

Craniosacral ~ A Healing Art

Individual Classes,

Core Series &

Certification Program

2018 Student Handbook

Crafted Touch

Therapeutic Training Center

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Overview

The purpose of this handbook is to give you an overview of the Core Series and Certification Program: their 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 Introductory Workshop is a prerequisite for entrance into both the Core Series and the Certification Program.

Overview of the Core Series

The Core Series establishes the foundation for 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 learn to perceive the cranial wave, mid tide, and long tide, and they learn to use them fluidly to address systemic as well as localized conditions and client concerns. Students 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 Integration days, each 7 hours long (28 hours)
- 45 Client practice sessions, logged (90 hours)
- 2 two-way exchanges with fellow students between each Core class (6 total; 9 hours)
- Required reading between classes
- Total of 140 in-class clock hours

Prerequisite -- Craniosacral 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 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, Ida P. Rolf and biodynamic approaches.

Certification Program requirements are as follows:

- 4 Core Series classes, each 28 hours long over 4 days (112 hours)
- 4 Integration days, each 7 hours long (28 hours)
- 4 Elective classes, each 21 hours over 3 days (84 hours)
- 45 Client practice sessions; 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 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

Craniosacral Introductory Workshop

This class introduces basic Craniosacral methodology and techniques, including related anatomy and physiology of the: cranial wave, individual cranial bones, 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 1: Transverse Structures, Pelvis In this class, you learn to work with the transverse structures of the body, to ease and promote *and Mandible, and Cranial Wave*

the longitudinal flow of the CSF. You are introduced to techniques for the pelvic ring (including sacrum, sacroiliac joints and pelvic floor), the respiratory diaphragm, thoracic inlet, and the mandible. An initial exploration of stillness, body usage and receptive touch will help you develop the ability to be present and skillfully listen with your hands.

Core 2: Pelvis, Air Sinuses, Unwinding, and Mid-Tide

In this class, you deepen your understanding and skills with the pelvis and sacrum. The techniques you learn for the sinuses provide you with ways of helping clients with acute and chronic conditions. 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 3: 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 4: 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 gracefully 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 reviewed and integrated between the classes in order to be ready for new material. Integration Days (IDs) occur between Core Series classes and give the student an opportunity to review and deepen their technical ability and understanding of the material, as well as to seek supervision related to concerns that arise during their practice sessions. 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, students need to be exposed to its philosophy and application on a consistent basis over a period of time. -Students need the support of the circle to integrate what they learn into the solitude of their individual 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 1, 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, however several ECs have additional requirements. 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 have time to practice 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.

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.

Unwinding: The Key to Moving 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. The unique experiences (in this class) will expand student awareness of healing potential and greatly benefit your clients. When possible, to enhance the sense of fluidity, we work in a swimming pool part of the time. 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).

Extracurricular Work

The Core Series builds upon itself as a holistic learning process, and extracurricular work is designed to help you integrate and deepen the material taught in each class. This prepares you for upcoming material and practice sessions 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 1 and 2*
- A complete anatomy atlas: Netter, *Atlas of Human Anatomy*; Thieme, *General Anatomy and Musculoskeletal System*; Clemente, *Anatomy*

Books are generally available through www.Amazon.com.

Recommended Model Skull

A model skull is *highly* recommended for study and to educate clients. Students have options:

- a 3-part skull that might be white or have painted bone parts (didactic color)
- a 22-part skull that might be white or have painted bone parts (didactic color)

Models of the membrane system are an optional addition. Students should exercise thought as to which model to purchase. The 3-part skulls generally range from \$25-\$80 depending on color and quality and the 22-part skulls can range from \$160-\$400 depending on quality and whether it has magnets or not (taxes and shipping not included in these prices). A decent quality 22-part skull didactic color skull will be around \$240 - \$290. We encourage students to explore the models brought to class as they consider their purchase. Skull models are generally available through www.Amazon.com.

Required Reading

For Core 1:

- *The Wisdom in the Body*: pages 1-11; 36-47; 64-76; 166-171; 175-6
- *Heart of Listening, Vol 1*: pages 54-60; 67-8; 73-5; 96-8; 131-5
- *Heart of Listening, Vol 2*: pages 33-46; 66-71; 84-90; 120-6; 132-5; 188-194

For Core 2:

- *The Wisdom in the Body*: pages 12-22; 56-64; 76-84; 173-4; 189-192; 196-206
- *Heart of Listening, Vol 1*: pages 98-100; 118-130; 150-6
- *Heart of Listening, Vol 2*: pages 23-32; 132-5; 138-143; 162-5; 168-173; 182-5; 247-50

For Core 3:

- *The Wisdom in the Body*: pages 22-34; 47-55; 215-228

- *Heart of Listening, Vol 1:* pages 78-83
- *Heart of Listening, Vol 2:* pages 14-8; 19-22; 96-103; 156-160; 176-9

For Core 4:

- *The Wisdom in the Body:* pages 89-103; 104-121; 155-165; 180-7
- *Heart of Listening, Vol 1:* pages 100-1
- *Heart of Listening, Vol 2:* review chapters on bones

Client Logs, Records & Case Studies

Requirements

- *Core Series:* Students are required to complete and log 45 practice sessions. Client logs are submitted in batches and reviewed for completion (*see explanation below*).
- *Certification Program:* Students are required to complete and record 45 practice sessions. Client records are submitted in batches and returned with detailed notes and suggestions. Two case series must be submitted before exams are taken (*see explanation below*).

Practice Log – For Students in Core Series Only:

In Core 1, students are given a template for logging their practice sessions with clients. This log includes date, client name/initials, duration and comments for each practice session. Students submit these logs in 3 batches at the due date listed below. Hard copy logs will be reviewed by the instructor for completion, then returned to the student.

Client Record – for Certification Students During the Core Series

A hard copy and pdf of the client record form will be given to students at the first Core Series class. This template is required for all client session records to be submitted for review. Handwritten records will not be accepted, only printed out records may be submitted (more below). The practice of writing client records helps students to 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 or criticize). 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 Certification 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 or Logs

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/practice logs in **batches of 15** according to the timeline on Page 19.
- 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. (For example, 5 outstanding records would be charged \$5 x 5 records per week = \$25 per week.) Students who do not submit their records will not receive Certificates of Completion or continuing education credit for the Core Series or Certification.
- 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 client record, *answering each question anew*. 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, with comments and homework, 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 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 Certification training, we 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
- 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. If logistical considerations create a barrier to completion of the case studies, please notify the Instructor as soon as possible.

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 treatment, which informs them as a 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 awareness and engagement of your own issues allows students to work more effectively with their client’s issues, and to develop understanding and compassion. In addition, students 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 Evaluation during the Core Series classes

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 in-class practice time. Students work on teachers and assistants during Core 3 and 4. 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.

Tracking Your Progress

Students are given access to a Google-drive file to record the required activities for Core Series and Certification. It is the individual student's responsibility to go online to complete the logbook in a timely manner. For Certification candidates, all requirements must be complete before scheduling the final exams.

Class Feedback Forms

Students receive a class feedback 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 feedback 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 4 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 presented 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.

Scheduling Exams

Exams are scheduled to take place independent of one another. Oral exams are held twice a year, coordinated by the Instructor. Students need to pass the oral exam before proceeding to the practical exams.

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 therapist 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 may use 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 may 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 charting, 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 exam fee (\$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

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 17.

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

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. Simple meditation based on mindfulness, body awareness and presence is taught in classes and can be adopted. Being intentional about diet, sleep, and exercise 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 students 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. Counselors, pastors, formal peer supervision as well as other health care providers (MD, ND, DC, etc.)

Support Offered by Teaching Staff

Students sometimes find themselves needing academic or personal support outside of class. 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.

Email

In between classes students may contact the teacher to ask questions or raise concerns related to the study and practice of Craniosacral therapy. This is free of charge; if the questions become excessive, the Instructor will discuss time/financial boundaries with the student. Please leave a 7-10 day turn-around for responses.

Phone/Skype Consultations

Phone consultations are generally used to address short-term, pressing issues that can be handled in a shorter amount of time. They must be scheduled in advance, and are billed in increments of 15 minutes at \$25/increment to be paid to the teacher.

Individual 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.

Tutorials and Group Supervision

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. For groups, the fee is shared among the students. *(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 Introductory Workshop are obviously not prepared to identify themselves as 'craniosacral therapists nor to charge full rate for a Craniosacral session. They gain perspectives and basic technical skills that they can apply 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 3 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

Calendar

Feb 9-11, 2018, 9:30am-5:30pm	Craniosacral Introductory Workshop
Mar 21-24, 2018, 9:30am-5:30pm	Core 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 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 19-22, 2018, 9:30am-5:30pm	Core 3 - <i>Sphenoid, Cranial Vault, Facial Bones, and the Long Tide</i>
Oct 22, 2018, 9:30am-5:30pm	Integration Day 4
Dec 5-8, 2018, 9:30am-5:30pm	Core 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 Log and Record Due Dates

Core 2 on Jun 6, 2018	15 records
Core 3 on Sep 19, 2018	15 records
Core 4 on Dec 5, 2018	15 records

Training Expenses

Craniosacral Introductory Workshop

Class Fee: \$395 (\$220 for reviewers when taken within 5 years) – a \$100 deposit will hold your place in class (see page 23 for details).

Core Series

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

Certification Program

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

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>	
Total Tuition		\$2,365
10 Professional Craniosacral sessions (Estimate)	\$1,000	
Total Additional Expense		<u>\$1,000</u>
Total Certification Expenses as an add-on to the Core Series		\$3,365

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 23 for details).

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
March 21, 2018	\$ 595.00	Core 1 Class
April 19, 2018	\$ 280.00	
May 14, 2018	\$ 280.00	
June 6, 2018	\$ 280.00	Core 2 Class
July 19, 2018	\$ 280.00	
August 15, 2018	\$ 280.00	
September 12, 2018	\$ 280.00	Core 3 Class
October 15, 2018	\$ 150.00	
November 2, 2018	\$ 150.00	
November 28, 2018	<u>\$ 150.00</u>	Core 4 Class
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
March 21, 2018	\$ 710.00	Core 1 Class
April 19, 2018	\$ 600.00	
May 14, 2018	\$ 600.00	
June 6, 2018	\$ 600.00	Core 2 Class
July 19, 2018	\$ 600.00	
August 15, 2018	\$ 600.00	
September 12, 2018	\$ 355.00	Core 3 Class
October 15, 2018	\$ 325.00	
November 2, 2018	\$ 325.00	
November 28, 2018	<u>\$ 325.00</u>	Core 4 Class
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: If a student withdraws before the start of the Core III class, the \$600 exam fee is refundable. If a student withdraws after the start of the Core III class, the \$600 exam 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:** In the event that the Center cancels a class for any reason, students will be sent a 100% refund within 14 days of the class being cancelled.
2. **Student Cancellation Greater Than 21 Days of Class:** In the event that the student cancels prior to 21 days before the start of class, the Center will send a 100% refund within 14 days of receiving notice of the cancellation.
3. **Student Cancellation Within 21 Days of Class:** In the event that the student cancels within 21 days of the class start, the Center will charge a \$50 administrative fee and will refund the balance within 14 days of receiving notice of the cancellation.
4. **Student No Show & Cancellation On or After the First Day of Class:** In the event that a student does not show to the first day of class or cancels on or after the first day of class, the Center will retain 100% of the class fee.

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 page 27. Any

make-up tutorials must occur prior to the next Core Class. For tutorial information, see "Tutorials" on page 18.

- *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 18.
- *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 18. 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 third 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, LMT, CCST, 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 30 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 limited 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.

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 an S-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) 910-1905

Fax: (206) 708-6210

Email: lauren@craftedtouch.com

Web: 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

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 10th Ave SW, Olympia, WA 98504-3105. (360) 709-4600. wtecb@wtb.wa.gov
