sessions, or tutorials from the teacher, teaching assistants or graduates of our trainings. We trust students to know when such support is desired and fully encourage students to acquire it.

### *Phone/Skype Consultations*

The first 5 minutes are free of charge. Thereafter they are billed in increments of 15 minutes at \$25/increment to be paid to the teacher. Phone consultations are generally used to address short-term, pressing issues that can be handled in a shorter amount of time.

### *Supervision Sessions*

Supervision sessions are 75 minutes in length and are billed at \$125, to be paid to the teacher. These sessions are designed to address issues that arise in practice. This is indicated by strong emotions that a practitioner has in regards to certain clients or aspects of their role as practitioner (e.g., confidence, competence, boundaries, etc.). Achieving clarity in these personal issues opens the doorway to regain focus, self acceptance and effectiveness. Supervision can also be used to broaden one's technical approach to certain clients or a broad range of professional issues. Supervision is a wonderfully supportive resource for those



wanting to ease the burden of any struggle in which the student finds himself or herself. Supervision can also be done in a group format – rates are set on a case by case basis depending on the time and number of participants.

### *Tutorials*

Tutorials are available to students who need to make up missed class time or IDs and, for this, must be completed in a timely manner at \$75/hour rate. They are also a great resource for those who want to deepen their understanding of the material and get extra support on their technical and academic learning. The length of tutorials is determined according to the content and number of students – generally having more students requires more time to cover the same material. Time is billed at \$75/hour for 1-2 students; \$100/hour for 3-4 students and is paid directly to the tutor at the time. *(Please note that the prices may vary according to who conducts the sessions; clarifying the fee is a mutual responsibility at the time of scheduling the tutorial.)*

### **Practicing Your New Skills with Clients: Money and Labels**

Many students wonder when it is appropriate to begin using what they learn on their clients. While Washington requires licensing to touch in order to charge for bodywork, there is no state or national standard pertaining to the practice of Craniosacral work. Students who take our Craniosacral Therapy: Introductory Workshop are obviously not prepared to identify themselves as ‘craniosacral practitioners’ nor to charge for full rate for Craniosacral session. They certainly gain information, perspective, and basic technical skills that they can begin applying in their own practice *as beginners*.

Students in our Core Series sometimes struggle with knowing when and what to charge their current clients for Craniosacral work. This can be a complicated and very personal decision, based on prior experience and training. Generally speaking, our recommendation is that students begin incorporating their new skills immediately. Some may feel comfortable practicing this work with friends and family members for free or trade, and with select clients at a reduced fee. We expect that students who have completed Core II will start charging their standard practice rate for a full Craniosacral session. After Certification, we recommend that students increase their rates according to their increased training and skill level. Many students use either the completion of the Core Series or the Certification program to change their marketing materials (business cards, brochures, website) to reflect their new skills: craniosacral (Core Series) or Certified Craniosacral Therapist (CCST – for Certification program).

## Administrative Information

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### Calendar

Oct 5-8, 2017, 9:30am-5:30pm	Craniosacral Introductory Workshop
Feb 8-11, 2018, 9:30am-5:30pm	Craniosacral Introductory Workshop
Mar 21-24, 2018, 9:30am-5:30pm	Core Class 1 - <i>Transverse Structures, Pelvis and Mandible, and Cranial Wave</i>
Apr 20-22, 2018, 9:30am-5:30pm	Elective – <i>Brain and Cranial Nerves: Structure and Function</i>
Apr 19, 2018, 9:30am-5:30pm	Integration Day 1
May 14, 2018, 9:30am-5:30pm	Integration Day 2
Jun 6-9, 2018, 9:30am-5:30pm	Core Class 2 - <i>Pelvis, Air Sinuses, Unwinding, and Mid-Tide</i>
Jul 19, 2018, 9:30am-5:30pm	Integration Day 3
Jul 20-22, 2018, 9:30am-5:30pm	Elective – <i>Craniosacral for Infants – An Introduction</i>
Aug 24-26, 2018, 9:30am-5:30pm	Elective - <i>Visceral Mobilization: Releasing Fascial Interface among the Organs</i>
Sep 12-14, 2018, 9:30am-5:30pm	Core Class 3 - <i>Sphenoid, Cranial Vault, Facial Bones, and the Long Tide</i>
Oct 15, 2018, 9:30am-5:30pm	Integration Day 4
Nov 28-1, 2018, 9:30am-5:30pm	Core Class 4 - <i>Cranial Sutures, Ventricles, Membranes, and All Tides</i>
Apr 5-7, 2019, 9:30am-5:30pm	Elective – <i>Tending the Therapeutic Relationship: Healing Dynamics, Boundaries and Self-care Strategies</i>
Aug 23-25, 2019, 9:30am-5:30pm	Elective - <i>Visceral Listening – Enhancing Motility of the Organs</i>

### Client Record Due Dates

Core 2 on Jun 6, 2018	15 records
Core 3 on Sep 12, 2018	15 records
Core 4 on Nov 28, 2018	15 records

## Training Expenses

### *Craniosacral Introductory Workshop*

Class Fee: \$545 (\$300 for reviewers when taken within 5 years) – a \$100 deposit will hold your place in class (see page 22 for details). If cancelled within 30 days of the class start date, \$50 is non-refundable.

### *Core Series*

<b>Tuition (includes Core classes and Integration Days):</b>		<b>\$2,975</b>
<b>Additional Expenses</b>		
Textbook (Required)	\$150	
Skull (Strongly Recommended)	<u>\$400</u>	
<b>Total Additional Expenses</b>		<b><u>\$150 - \$550</u></b>
<b>Total Core Series Expenses</b>		<b>\$3,125-\$3,525</b>

### *Certification Program*

<b>Tuition (includes Core, ID, Electives):</b>		<b>\$5,340</b>
<b>Additional Expenses (estimated)</b>		
10 Professional Craniosacral sessions (Required)	\$1,000	
Textbook (Required)	\$ 150	
Skull (Strongly Recommended)	<u>\$ 400</u>	
<b>Total Additional Expenses</b>		<b><u>\$1,150 - \$1,550</u></b>
<b>Total Certification Program Expenses</b>		<b>\$6,490 - \$6,895</b>

### *Signing up for the Core Series and Continuing on to Certification*

Elective Classes - 4	\$1,640	
Additional Tuition (2 client case studies)	\$ 125	
Certification Exams	<u>\$ 600</u>	
<b>Total Tuition</b>		<b>\$2,365</b>
10 Professional Craniosacral sessions (Estimate)	\$1,000	
<b>Total Additional Expense</b>		<b><u>\$1,000</u></b>
<b>Total Certification Expenses as an add-on to the Core Series</b>		<b>\$3,365</b>

### *Elective Classes – Taken Individually (outside of certification)*

Class Fee: \$410 (\$225 for reviewers when taken within 5 years) for 3-day classes: a \$100 deposit will hold your place in class (see page 22 for details). If cancelled within 30 days of the class start date, \$40 is non-refundable.

## Payment Plans

*Core Series Payment Plans - Base Tuition is \$2,975*

### *Option 1 4-Payment Plan*

Initial Deposit*:	\$ 250.00	Due: deposit due upon registration; \$100 non-refundable
Quarter 1	\$ 800.00	Due: on or before March 21, 2018
Quarter 2	\$ 800.00	Due: on or before June 6, 2018
Quarter 3	\$ 800.00	Due: on or before September 12, 2018
Quarter 4	<u>\$ 325.00</u>	Due: on or before November 28, 2018
Total Tuition	\$2,975.00	

### *Option 2 Upfront Payment*

Initial Deposit*:	\$ 250.00	Due: deposit due upon registration; \$100 non-refundable
Tuition Balance	<u>\$2,725.00</u>	Due: on or before March 21, 2018
Total Tuition	\$2,975.00	

### *Option 3 Monthly Payment Plan*

Initial Deposit*:	\$ 250.00	Due: deposit due upon registration; \$100 non-refundable
<b>March 21, 2018</b>	<b>\$ 595.00</b>	<b>Core I Class</b>
April 19, 2018	\$ 280.00	
May 14, 2018	\$ 280.00	
<b>June 6, 2018</b>	<b>\$ 280.00</b>	<b>Core II Class</b>
July 19, 2018	\$ 280.00	
August 15, 2018	\$ 280.00	
<b>September 12, 2018</b>	<b>\$ 280.00</b>	<b>Core III Class</b>
October 15, 2018	\$ 150.00	
November 2, 2018	\$ 150.00	
<b>November 28, 2018</b>	<b><u>\$ 150.00</u></b>	<b>Core IV Class</b>
Total Tuition	\$2,975.00	

*\* Note: Students who register for Core Series or Certification within 14 calendar days after the last day of their Craniosacral Introductory class will receive a \$100 discount on their deposit.*

*Certification Payment Plans - Base Tuition is \$5,340*

*Option 1 Flex Payment Plan*

Initial Deposit*:	\$ 300.00	Due: deposit due upon registration; \$100 non-refundable
Quarter 1	\$ 950.00	Due: on or before March 21, 2018
Quarter 2	\$ 950.00	Due: on or before June 6, 2018
Quarter 3	\$ 950.00	Due: on or before September 12, 2018
Quarter 4	\$ 550.00	Due: on or before November 28, 2018
Elective Class 1	\$ 410.00	Due: on or before the first day of class
Elective Class 2	\$ 410.00	Due: on or before the first day of class
Elective Class 3	\$ 410.00	Due: on or before the first day of class
Elective Class 4	<u>\$ 410.00</u>	Due: on or before the first day of class
Total Tuition	\$5,340.00	

*Option 2 Upfront Payment*

Initial Deposit*:	\$ 300.00	Due: deposit due upon registration; \$100 non-refundable
Tuition Balance	<u>\$5,040.00</u>	Due: on or before the first day of class
Total Tuition	\$5,340.00	

*Option 3 Monthly Payment Plan* (\*This plan is for students who begin their Certification program with the Core Series. **If a student would like to take Elective Classes prior to the start of Core Series a custom monthly payment plan can be created for the student.**)

Initial Deposit*:	\$ 300.00	Due: deposit due upon registration; \$100 non-refundable
<b>March 21, 2018</b>	<b>\$ 710.00</b>	<b>Core I Class</b>
April 19, 2018	\$ 600.00	
May 14, 2018	\$ 600.00	
<b>June 6, 2018</b>	<b>\$ 600.00</b>	<b>Core II Class</b>
July 19, 2018	\$ 600.00	
August 15, 2018	\$ 600.00	
<b>September 12, 2018</b>	<b>\$ 355.00</b>	<b>Core III Class</b>
October 15, 2018	\$ 325.00	
November 2, 2018	\$ 325.00	
<b>November 28, 2018</b>	<b><u>\$ 325.00</u></b>	<b>Core IV Class</b>
Total Tuition	\$5,340.00	

\* **Note:** Students who register for Core Series or Certification within 14 calendar days after the last day of their Craniosacral Introductory class will receive a \$100 discount on their deposit.

*Signing up for the Core Series and Continuing on to Certification Payment Plan*

Elective Class 1	\$ 410	Due: on or before the first day of class
Elective Class 2	\$ 410	Due: on or before the first day of class
Elective Class 3	\$ 410	Due: on or before the first day of class
Elective Class 4	\$ 410	Due: on or before the first day of class
Additional Tuition*	\$ 125	Due: the day approved into the program
Certification Exams	<u>\$ 600</u>	Due: the day scheduled
Total Tuition	\$2,365	

\* For instructor review of 2 Case Studies required after Core 4 class is completed.

**\$100 Deposits for Individual Classes**

If you register for an individual class (Craniosacral Introductory class or Elective Classes), you may reserve your position in class with a \$100 deposit with payment in full on or before the first day of class. Deposits are accepted up until 3 weeks prior to class, after which, payment must be made in full to register.

**Where to Make Payments**

- Initial Deposit Payment: Please make payment for the initial deposit for the Core Series and Certification Program by **check** to the *Therapeutic Training Center*.
- Tuition Payments: Payment for tuition can be made by check or credit/debit card (Visa, Mastercard or Discover). Payment can be set up to be made automatically by credit card or they can be called in to 206.853.6875.

Checks should be made out to the *Therapeutic Training Center* and can be mailed to:

Therapeutic Training Center  
PO Box 66864  
Seattle, WA 98166

## Core Series and Certification Program Cancellation Policy

1. **Cancellation of Class:** If a class is canceled for any reason, participants will be sent a 100% refund within 30 days of the class being cancelled.
2. **Student Not Accepted:** If the applicant is not accepted for a class, the applicant will be sent a 100% refund within 30 days of the decision not to accept the student.
3. **Cancellation Within Five Business Days of Application:** In the event that a participant cancels within five business days (excluding Sundays and holidays) of registering, the participant will be sent a 100% refund within 30 days of receipt of written notice of the cancellation.
4. **Cancellation After Five Business Days of Application but Prior to the First Day of Class:** The applicant will be sent a refund less a \$100 administrative fee within 30 days of receipt of written notice of the cancellation.
5. **Termination of Training on or after the first Day (Core Series only):** If training is terminated after the student enters classes, the Center has the following cancellation policy:

The Core Series has 140 hours of scheduled class time with \$2,975 of Tuition. Note: LDA is "Last Date of Attendance" (see #7 for details).

If the LDA falls within:	The Student Retains	The School Retains:
1-14 hours	90% of Tuition or \$2,677.50	10% of Tuition or \$ 297.50
15-35 hours	75% of Tuition or \$2,231.25	25% of Tuition or \$ 743.75
36-70 hours	50% of Tuition or \$1,487.50	50% of Tuition or \$1,487.50
71+ hours	0% of Tuition or \$0	100% of Tuition or \$2,975.00

6. **Termination of Training on or after the first Day (Certification Program only):** If training is terminated after the student enters classes, the Center has the following cancellation policy:

- **Core Series:** Has 140 hours of scheduled class time with \$3,100 of tuition (includes expense of 2 client case studies review for certification students).

If the LDA falls within:	The Student Retains	The School Retains:
1-14 hours	90% of Tuition or \$2,790.00	10% of Tuition or \$ 310.00
14-35 hours	75% of Tuition or \$2,325.00	25% of Tuition or \$ 775.00
36-70 hours	50% of Tuition or \$1,550.00	50% of Tuition or \$1,550.00
71 + hours	0% of Tuition or \$0	100% of Tuition or \$3,100.00

- **Elective Classes:** The Center retains 100% of tuition for Elective Classes completed. For each of the Elective classes, the refund policy is per class:

If the LDA falls within:	The Student Retains	The School Retains:
0.0-10% of hours	90% of Tuition	10% of Tuition
10.1-25% of hours	75% of Tuition	25% of Tuition
25.1-50% of hours	50% of Tuition	50% of Tuition
50.1-100% of hours	0% of Tuition	100% of Tuition

- **Certification Exams:** Once scheduled and paid for, the \$600 fee is not refundable.

7. When calculating refunds, the official date of a student's termination is the last day of recorded attendance (LDA):
  - When the school receives notice of the student's intention to discontinue the training program; or,
  - When the student is terminated for a violation of a published school policy which provides for termination; or,
  - When a student, without notice, fails to attend class for 30 calendar days.
8. Students may withdraw from the program at any time throughout the program. Students must notify the school in writing of their decision to withdraw.
9. All refunds will be paid within 30 calendar days of the student's date of determination for the termination.

### **Introductory Workshop and Stand-Alone Elective Class Cancellation Policy**

1. **Cancellation of Class:** If a class is canceled for any reason, participants will be sent a 100% refund within 30 days of the class being cancelled.
2. **Student Not Accepted:** If the applicant is not accepted for a class, the applicant will be sent a 100% refund within 30 days of the decision not to accept the student.
3. **Cancellation Within Five Business Days of Application:** In the event that a participant cancels within five business days (excluding Sundays and holidays) of registering, the participant will be sent a 100% refund within 30 days of receipt of written notice of the cancellation.
4. **Cancellation within 30 days of the First Day of Class:** The applicant will be sent a refund less a \$50 administrative fee within 30 days of receipt of written notice. Instead of being charged the fee, the applicant may choose to put monies toward another class taught by the Instructor.
5. **Termination of Training Once Class Has Begun (Craniosacral Introductory Workshop only):** If a student's last day of attendance (LDA) is determined to be the first day of a 4-day class, the Center will retain 25% of tuition paid for that class. If the student's LDA is the second day of the class, the Center will retain 50% of tuition paid for that class. If the student's LDA is any time after the second day of the class, the Center will retain 100% of tuition paid for that class.
6. **Elective Classes:** The Center retains 100% of tuition for Elective Classes completed. For each of the Elective classes, the refund policy is per class:

If the LDA falls within:	The Student Retains	The School Retains:
0.0-10% of hours	90% of Tuition	10% of Tuition
10.1-25% of hours	75% of Tuition	25% of Tuition
25.1-50% of hours	50% of Tuition	50% of Tuition
50.1-100% of hours	0% of Tuition	100% of Tuition



## Attendance, Tardiness, and Participation

Classes are designed in a concentric nature so that materials taught build upon each other. Each class is unique and each day offers a variety of concepts and skills that may be used as building blocks for information taught the same day or over a couple of days. As the information being taught is both highly experiential and dense, it is difficult to make up full days that are missed. We expect students to attend all days of classes. In the event that a student must miss some portion of class, the student must notify the instructor as soon as they know they will be absent and create a make-up plan. Please see the established attendance rules:

- *Core Series Classes:* Students who are absent *more than 2 consecutive hours* of class, *up to 7 total hours* in a single Core class, must make up the time missed via a tutorial at the student's own expense. Students may not be absent for more than 7 hours in any one Core Class or a total of 11 hours across all Core Series Classes. Students who miss more than a 7 hours in a single Core Class will be expelled from the program. The student may rejoin the program the following year -- see the "Reenrollment" section on the next page. Any make-up tutorials must occur prior to the next Core Class. For tutorial information, see "Tutorials" on page 17.
- *Integration Days:* IDs are an integral part of the Core Series. Students need to attend them all, in full. Students who are absent from Integration Days, or portions of them, are required to make up the material at the student's additional expense, before the next Core Series class. See "Tutorials" on page 17.
- *Elective Classes:* Students, who are absent for up to 4 hours of class, must make up that time via a tutorial at the student's expense. See "Tutorials" on page 17. Students who are absent for more than 4 hours will be dismissed from the Elective Class. Certification students will need to take the class at another time or take another Elective Class in its place. See the section on "Elective Classes" on page 6 with regard to changing classes.

The Instructor reserves the right based on the situation to make an exception to the attendance policy if it is to the benefit of the student.

## Dismissal from Classes, Core Series, and Certification

We have never had to dismiss a student, but we take the learning environment seriously. Therefore, we will take necessary measures to protect its integrity and safety. The teachers and the Therapeutic Training Center will work with individual students to address problematic circumstances and avoid dismissal, but the teachers and the Therapeutic Training Center reserve the right to dismiss students at any time, for reasons including, but not limited to:

1. Harmful, destructive, or disruptive behavior
2. Financial delinquency
3. Inability to keep up with coursework and/or complete assignments in a timely manner
4. Tardiness or lack of attendance/make-up
5. Breach of confidentiality
6. Inability to perform Craniosacral therapy in a safe, appropriate manner, inside or outside the classroom

## **Complaints, Suggestions, or Problems**

It is the responsibility of the individual experiencing the problem to pursue resolution. Students may explore problems and seek resolution with professional resources outside the classroom while maintaining confidentiality. We encourage students to address their problems with others (including classmates, teachers, or staff) directly and in a timely and respectful manner. A consenting, mutually-agreed upon 3<sup>rd</sup> party can be invited to witness the conversation. Avoid triangulation and gossip. However, students are encouraged to discuss the issue with an assistant, the teacher, or a staff member in order to strategize a resolution.

Formal written complaints may also be used and are expected to be done respectfully, clearly, and with the intent of finding resolution. Written complaints should be delivered to teachers or the Therapeutic Training Center. The teachers and the Therapeutic Training Center will seek to address the complaint by bringing the appropriate parties together for a supervised resolution process. Expenses are the responsibility of the student.

If the student is dissatisfied with the results of the process, the student may put the issue in writing and submit it to: Workforce Training and Education Coordinating Board Private Vocational School Licensing at PO Box 43105, Olympia, WA 98504.

Nothing in the policy prevents the student from contacting the Workforce Board at 360-709-4600 at any time with a concern or complaint.

## **Re-enrollment**

Should a student not be able to finish, the student may reenter with the following year's series if there is space. To get up to speed, the student is required to repeat the last class completed at the reduced reviewer's price of \$300 and select integration days at the reduced reviewer's rate of \$94. Contact the president of the Therapeutic Training Center or the Instructor for more details.

## **Faculty**

*Lauren Christman, LMP, CCSP, CBSI/KMI*

Lauren has been a bodyworker since 1994; currently her practice focuses on craniosacral, visceral manipulation and structural integration/KMI for children and adults. She began her study of craniosacral and visceral techniques in 1995 with Bruno Ducoux, DO as a student and assistant; in 1998, she deepened her skills and understanding with Ursula Popp, LAc, again as a student who certified and later as an assistant. She went on to incorporate Structural Integration (KMI/Tom Myers), and Visceral and Neural Manipulation (Barral Institute). Her focus has been on synthesizing methods based on osteopathic principles, exploring the fullness of the body's ability to heal, and bringing skilled touch to infants, children and adults. Lauren was a Core Faculty member and Dean of Students at the Brian Utting School in Seattle, WA for 8 years. After which she was a Senior Instructor of Anatomy Trains/Kinesis Myofascial Integration for 8 years in the United States and Europe. In 2013, she began teaching primarily with her husband, Richard Polishuk – classes in Intraoral Work, Pediatric Fascial Balancing, as well as Visceral and Cranial methods. With over 18 years of experience teaching beginning and advanced students, Lauren brings a balance of precision, curiosity and humor to the classroom.

## Classroom Space and Location

Classes will be held at Staybridge Suites, 3926 Aurora Ave N, Seattle, WA 98103. Up to 38 students may be taught in this classroom which is ADA accessible. Massage tables are provided and students will provide their own sheets, blankets and pillows. Should we need to move the class, we will rent an auxiliary location and inform students in writing of the change in venue in advance of class.

- **Parking:** The parking entrance is from northbound Hwy 99 (Aurora Ave). Drive into the semicircle entrance way, park and enter the hotel lobby to obtain a card key from the front desk to open the garage door and find a parking spot. Once parked, take the elevator (need your key card to access) to the lobby and on the first day, we will have a helper direct you to the classroom. At the end of class, please return your key card in exchange for your certificate.
- **Bringing Food:** If you want to bring food that needs to be refrigerated, please bring it in a container that you can put your name on. When you arrive in the lobby, hand your food package to the front desk person and later, they will retrieve it for you. A microwave is not available.
- **Water:** There is fountain water available, but you need to supply your own container. If you want filtered water, you will need to bring it or buy bottled water in the concession area.
- **Food:** There is food available within walking distance. Students have in-and-out parking privileges and may also drive to lunch. The Staybridge Suites has a lovely outdoor patio where students may eat during nice weather, or they may eat in the indoor dining area.

To ensure the quality of instruction and the degree of learning, a low teacher-to-student ratio is maintained. For hands-on technique, a ratio of 1 teacher to 8 students is kept and for lecture, a ratio of 1 teacher to 40 students is maintained.

## Verification of Continuing Education Credit

We maintain class records for fifty years. Upon completion of Introductory Workshops, individual Elective Classes and Craniosacral programs, each student is provided with a certificate of completion. If this becomes lost and proof of credit or a duplicate is required, a written request for verification is needed--there is a \$10 processing fee. A written request may be made by mail, fax or email. Please provide:

- Student name (current and name at the time the class was taken)
- Course title
- Name of instructor
- Date of class
- Address where the verification is to be sent

Please contact the Therapeutic Training Center at 206-853-6875 or email [info@theratraining.com](mailto:info@theratraining.com).

## **Limitations of Liability**

Crafted Touch and the Therapeutic Training Center (TTC) are not responsible for any loss or damage to participant personal property. While participants are on Crafted Touch/TTC premises or at any contracted facility of Crafted Touch/TTC, Crafted Touch/TTC are not responsible for any personal injury, loss or damage to property suffered by participants. Participants are responsible for maintaining their own professional liability insurance.

## **Financial Aid**

Financial Aid is not provided.

## **Job Placement Assistance**

Job Placement Assistance is not provided.

## **Non-Discrimination Policy**

Crafted Touch and the Therapeutic Training Center do not discriminate against students or potential students on the basis of race, creed, color, national origin, veteran or military status, sex, gender, sexual orientation, or the presence of any sensory, mental, or physical disability or the use of a trained guide dog or service animal by a person with a disability.

Crafted Touch and the Therapeutic Training Center acknowledges that information pertaining to an applicant's disability is voluntary and confidential and will be made on an individual basis. If this information is presented, Crafted Touch and the Therapeutic Training Center will reasonably attempt to provide an accommodation to overcome the effects of the limitation of the qualified applicant. All inquiries about accommodations should be made to the Therapeutic Training Center along with application of the program. Medical documentation may be required depending on the rigors of the curriculum.

## **Statement of Ownership**

Crafted Touch is a limited liability corporation, with officers Lauren Christman (President/Secretary) and Richard Polishuk (VP/Treasurer). The Therapeutic Training Center's sole shareholder is Robbin Blake.

## **Approvals and Accreditations**

National Certification Board for Therapeutic Massage and Bodywork

- Crafted Touch is approved by the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB # 450788-08) as a continuing education provider.

Workforce Training and Education Coordinating Board

- The Therapeutic Training Center is licensed by the Workforce Training and Education Coordinating Board.

## Contact Information

*Office Address:*

Crafted Touch  
116 NE 194th St  
Shoreline, WA 98155

*Contact:* Lauren Christman

*Phone:* (206) 633-4537

*Fax:* (206) 708-6210

*Email:* lauren@craftedtouch.com

*Web:* [www.craftedtouch.com](http://www.craftedtouch.com)

*Office Address:*

Therapeutic Training Center  
700 NW 42nd St, Ste 247  
Seattle, WA 98107

*Contact:* Robbin Blake

*Phone:* (206) 853-6875

*Fax:* (206) 243-5185

*Email:* info@theratraining.com

*Web:* [www.theratraining.com](http://www.theratraining.com)

This school is licensed under Chapter 28C.10. Inquiries or complaints regarding this or any other private career school may be made to the Workforce Training and Education Coordinating Board, 128 10<sup>th</sup> Ave SW, Olympia, WA 98504-3105. (360) 709-4600. [wtecb@wtb.wa.gov](mailto:wtecb@wtb.wa.gov)

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