

TRAGER[®]

Student Handbook



2025-2026

Therapeutic Training Center

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Overview

The purpose of this handbook is to give you an overview of the Certification Program, its 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 must complete one Trager® Introductory Workshop or Mentastics class. If you are unable to complete your introductory workshop prior to the start of the program, please contact us.
- Students enrolling in this training need to be a licensed professional in one of the following professions: massage, naturopathy, chiropractic, acupuncture, midwifery, physical therapy, occupational therapy, nursing, osteopathy or be some form of healthcare provider which allows a provider to do massage.
- Massage school students (or other appropriate healthcare students) who are still in school, or who are just graduated but not yet licensed, may apply with instructor approval.
- Enrolling students need to be physically able to complete classes and homework as assigned.
- Enrolling students need to have practical resources in place (time, financial, emotional, work, family, etc) to fully participate in these programs and to support the personal development work that often accompanies this training.

We strongly recommend that applicants receive one or more Trager® professional sessions prior to applying to fully experience this modality.

Overview of the Certification Program

The Certification Program is expressly designed for students who want to develop Trager® as a primary modality in their practice. It offers highly focused, in-depth training with the exploration, supervision, and feedback necessary for students to establish a successful Trager® practice. Being certified also allows the practitioner to market themselves with a tangible credential. Upon certification, with their permission, the US Trager® Association lists practitioners on its website as part of its referral network.

Summary of class and extracurricular activities:

- Level 1 Training: 6 days, each 8 hours -- 48 in-class clock hours
- Level 1 Supervision Days: 3 days, each 8 hours -- 24 in-class clock hours (includes 8 hours of Mentastics®)
- Level 1 Tutorial -- 2 in-class clock hours
- Level 1 Recommending Tutorial -- 2 in-class clock hours
- Level 1 Required Extracurricular Activities*:

- Receive 2 sessions from Trager® practitioner(s) -- 3 hours
- Receive 6 sessions (from student(s) or Trager® practitioner(s)) -- 9 hours
- Provide 26 practice sessions -- 39 hours

Summary Level 1: 76 in-class clock hours, 51 extracurricular hours

- Level 2 Training: 8 days, each 7.5 hours -- 60 in-class clock hours (includes 8 hours of Mentastics®)
- Level 2 Supervision Days -- 2 days, each 7.5 hours -- 15 in-class clock hours
- Level 2 Tutorial -- 2 in-class clock hours
- Level 2 Recommending Tutorial -- 2 in-class clock hours
- Level 2 Required Extracurricular Activities*:
 - Receive 2 sessions from Trager® practitioner(s) -- 3 hours
 - Receive 6 sessions (from student(s) or Trager® practitioner(s)) -- 9 hours
 - Provide 26 practice sessions -- 39 hours

Summary Level 2: 79 in-class clock hours, 51 extracurricular hours

- Level 3 Training, 8 days, each 7.5 hours -- 60 in-class clock hours (includes 8 hours of Mentastics®)
- Level 3 Supervision Days, 2 days, 7.5 hours -- 15 in-class clock hours
- Level 3 Tutorial -- 2 in-class clock hours
- Level 3 Two Recommending Tutorials, each 2 hours -- 4 in-class clock hours
- Level 3 Required Extracurricular Activities*:
 - Receive 2 sessions from Trager® practitioner(s) -- 3 hours
 - Receive 6 sessions (from student(s) or Trager® practitioner(s)) -- 9 hours
 - Provide 26 practice sessions -- 39 hours

Summary Level 3: 81 in-class clock hours, 51 extracurricular hours

Total of 236 in-class clock hours, 153 extracurricular hours

The US Trager® National Association (USTA) confers Trager® Practitioner status to students, when students have submitted all of the required paperwork to the organization and paid their fee.

*Note: Students are required to receive 2 sessions from a Trager® practitioner(s), receive 8 sessions from students or Trager® practitioner(s), and provide 30 practice sessions. Students will receive credit for receiving a total of 2 student sessions and providing 2 sessions as part of the Supervision Days of each level, except for Supervision Day 3. These sessions that will be completed in the Supervision Days are not included in the Extracurricular Activities section for each level to avoid the duplication of hours.

Level 1 Training Options

There are two enrollment options for students who are not yet sure they want to commit to the full certification program. These options are:

- Enroll in Level 1 “6-Days Only”: This option is for students seeking some Trager tools to add to their massage. Students who attend Level 1 “6-Days Only” pay the standard class tuition.
- Enroll in Level 1 “Complete”: This option is for students who are undecided about certifying, or who want to master the Level 1 curriculum. Level 1 “Complete” enables students to complete all activities for Level 1 needed to move to Level 2 either with the current program or at some future time. Level 1 “Complete” students pay \$100 more than certification students for all Level 1 classes and tutorials, but receive discounted pricing compared to the Level 1 “6-Days Only” students.

Summary of Class and Extracurricular Activities for Level 1 “6-Days Only”

- Level 1 Training: 6 days, each 8 hours – Total of 48 in-class clock hours

Choosing to Certify Before, During or After Taking Level 1 “6-Days Only”

A student may decide to switch to certification at any time. However, the timing of when a student makes this decision will determine if they can join the current Certification Program (or join the next one). Should a student decide to change to certification, please contact the Therapeutic Training Center or Teacher as soon as possible. Here are some situational examples:

- *Switching to Certification Prior to the Start of Level 1:* The student will be re-contracted to the Certification Program and any monies paid to date will be switched to the certification program.
- *Switching to Certification During the Level 1 “6-Days Only” option:* The student will be re-contracted to the Certification Program and future tuition will be valued at the discounted Certification Program pricing.

Switching to Certification After the Completion of the Level 1 “6-Days Only” option:

Students may switch to the Certification Program depending on their ability to complete the remaining classes, tutorials and homework. After the completion of the first 48 hours of class, it is important to begin homework, especially the weekly practice requirement as soon as the 6 days of Level 1 classes end. Each student’s ability to complete the requirements in time to start Level 2 will be evaluated and their ability to continue with the current Certification Program will be discussed with the student. The Teacher may inform the student that:

- they will need to wait until the next Certification Program if they can’t complete enough of the required homework, tutorials and supervision days before the start of Level 2
- they can switch to the current Certification Program if it appears they will have enough time to complete all work classes and homework,
- they can switch to the current Certification Program but given a probationary status if it’s likely some of the homework from Level 1 will carry forward into Level 2. Once the Level 1 homework is completed, this probationary status will be removed.

Summary of Class and Extracurricular Activities for Level 1 “Complete”

- Level 1 Training: 6 days, each 8 hours – 48 in-class clock hours
- Level 1 Supervision Days: 3 days, each 8 hours -- 24 in-class clock hours (includes 8 hours of Mentastics®)
- Level 1 Tutorial -- 2 in-class clock hours
- Level 1 Recommending Tutorial -- 2 in-class clock hours
- Level 1 Required Extracurricular Activities*:
 - Receive 2 sessions from Trager® practitioner(s) -- 3 hours
 - Receive 6 sessions (from student(s) or Trager® practitioner(s)) -- 9 hours
 - Provide 26 practice sessions -- 39 hours

Summary Level 1: 76 in-class clock hours, 51 extracurricular hours

Choosing to Certify Before, During or After Taking Level 1 “Complete”

A student enrolled in the Level 1 “Complete” program may choose to switch to the current Certification Program at any point in time prior to the start of Level 2. The student will be re-contracted into the Certification Program and will continue with the discounted Certification Program pricing.

Curriculum

USTA Student Status

Throughout this Certification Program, students must maintain student status with the US Trager Association (USTA). The USTA charges a student fee of \$100 which is good for 2 years. This fee is built into the tuition of this program. In the event that a student withdraws and later re-enrolls, or for some reason takes longer to complete this program than what is required, the student is then responsible for paying for and maintaining Trager® student status directly with the USTA.

Level 1

Level 1 6 Days Thurs - Wed 9 am - 6 pm 48 clock hrs Level 1 Sun is a day off	Supervision Day 1 1 Day Mon 9 am - 6 pm 8 clock hrs Supervision	Supervision Day 2 1 Day Mon 9 am - 6 pm 8 clock hrs Mentastics	Supervision Day 3 1 Day Mon 9 am - 6 pm 8 clock hrs Supervision
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Educational Objectives

To present to students the basic tablework session and Trager® Mentastics (Somatics), with enough moves taught for each part of the body to be effective in the tablework and personal Mentastics.

- To introduce students to the feeling and concept of centering in what Dr. Trager called the state of "hook-up", which he conceived as conscious connection with the life-regulating, life-sustaining force of the universe
- To introduce concepts and practice of giving and receiving feedback and self-assessment
- To introduce awareness of body use at the table while giving a session

Class Format

The instructor will demonstrate the method of working each section of the body and students will then practice with each other under the supervision of the instructor and the teaching assistant(s). The teaching staff will support and guide the students as they work. The periods of demonstration and practice are interspersed with group discussion, Mentastics teaching, and learning reinforcement exercises.

Tutorials and Passing to Level 2

Students will schedule a tutorial between Supervision Day 2 and Supervision Day 2 and a Recommending Tutorial between Supervision Day 3 and Level 2A. Besides completing all coursework students must pass a Recommending Tutorial (discussed on pages 11-12) to move to Level 2.

Level 2

Level 2A 4 Days Wed - Sat 9 am - 6 pm 30 clock hrs Mix of Level 2 and Mentastics	Supervision Day 4 1 Day Mon 9 am - 6 pm 7.5 clock hrs Supervision	Level 2B 4 Days Wed - Sat 9 am - 6 pm 30 clock hrs Mix of Level 2 and Mentastics	Supervision Day 5 1 Day Mon 9 am - 6 pm 7.5 clock hrs Supervision
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Educational Objectives

- To give the student a deeper sense and experience of the expanded state of connection or groundedness that Dr. Trager called being in "hook-up"
- To provide further instruction in Mentastics and to develop the skill in leading Mentastics with clients
- To develop the student's ability to verbalize effectively during sessions
- To further refine and expand the tablework repertoire
- To improve the student's body use at the table
- To answer questions and address problems encountered in the preceding fieldwork time
- To further develop the Student's capacity to give and receive feedback and self-assess

Attitude and Communication

- Receptivity to feedback
- Some skill in describing the work, communicating with the receiver and suggesting recall during the session
- Projecting a state of "hook-up"

Mentastics

The student should show a basic understanding of the relationship between Mentastics and the tablework, and be able to use Mentastics for themselves at the table. The student should also be able to choose an appropriate Mentastics move for themselves and share it in a clear and easily replicated manner and begin introducing Mentastics self-care with clients.

Tablework

The student should be able to reproduce the major moves taught in the Level I training with sensible hand positions, appropriate direction, and three-dimensional movement. The moves might not yet be smooth, but the hand position should be such that moves can be effective, the direction of pressure and/or movement in accord with the intention of the move, and the resulting movement a three dimensional, through-the-body, experience for the receiver.

- A suggestion of elongation
- A suggestion of lightness
- A suggestion of free movement
- A smoothness in rhythm

- Softness of hand contact
- Enough fullness in movement to effect the receiver's body
- Ease in the Student's own body position and movement
- A sense of flow from movement to movement
- The student should be comfortably familiar with standard counter-clockwise sequence of a session and have command of a basic series of moves in each part of the body.

Tutorials and Passing to Level 3

Students will schedule a tutorial between Level 2B and Supervision Day 5 and a Recommending Tutorial between Supervision Day 5 and Level 3A. Besides completing all coursework students must pass a Recommending Tutorial (discussed on pages 11-12) to move to Level 3.

Level 3

Level 3A 4 Days Wed - Sat 9 am - 6 pm 28 clock hrs Mix of Level 3 and Mentastics	Supervision Day 6 1 Day Mon 9 am - 6 pm 7.5 clock hrs Supervision	Level 3B 4 Days Wed - Sat 9 am - 6 pm 30 clock hrs Mix of Level 3 and Mentastics	Supervision Day 7 1 Day Mon 9 am - 6 pm 7.5 clock hrs Supervision
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Educational Objectives

- Address hook-up, feedback, balance of attention between self and receiver
- Further develop the Student's ability to present the Trager® approach and to conduct effective interviews
- Deepen and broaden use of personal and shared Mentastics
- Refine and add to tablework repertoire
- Improve technique, intention, body use, vocabulary and tablework
- Support Student's ability to feel quality of tissue, recognize level of resistance, and adapt to limitations
- Increase possibilities of creativity, detaching from "the routine"
- Addressing Contraindications, Ethics, and Professional Conduct in preparation for Practitioner Status

Mentastics

- Smooth integration of Mentastics within the session, for yourself during tablework and sharing suggestions to enhance receiver's experience
- Ease in introducing and supporting Mentastics with a receiver
- Guiding Mentastics through verbal instruction, imagery, modeling and touch to individual clients and beginning to learn to offer it in a group setting
- Create a context for Mentastics in everyday life

Tablework

- Competence with Level I and Level II moves with effective body use and hand positions
- Understand the intention of moves
- Some innovation from standard repertoire
- Ability to create a feeling of elongation, freedom of movement and 3-dimensionality
- Observes and can verbalize both local and global effects
- Incorporates alternatives, particularly basic side lying moves

Tutorials and Completing the Program

Students will schedule a tutorial between Level 3B and Supervision Day 7 and two Recommending Tutorial after Supervision Day 7. Besides completing all coursework students must pass 2 Recommending Tutorials (discussed on pages 11-12) to complete the Program.

Progression From One Level to the Next Level

To move from one level of training to the next, students must complete all level requirements and be recommended by the recommending tutor to take the next level. More is discussed in the Supervision Days regarding "Recommending Tutorials" on the next page.

Supervision Days

Supervision Days are designed to give students an opportunity to do exchanges in a supervised setting, to reinforce the skills and knowledge that they don't quite understand and for the teacher to reinforce important concepts and skills that each student should have. These classes are single days, generally on a Monday, in which students are able to ensure that how they perform techniques remains within Trager® standards instead of going for long periods of time between classes and losing skills without realizing it. The supervision days also help students to prepare for the Recommending Tutorials.

Other and Recommending Tutorials

Tutorials are a unique feature of Trager® education, they provide an invaluable one-on-one learning and mentorship experience. They also vary in purpose: required tutorials include recommendations for next level training while other tutorials may be designed with a specific focus that will assist your development.

Tutorials provide one-to-one assistance and "educated" feedback, focused attention and support. Students often participate in designing the learning objective of their tutorials. For students, tutorials are a source of continuing guidance and instruction between trainings. In addition to specific practice suggestions and instruction given within tutorials, tutors may recommend experiences they believe would be particularly helpful to each student.

Tutors have received training and support in giving clear feedback and instruction and in general being an ally and support to students and Trager® Practitioners. Tutors review and consult with you regarding your documentation and learning from sessions given and received during fieldwork

times. Tutors guide students towards Trager® Practitioner proficiency appropriate for each level of training. As students approach practitioner recommendation, tutors can more specifically advise students how their presentation and work compare to the necessary practitioner skills and qualities.

Other Tutorials

These tutorials are at the student's discretion and are in addition to those tutorials built into the Certification Program. If a student is not understanding a concept or skill, the student may at the student's own expense, sign up for an other tutorial at a time convenient for the student and tutor. Students should bring a volunteer person to practice on to the tutorial, unless the tutorial is a support session.

Recommending Tutorials

Each student does one recommending tutorial at the end of Levels 1 and 2. During the last supervision day of each Level each student signs up for their recommending tutorials.

In a Recommending Tutorial, students receive feedback and if their tutor determines their skills and knowledge meet the current level requirements, they will be recommended to the next Level. If the tutor determines that a student's skill and knowledge do not meet the current Level then the student may be given specific tasks to complete to remediate their deficiencies in skills and knowledge and will be told if a second Recommending Tutorial will be required or not. If a second Recommending Tutorial is required, it will be at the student's additional expense. Depending on the situation, the tutor may also require:

- That the specific tasks given be completed within a specified period of time, but the student may move on to the next level on a probationary basis until either the tasks are successfully completed or a second Recommending Tutorial recommends the removal of the probationary status. Or,
- That the specific tasks given be completed prior to beginning the next training, though this happens infrequently. This may mean that a student may have to withdraw and complete their training at a later date if they cannot successfully complete their specific tasks in time before the start of the next level of training.

During the final supervision day for Level 3, each student will sign up for 2 Recommending Tutorials. Students must be approved in each Recommending Tutorial to complete the program to apply to the US Trager Association for certification as a Trager® Practitioner.

Upon completion of Level 3, a student signs up for their last two Recommending Tutorials for Practitioner recommendation. These two Recommending Tutorials will differ from those in Levels 1 and 2 in at least two ways:

- The major focus of the final two Recommending Tutorials will be an assessment of a student's skills rather than further cultivation of them. This is an evaluation for professional status within USTA and a student will be evaluated on practitioner level performance. Limited clarifications and suggestions will be given, within the context of the evaluation.
- Within this tutorial you are to conduct a professional session from start to finish - the tutor will be your client. This means you will accept a dual role with your tutor,

relating to them as a client and hearing their feedback as a tutor and client.

The Trager® training makes every attempt to prepare students to succeed with these practice recommending tutorials and other means. Please be sure your field work is complete and documented before seeking a tutor's recommendation. You may also request a "check-in" tutorial at your expense to have the Tutor assess how close your work is to Practitioner standards before embarking on the official recommending tutorial.

How to Get the Most Out of "Other" Tutorials

The "other" tutorial is an individualized teaching/consultation/feedback session that can be almost anything a student may want it to be: the key is having an idea of what you want before you go and talking it over with the tutor. The tutor's job is to collaborate with you on your goals, and to give you information, and feedback. The tutorial can cover any aspect of Trager®, Mentastics, ethics, body use, Hook-up, verbalization, presence, recall, etc. When a student or practitioner requests a recommendation from a tutor, the tutorial will cover all these aspects. If the purpose of your "other" tutorial is not related to further development within your curriculum level and the student has some deficiencies within the current level, the tutor may suggest some of the "other" tutorial be spent on remediating those deficiencies.

Be clear about your purpose for the tutorial. You will benefit most if you have a purpose in mind for each tutorial. It might be that you want a periodic "mileage check", to get feedback, inspiration, or help with a particular issue.

What to Bring to Recommending Tutorials

You will need to bring your practice session documents as well as documents of sessions received, copies of your previous tutorials, and your transcript. Any digitized versions with easy access may be acceptable as well, please confirm with your tutor before your Recommending Tutorial. The tutor needs to see these in order to verify your eligibility. After Level 3 is complete the final two recommending tutorials will usually take longer, to allow time for discussion along with the Mentastics and tablework.. Preparing any necessary papers greatly increases the opportunity for a successful tutorial experience.

Additional Tutorials

It's fine to schedule an extra tutorial to focus on a particular issue. This may involve a tutorial of normal length, or one that may be a shorter. For example a half hour "foot" tutorial; or a one hour session at a time when you need extra support.

Even during regular length tutorials, discussing with your tutor ahead of time how to best address your needs can lead to customized formats. For example, one practitioner requested assistance with teaching Mentastics to her clients in her review tutorial. So she brought someone with her, and extra time was made during the session to work on getting movements and feeling across to her client.

Give Feedback to Your Tutor

Let your tutor know when you don't understand and you want to go over something again. And let the tutor know when you think she/he didn't understand you! The tutorial session is collaboration. If you become aware of a new confusion, question or a new insight or clarification during a tutorial, please inform your tutor. You will also have an opportunity to give written feedback after your session.

Answering questions like what was the main theme of the tutorial for you or what seemed to support or interfere with your learning may improve your ability to use your next sessions, as well as help to improve the ability of your tutor.

Over your training period and throughout your practitioner career, we encourage you to work with a variety of tutors. Feedback varies according to body type, teaching and learning styles, presence or absence of physical conditions needing special awareness, as well as many other factors.

How the Paperwork Assists the Tutorial Experience

The tutorial summary form will provide you with a written record of both the affirmations, clarifications, and instruction provided during your tutorial. Often reviewing this information immediately as well as a few weeks later will serve to deepen your learning.

The tutorial feedback form is another way to support and underline the main themes of learning from the tutorial. It also offers your feedback to the tutor so that they can continue to hone their skills.

Knowing what worked well for you and what did not work well can assist you in future tutorials.

Application for Trager® Practitioner Status

Upon completion of the training program, the student submits his/her recommending Tutorials, the personal essay and [the](#) student transcript to the office of the US Trager Association. When certification is conferred, the Practitioner may begin to charge for sessions.

Extracurricular Work

The Certification Program 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

- A manual and supplementary materials will be provided to students at class as well as reading assignments.
- \$25. Liskin, Jack (1996): *Moving Medicine: The Life and Work of Milton Trager, M.D.* 1st Ed, Station Hill Press.
- \$25. Trager, Milton (2008): *Trager Mentastics® Movement As a Way to Agelessness*, Trager International.
- \$20. Friess-Oberhofer, Heike; Heigl, Martin; et al (2013): *Trager: A Question of Ease*, United States Trager Association.

These books will be made available by the instructor at Level 1. Used versions can be found online.

Recommended Reading and Learning

- Juhan, Dean (2003): *Job's Body*, AmazonUs/INDPB.
- *Getting Mentastics Across to Clients*, Trager International.
- *Tragerology: Explore the Bridge Between Science and Trager®*. These are online learning modules in Trager neuroanatomy and other topics by Eileen Dickenson, PT and can be found at Tragerology.com
- *Pre-recorded Trager® virtual courses* at tragerapproach.us.

Professional Sessions From Trager® Practitioners

Students are required to obtain a minimum of 2 sessions per Level from a certified Trager® Practitioner. These sessions are designed to help students integrate and deepen the learning of the material taught in each class. They prepare students for upcoming material and help practice sessions to become more safe, complex and effective. We encourage students to do more if they are able.

These professional sessions give students the opportunity to feel the work from the inside and to work with their own issues—physical, psychological, or spiritual—that are bound to come up during the training. Having awareness and engagement of their own issues allows students to work more effectively with their client's issues, and to develop better understanding and compassion. These sessions also allow a student to experience a full Trager® session and to talk with the practitioner about his or her practice. Finally, with professional sessions, students have the opportunity to experience aspects of Trager® they may be struggling to assimilate to help deepen their kinesthetic understanding.

Sessions From Student(s) or Trager® Practitioner(s) Per Level

USTA requires that students receive a minimum of 8 full sessions per level from students or Trager® Practitioners. However, 2 sessions are built into the Supervision Days per Level, so students only have to receive 6 full Trager® sessions during each Level of this Program. Students may count any full sessions they receive in Level classes towards their requirement.

Sessions to Student(s) or Trager® Practitioner(s) Per Level

USTA recommends that students practice a minimum of 30 full sessions per level. This helps to create muscle memory, palpation skills and interoceptive sense that are unique to Trager. Four practice sessions are built into each level's Supervision Days (except Supervision Day 3, there are no exchanges that day), so students shall only need to practice 26 sessions per Level. This is an average of 1.5-2.5 sessions a week. These exchanges give students an opportunity to practice the techniques they learned during class with an informed "client" who can give detailed feedback on what they are feeling and how it affects them. Students may count any full sessions they receive in Level classes towards their requirement.

Journaling

Journals are invaluable tools for examining past experiences, evaluating ones own actions, and drawing insights for encountering future challenges. Writing is a mindfulness exercise. One processes previous events and takes notice of feelings. It clarifies thinking, sparks creativity and preserves memories. It enhances the learning process by making progress visible.

"The practice of writing can enhance the brain's intake, processing, retaining, and retrieving of information... it promotes the brain's attentive focus ... boosts long-term memory, illuminates patterns, gives the brain time for reflection, and when well-guided, is a source of conceptual development and stimulus of the brain's highest cognition." ~ Anonymous

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.

Tracking Your Progress

Students are given a "transcript" to record the required activities for Certification. *It is the individual student's responsibility to complete the document in a timely manner.*

Class Feedback Forms

Students receive a class feedback form to support the development of our program. 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. Please reflect on the questions, respond in writing and turn in the form at the end of class. Each feedback form is read by teachers 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.

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.

Expectations of Conduct

Student Learning

This is a college-level education, where students 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. Students are required to complete extracurricular work between classes. *If students have not fulfilled them, please notify the teacher, explain the reasons for non-completion and suggest a solution.*

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 exchange during lunch. 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 19.

Assistants are valuable resources for students, as they have gone through the coursework and have knowledge and experience on professional and personal levels. Often they 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 learning 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 in turn while others listen. There will be a limited number of minutes for each speaker and a timer will be used if needed.
2. Only those who wish, share. Please be considerate with regard to how often and how long you share in relation to other students.

There are two main considerations for this kind of sharing:

1. Time: We are all experienced bodyworkers that have knowledge to share. Yet this is a Trager® training; 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 'outside' knowledge. To honor the class agenda, we ask students stay focused in their sharing to what comes from their hearts, or ask questions where the teacher's insight might be helpful.

2. 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. Even though what classmates share might inspire a student, or trigger helpful responses, please refrain from responding to what they say during class time. 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 others 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. 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.

Resources

Personal Support

These trainings provide an educational experience that is both personally and professionally transformative and that requires a commitment to the process. Because Trager® is 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 exploration and healing.

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 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 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. Counselors, pastors, formal peer supervision as well as other health care providers (MD, ND, DC, etc.) provide a web of support that allows us to remain healthy while we help others.

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 consultations, supervision sessions, or tutorials from the teacher or assistants. We trust students to know when such support is needed 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 Trager®. This is free of charge; if the questions become excessive, the Instructor will discuss time/financial boundaries with the student. Please leave a few days turn-around for responses.

Phone Consultations

Phone consultations are generally used to address short-term, pressing issues that can be handled in a shorter amount of time.

Tutorials and Group Supervision Outside of the Certification Program

Tutorials are available to students who need to make up missed class time and must be completed in a timely manner at \$100/hour rate with the teacher. 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. *(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. Trager International has strict requirements around the use of its trademarks and marketing materials which is designed to protect the integrity of the work. There will be further discussion about this in the program.

Students in our certification program sometimes struggle with knowing when and what to charge their current clients for the Trager® work they incorporate into their professional sessions versus doing practice sessions for free. Generally speaking, our recommendation is that students begin incorporating their new skills immediately when they are comfortable with using them. Some may feel comfortable practicing this work with friends and family members for free or trade.

When students become Trager® Practitioners, they can charge for a full Trager® session. Prior to this point, all full Trager® sessions are considered practice sessions and no fee can be charged. However, there are the following allowances that the United States Trager Association makes:

- For the practice sessions associated with Level 1 and 2, the receivers of your practice sessions may make voluntary donations to USTA which can be applied to any remaining payments you may have for your program or for future Trager educational endeavors.
- For your final 26 practice sessions associated with Level 3, personal donations are acceptable. Please keep in mind that practice sessions are for your learning and your practice people are there to accommodate that principal goal.

After completing the program and becoming Trager® Practitioners, we recommend that Practitioners increase their rates to reflect their increased training and skill level. Students also use the completion of the of the Certification program and acceptance into USTA as Trager® Practitioners as the point to change their marketing materials (business cards, brochures, website) to reflect their new skills.

Administrative Information

Calendar *

Mar 13-19, 2025	Level 1 (Mar 16 is a day of off, 6 days of class Mar 13-15 and Mar 17-19)
Apr 7, 2025	Supervision Day 1
May 5, 2025	Supervision Day 2 - Mentastics
Jun 9, 2025	Supervision Day 3
Jul 16-19, 2025	Level 2 - A & Mentastics
Aug 11, 2025	Supervision Day 4
Sep 10-13, 2025	Level 2 - B & Mentastics
Oct 20, 2025	Supervision Day 5
Dec 3-6, 2025	Level 3 - A & Mentastics
Jan 5, 2026	Supervision Day 6
Feb 4-7, 2026	Level 3 - B & Mentastics
Mar 2, 2026	Supervision Day 7

* All Level 1 classes are 9:00 am - 6:00 pm with each day 8 hours of class. Level 2, Level 3 and associated Supervision days, are 9:30 am – 6:00pm, with 7.5 hours of education each day unless otherwise indicated. Intro class times vary and are listed on the website.

Training Expenses

Certification Program

Tuition (includes 7 Supervision Days, 3 Tutorials, 4 Recommending Tutorials and a 2-year USTA \$100 Student Membership)		\$6,345
Additional Expenses (all are estimated)		
6 Professional Trager® sessions (Required)	\$ 990	
Books (Required)	<u>70</u>	
Total Additional Expenses (Estimated)		<u>1,060</u>
Total Estimated Certification Program Expenses		\$7,405

Level 1, 2 and 3 classes and Supervision Days may be retaken at a reviewer's rate of 50% of the original tuition – all tutorials are at full price. The reviewer's discount only applies to classwork retaken within 3 years of when it was originally taken.

Level 1 Options (each option includes the 2-year USTA \$100 Student Membership)

• Level 1 “6-Day Only” Tuition (6 days of Level 1 classes)		\$1,300
• Level 1 “Complete” Tuition (6 days of Level 1 classes, 3 Supervision Days, 1 Tutorial, 1 Recommending Tutorial)		\$2,172
Additional Expense -- 2 Professional Trager® sessions (Required)		<u>330</u>
Total Estimated Level 1 “Complete” Expenses		\$2,502

Getting the Most Out of Your Trager® Certification Program

We have designed this certification program to help students to attain competency in Trager®. For a more enriching experience, students can opt to enhance their learning outside of what we provide in this program. There are many ways to do this based on what works for each student.

- Add one, two or three additional tutorials at each level. This has shown to be profoundly beneficial to learning and assimilation. Students pay tutors directly for these.
- Add one, two or three additional professional Trager sessions per level. These are an invaluable aid to experiencing the work from the inside out. Students pay the Trager Practitioner(s) directly for these extra sessions.
- Join Tragerology.com. This is a paid subscription of \$40 per month for 2.5 hours of virtual (live or recorded) content that focuses on how Science understands Trager®, based on an extensive deep dive into the latest research on topics such as pain science, presence, energetics, neuroanatomy and more. These courses are presented by Eileen Dickenson, a retired Physical Therapist and several decades-long Trager faculty member. Eileen provides invaluable content to facilitate your understanding and increase your capacity to articulate the Trager® Approach, enabling you to become a more competent practitioner.
- Student study groups or additional reading of recommended books.

Payment Plans – Certification Program

Base Tuition is \$6,345

Option 1 5-Payment Plan

Initial Deposit*:	\$ 250.00	Due: deposit due with application; \$100 non-refundable
Payment 1	\$2,105.00	Due: on or before March 13, 2025
Payment 2	\$1,200.00	Due: on or before July 16, 2025
Payment 3	\$1,200.00	Due: on or before Sep 10, 2025
Payment 4	\$ 795.00	Due: on or before Dec 3, 2025
Payment 5	<u>\$ 795.00</u>	Due: on or before Feb 4, 2026
Total Tuition	\$6,345.00	

Option 2 Upfront Payment

Initial Deposit*:	\$ 250.00	Due: deposit due with application; \$100 non-refundable
Tuition Balance	<u>\$6,095.00</u>	Due: on or before March 13, 2025
Total Tuition	\$6,345.00	

Option 3 Monthly Payment Plan

Initial Deposit*:	\$ 250.00	Due: deposit due with application; \$100 non-refundable
Mar 13, 2025	\$1,495.00	Level 1 - A
Apr 7, 2025	\$ 400.00	Supervision Day 1
May 5, 2025	\$ 400.00	Supervision Day 2
Jun 9, 2025	\$ 400.00	Supervision Day 3
Jul 16, 2025	\$ 400.00	Level 2 - A
Aug 11, 2025	\$ 400.00	Supervision Day 4
Sep 10, 2025	\$ 400.00	Level 2 - B
Oct 20, 2025	\$ 400.00	Supervision Day 5
Nov 15, 2025	\$ 400.00	No Class
Dec 3, 2025	\$ 400.00	Level 3 – A
Jan 5, 2026	\$ 400.00	Supervision Day 6
Feb 4, 2026	\$ 300.00	Level 3 – B
Mar 2, 2026	<u>\$ 300.00</u>	Supervision Day 7
Total Tuition	\$6,345.00	

*** Note:** *Students who register for the Trager® Certification Program within 14 calendar days after their Trager® Introductory class will receive a \$100 discount on their deposit.*

Payment Plans – Level 1 “6-Days Only” and Level 1 “Complete”

Level 1 “6-Days Only”

Initial Deposit*:	\$ 250.00	Due: deposit due with application; \$100 non-refundable
Tuition Balance	<u>\$1,050.00</u>	Due: on or before March 13, 2025
Total Tuition	\$1,300.00	

Level 1 “Complete”

Initial Deposit*:	\$ 250.00	Due: deposit due with application; \$100 non-refundable
Tuition Balance	<u>\$1,922.00</u>	Due: on or before March 13, 2025
Total Tuition	\$2,172.00	

Where to Make Payments

- Initial Deposit Payment: Please make payment for the initial deposit 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

Program Cancellation Policy

1. Cancellation of Program by School Prior to Start: If a Program is cancelled for any reason, participants will be sent a 100% refund within 30 days of the Program being cancelled.
2. Student Not Accepted: If the applicant is not accepted for a program, 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 of Class: If training is terminated after the student enters classes, the Center has the following cancellation policy:

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

Note: LDA is "Last Date of Attendance" (see #6 for details).

6. 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.
7. Students may withdraw from the program at any time throughout the program. Students must notify the school in writing of their decision to withdraw.
8. All refunds will be paid within 30 calendar days of the student's date of determination for the termination.

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 are 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 class. 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:

- *Level 1, 2 and 3 Classes:* Students who are absent *more than 2 consecutive hours* of class or *up to 8 total hours* in a single Level class, must make up the time missed via a tutorial from the teacher at the student's additional expense, see page 19. Students may not be absent for more than 8 hours in any one Level class or a total of 11 hours across all Level 1, 2 and 3 classes. Students who miss more than a 8 hours in a single Level Class will be expelled from the program. The student may rejoin the program the following year. (See "Re-enrollment" on page 26.) Make-up tutorials must occur prior to the next Level Class. (See "Tutorials" on page 10-12.)
- *Supervision Days:* SDs are an integral part of the program. Students need to attend each one in full. Students who are absent from Supervision Days, or portions of them, are required to make up the material at the student's additional expense, see page 19, with a tutorial from the teacher, before the next Level class.
- *Other and Recommending Tutorials:* Students, who no show to an "other" or recommending Tutorial will make it up at their own expense. (See "Tutorials" on page 10-12.) Students may not be absent from any portion of a recommending tutorial.

Based on the situation, the Instructor reserves the right to make an exception to the attendance policy if it benefits the student.

Dismissal from Program

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 Trager® techniques 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. Any classwork (does not include tutorials) that may need to be reviewed will be done at the reviewer's discount of 50% of regular tuition -- the reviewer's discount only applies to

classwork retaken within 3 years of when it was originally taken. The student will be required to be evaluated through a tutorial with the teacher, the tutorial will cost \$150. Contact the Therapeutic Training Center for more details.

Retaking the Certification Program, Individual Levels or Classes

A person may retake all of the Certification Program, Levels or classes that they have previously taken at 50% of the stated current price. Tutorials and recommending tutorials are always priced at their current stated price. Teacher approval is required. Please contact the Therapeutic Training Center for details or to start the process.

Transfer from Another Trager® Program

Students who have completed prior Trager® training and who would like to join the program at a particular level should contact the Therapeutic Training Center for more details. Transferring Trager® students will be evaluated to determine where they might fit into the program and what their tuition will be. The student will be required to be evaluated through a tutorial with the teacher, the tutorial will cost \$150.

Faculty

Joseph Rodin, MA, LMHC, LMT, Certified Trager® Practitioner and Instructor

Joseph Rodin is a licensed massage therapist, psychotherapist, and certified Trager® practitioner. His somatic background includes intensive study of Trager®, along with extensive coursework in osteopathic inspired manual therapy methods. Joseph took his first Trager® course in 1995 and returned to later to become certified in 2010. Since then, he has taught numerous Trager® introductory classes, mentored with and assisted senior Trager® instructors, been a Trager® Tutor and is the past President of the US Trager® Association and past member of the Board of Directors for Trager International. He's presented on Trager and TMJ at Trager Conferences live, virtually, and for the Tragerology organization.

Joseph's movement experience began with being a Yoga Instructor for fourteen years and a student of Afro-Brazilian Dance and Percussion. These inform his Trager® work as much as his varied background with psychotherapy and bodywork. In Seattle, in addition to seeing clients for psychotherapy, Joseph has a strong manual therapy practice with a clinical focus on headache, TMJ and chronic pain. He teaches courses around the Northwest and beyond in The Trager Approach, myofascial release, intraoral massage, craniosacral and more. His passion for teaching is based on being able to empower students to further develop their unique gifts, to convey both the art and science of manual therapy, and to use the path of bodywork as mindful contemplation and inquiry into the healing process for client and therapist alike.

Visiting Trager® faculty may be brought in for all or parts of Levels 2 and 3 depending on the size of the certification program and the availability of various faculty.

Classroom Space and Location

Classes will be held at our primary classroom at the Therapeutic Training Center, Inc., 929 N 130th St, Seattle, WA 98133. Up to 12 students may be taught in this classroom for this program,

which is ADA accessible. Massage tables are provided; students 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.

- **Parking:** Parking is free and in the upper parking lot on the 2nd floor. As you enter the street level parking lot, follow the parking lot to the left and drive all the way through the parking lot to the ramp leading up to the upper level parking (on top of CarToys building). *Please do not park in the street level lot, unless your vehicle is taller than 6' 10", your vehicle has studded tires or the upper parking lot is full.* There is a large sign in front of the building along the street that says "Bitter Lake Center". CarToys is on the SW corner of 130th and Aurora Ave and the classroom is in the building to the west of it.
- **Bringing Food:** There is a refrigerator in the classroom to store food and drinks. We do not have a microwave in the room to keep food smells in the classroom to a minimum.
- **Water:** Please bring your own spill-proof water container, there is water dispenser in the classroom.
- **Food:** There is limited food available within walking distance and much more food available just beyond walking distance by car. Students have in-and-out parking privileges and may also drive to lunch.

To ensure quality instruction and a healthy learning environment, a low teacher-to-student ratio is maintained. For hands-on technique, a ratio of 1 teacher to 8 students on the table is maintained 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 the program, 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 info@theratraining.com.

Limitations of Liability

Joseph Rodin and the Therapeutic Training Center (TTC) are not responsible for any loss or damage to participant personal property. While participants are on Joseph Rodin/TTC premises or at any contracted facility of Joseph Rodin/TTC, Joseph Rodin/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 throughout the training.

Financial Aid

Financial Aid is not provided.

Job Placement Assistance

Job Placement Assistance is not provided.

Non-Discrimination Policy

Joseph Rodin 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.

Joseph Rodin and the Therapeutic Training Center acknowledge 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, Joseph Rodin 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. Because of the rigors of the curriculum, medical documentation may be required to ensure that a student is safe to learn and practice Trager®.

Statement of Ownership

Joseph Rodin is a sole proprietor. The Therapeutic Training Center is an S-corporation and its sole shareholder is Robbin Blake.

Approvals and Accreditations

National Certification Board for Therapeutic Massage and Bodywork

- The United States Trager Association is approved by the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB # 021518-00) 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:

Joseph Rodin
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Seattle, WA 98103

Contact: Joseph Rodin

Phone: (206) 436-4324

Email: joseph@josephrodin.com

Web: josephrodin.com

Office Address:

Therapeutic Training Center
929 N 130th St Suite 12
Seattle, WA 98133

Contact: Robbin Blake

Phone: (206) 853-6875

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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