Craniosacral Therapy – A Healing Art

Individual Classes, Core Series & Certification Program

Student Handbook

2026-2027

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 Programs: 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, 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 health care education or be a licensed professional in one of the following professions: massage/manual therapy, naturopathy, chiropractic, acupuncture, midwifery, physical therapy, occupational therapy, nursing, osteopathy or medicine (a license to touch).
- 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.
- Enrolling students need to maintain malpractice insurance during their program.
- The Craniosacral Introductory Workshop is a prerequisite for entrance into both the Core Series and Certification Programs.

Overview of the Core Series Program

The Core Series establishes the foundation for Craniosacral work. It provides instruction and practice in the fundamental skills of stillness and presence, as well as hands-on techniques, anatomy and methodology of this work. Students learn to perceive the cranial wave, mid-tide, and long tide. They learn to use the tides fluidly to address localized as well as systemic conditions and client concerns. Students practice activities to develop their communication skills, intuition, clinical reasoning and ability to perceive the client's overall healing process. 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 8 to 10-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 and documentation (90 hours)
- 2 Two-way exchanges with fellow students between each Core class (6 total; 9 hours)
- Total of 233 hours of class and homework (not including study)
- Total of 140 in-class clock hours

Prerequisite: Craniosacral Introductory Workshop or by permission of the teacher.

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 highly focused, in-depth training with the exploration, supervision, and feedback necessary for students to establish a successful Craniosacral practice. 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. Students receive a certificate of completion upon satisfying the requirements of the program.

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 significant 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 allow for deepening into the work within a supervised and collegial circle – honing their presence, personal depth, and trust in their therapeutic abilities.

Initially developed by Ursula Popp, LAc, VCST and now further developed by Lauren Christman, LMT, CCST, ATSI/CBSI, this program 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, Tom Myers, 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 with documentation (90 hours)
- 2 Client Case Studies (25 hours; after completion of the Core Series)
- 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 evaluations (6 hours)
- Total of 384 hours of class and homework (not including study)
- Total of 230 in-class clock hours

Prerequisite: Craniosacral Introductory Workshop or by permission of the teacher.

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 & Certification Evaluations

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 gain a foundation for Craniosacral therapy, including the ability to perceive the cranial rhythm, fundamental hands-on techniques and an understanding of key principles of the method. This class is a pre-requisite to the Craniosacral Certification Program, Core Series Program, and most Elective Classes.

Core Series Classes

Core 1: Transverse Structures, Pelvis and Mandible, and Cranial Wave

In this class, you learn to work with the transverse structures of the body, to ease and promote the longitudinal flow of cerebrospinal fluid. 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 help you develop the ability to be present and skillfully listen with your hands.

Core 2: Synovial Joints, Air Sinuses, Unwinding, and Mid-Tide

In this class, you deepen your understanding and skills with the pelvis, sacrum and skills with joints of the lower body. 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 autonomic nervous system and its role in health. 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 patterns. Engaging the long tide shifts your understanding of individual problems to the perspective of interconnectedness: appreciating the transcendent/transpersonal as well as resourcing yourself and your client through inherent health.

Core 4: Inherent Treatment Plan, Treatment Strategies, Cranial Sutures and Membranes

In the culminating class of the Core Series, students orient to essential principles of craniosacral therapy by following the inherent treatment plan intrinsic to each person. To do this, students learn how to move beyond protocols, to track changes in the autonomic nervous system and to move gracefully between all three levels of the fluid body. Alongside techniques to address the sutures and membranes, students are introduced to therapeutic concepts that help them in shaping an individual session, a series of sessions as well as suggestions for home care.

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 regard 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 reflect their own interests. During the Introductory Workshop, time is allotted to discuss briefly the various courses so that students can begin to envision their paths.

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's 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 start 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: Trauma, Resilience and Honoring the Other

Understanding the therapeutic relationship is critical for any integrative or holistic practice. In this 3-day class, we explore key dynamics of this relationship: power differential, intimacy, boundary navigation, transference/countertransference, and informed consent. We highlight clarifying and communicating our intention, policies and boundaries as well as identifying methods of self-care. We examine the autonomic nervous system, particularly the Polyvagal Theory of stress/distress, trauma generation, resilience and health. This is a practical discussion, with a focus on identifying signs of a balanced or overwhelmed system. Simple strategies for working with emotional release are taught 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, you will 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. You will have ample 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 the fascial layers surrounding organs starts with a 'topographical' tour of the anatomy, including where the organs are, what their shape is and how they are accessed. Refining your palpation of soft-tissue structures is highlighted as a part of both assessment and treatment. We will also discuss the issues of postural implications of visceral restrictions and scar tissue as a possible limiting factor of visceral movement.

Supporting the Brain: Concussion, Centralized Pain and Select Pathologies

While exploring the brain's anatomy, you will learn methods to support better function. You will learn to palpate the lobes, ventricles, venous sinuses and central brain structures. Once you are familiar with these structures, you will learn a variety of gentle motility and mobilization techniques. Using these techniques, we will discuss treatment strategies for concussion, centralized pain and additional pathologies.

Cranial Nerve Mobilization: Freeing the Tethers

With this 3-day workshop, you will take a tour of the cranial nerves, identifying their connection to central brain structures, passages through the cranial base and their pathway around the cranium and torso. You will learn gentle balancing techniques, both for neural motility as well as for the fascial freedom (mobility) along the length of the nerve. You will also learn simple exercises to assess neural function which will give you ways of tracking client progress throughout recovery.

Unwinding the Birth Pattern – In Adults & Infants

Being born is one of the most vigorous and dramatic changes we go through in our lifetime. How we make that passage generates an imprint in our fascial web, particularly the dural membranes, as well as our psyche. Later in life, when we are met with physical or psychological challenges, we can feel echoes of this early event. Craniosacral treatments are a wonderful way to assist the client, of any age, to rebalance their autonomic nervous system and fascial web. We will do a general review of embryology and the birth process, physical and metaphorical. You will then practice techniques first with each other, and if possible, with infant-volunteers under direct supervision.

Cranial and Fascial Balancing for Newborns

In this introductory course, we look at the essential skills for working safely and effectively with newborns (up to 6 months). Between the physical stresses of being born and the remarkable, rapid growth within the first months, this population has its own set of challenges. You will learn methods to improve breast feeding, poor latch, tongue tie, colic, constipation, torticollis, and more. We will use a blend of cranial, visceral and fascial techniques. You will practice techniques first with each other, and if possible, with infant-volunteers under direct supervision.

Freeing the Axial Skeleton: Myofascial Balancing for Craniosacral Therapists

Craniosacral therapy orients to the free movement of fluids and energy, particularly within the cranium, spine and sacrum. At times, the dense tissues of the body hold their restrictions firmly enough that it's helpful to address what Barral calls the 'hard frame.' You will learn to mobilize

bones, ligaments and myofascial in sync with the mid-tide or CRI allows a more physical approach to be easily accepted by the body. Postural and usage patterns are highlighted as we explore this level of structure and function.

Certification Evaluations

The benefits to becoming a Certified Craniosacral Therapist are numerous. Please see page 4 for a discussion of some of those benefits.

In order to become a Certified Craniosacral Therapist (CCST), students need to successfully complete three evaluations: one oral and two practicals. These evaluations are an incentive to study hard and provide an opportunity to show what the student knows (we are not interested in searching for what students do not know). Students are 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. Evaluations are scheduled to take place independent of one another. Students must take and pass each evaluation before being eligible to sit for the following evaluation. (Passing score on each evaluation is 75%.) Scheduling is coordinated by the examiner.

Technical Evaluation

This evaluation is held 2-3 months after the completion of Core 4 and covers the techniques taught in the Introductory Workshop and throughout the Core Series. The student is given a list of 10-12 techniques that they demonstrate on the examiner. Within these techniques, the student performs different treatment approaches in the cranial rhythm and mid-tide (feeling for the structure's movement, strain patterns/inertia, etc.). This is not a treatment session, so the pacing and completion of each technique is guided by the examiner rather than a therapeutic process. The evaluation is held at the office of the examiner and takes roughly 90 minutes. *To be able to sit for this evaluation, all Core Series requirements must be complete.*

Oral Evaluation

The oral evaluation is scheduled after all courses and extracurricular requirements have been met. This evaluation focuses on the theoretical, anatomical and methodology of the Introductory Workshop, Core Series and particular Electives of each student. Study guides are given at the end of the Core Series to assist students in preparing for this evaluation. It is strongly suggested to form study groups for support and deepening of your understanding of the material. A series of questions are asked: an individual student is asked a question and given time to respond to the best of their ability. Other students may be asked to add to the answer before moving on to a new question. The oral evaluation is held at the evaluator's office with an assistant present as a co-evaluator. Students are evaluated in groups of 2-4; depending on the size, the evaluation lasts between 2 and 3 hours, with a short break as needed. *To sit for this evaluation, all coursework, professional sessions, case studies and practice sessions must be complete and documented.*

Professional Session Evaluation

Students should approach this final evaluation as if it were a typical treatment session, with the examiner as a new client. If feasible, the evaluation will be held at the student's office. Students begin with an intake and whatever assessments they choose. The session can include all tides and is scheduled for 2 hours (10 minutes for orientation; 15 minutes for intake, 75 minutes for hands-on, and 15 minutes for discussion). Students are evaluated on their ability to provide a client-

centered session that addresses their needs in a professional and effective manner. Both previous evaluations need to be passed to sit for this evaluation.

Evaluation Results

For the practical evaluations, examiners give modest feedback during the evaluation itself. For all exams, formal results will be communicated to students within one week of the evaluation.

Incomplete/Unsuccessful Evaluations

If students do not successfully complete an evaluation, they are given detailed information about their areas of weakness and strategies for improvement. Each evaluation may be attempted no more than two times -- this provides the possibility of one retake per evaluation. The very first time a retake is done, the retake is free; but, from then on, should a student need do a retake on any other evaluation, the student will be charged a $200 fee per retake.

Recommended Supplies, Homework & Feedback

Recommended Model Skull and Table Pad

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

- a 3-part skull; either all white or individually colored bones
- a 22-part skull; either all white or individually colored bones

Models of the membrane system are an optional addition. Students should exercise thought as to which model to purchase. The 3-part skulls range from $35-$80 depending on color and quality; the 22-part skulls range from $160-$350 depending on quality and whether it has magnets or not (taxes and shipping not included in these prices). We encourage students to explore the models brought to class as they consider their purchase. Skull models are available through www.amazon.com.

For many of the holds, especially those under the torso, it is *highly* recommended to have an additional pad under the sheets. Medium density foam (UC 20-35), 2" deep is recommended. "UC" is the brand name and the foam density recommend is between "20" and "35" with 20 being softer and 35 being firmer. The price of the foam table pad is dependent on the size of your table. We recommend that you do not put a fabric cover on the pad as it just increases the price and does not add value. Also, we *strongly recommend* that you do not use memory or egg carton foam. Price can range between $145 - $190 for medium density foam pad, taxes and shipping are not included in this estimate.

Textbooks: Required for Certification Program, Recommended for Core Series

- Michael Kern, *The Wisdom in the Body, 3rd Edition (Published 2022).*
- Hugh Milne, *The Heart of Listening, Volume 2*
- A complete anatomy atlas, such as: Netter, *Atlas of Human Anatomy*; Thieme, *General Anatomy and Musculoskeletal System*; Clemente, *Anatomy*

These books are required for Certification Program students and recommended for Core Series Program students. Books are available through www.amazon.com.

Required Reading (Certification Program)

A detailed syllabus will be distributed to all students at Core 1, listing which passages to read for each Core class, at a minimum. Specific pages for Core 1 are included here if students wish to read in advance of class.

Wisdom in the Body, 3rd Edition:

- pages 1-12 — History and Development of Craniosacral Work
- pages 37-49 — Craniosacral Motion/Tensile Motion through end of Peter's Case
- pages 67-79 — Motion of Cranial Bones through Nerve Irritation
- pages 181-186 — Particular 'Conversations'/'Augmentation Skills' through end of Unwinding
- pages 190-192 — Stillpoints

Heart of Listening, Vol 2:

- pages 33-46 — Hyparxis through Treatment
- pages 66-71 — Sacrum through Trauma and Dysfunction
- pages 84-90 — Occiput through Trauma and Dysfunction
- pages 120-6 — Temporals through Trauma and Dysfunction
- pages 132-5 — Parietals through Trauma and Dysfunction
- pages 188-194 — Mandible through Trauma and Dysfunction

Throughout the program, certification students may read beyond these passages, but will not be tested on additional material. Students enrolled in the Core Series are welcome to read these passages to enhance their learning but are not required to do so.

Homework

Our programs build upon themselves as a holistic learning process, and homework is designed to help students integrate and deepen the material taught in each class. This prepares students for upcoming material and practice sessions become more safe, complex and effective. All homework must be completed as a requirement for graduation and is scored as either "complete" or "incomplete".

Client Records & Case Studies – Homework Requirements

- *Core Series:* Students are required to complete and record 45 practice sessions. Client records are submitted in batches and returned with detailed notes and suggestions.
- *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 the oral evaluation is taken.

Client Records

The practice of writing client records helps students to track their progress and to deepen their capacity with Craniosacral work. A hard copy and pdf of the client record form are given to students at the Core 1 class. This template is required for all client session records to be submitted for review. Handwritten records will not be accepted, only printed records may be submitted (more below).

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 provides 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.
To use the client record 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 one week of the original deadline*.
- Students who submit them *after the second deadline* are assessed a fee of $10/record/week late, payable to the teacher. (For example, 5 outstanding records would be charged $10 x 5 records per week = $50 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 the exchange is performed *as a session* – more than merely practicing new individual 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. Speak to the point. Client records should be *no more than two pages* in length and double-sided (or single-sided and stapled).
- Use a new record for each new client session, *answering each question anew*. If treating the same client, ask the questions (aloud or internally) during each session. Answering "ditto", "same as last time" or simply pasting from a prior record are not suitable responses.
- Please proofread for spelling, grammar and formatting; these are collegial documents.
- Records will be returned, with comments and homework, to students at the following ID or within 30 days.
- Students should review the returned records and follow the suggestions made.

2 Case Studies (Certification Only)

Once a student has completed the Core Series, 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 during individual sessions to following a person over time. Following an individual's process over time highlights the healing potential of Craniosacral work. We can see how change often comes in non-linear ways and how a 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.

Two case series are required; each case study includes:

- 5 Craniosacral sessions with the same person;
- meeting once every 2 weeks over 3 months;
- 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 present at 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 acknowledged as complete before sitting for the oral evaluation. *If logistical considerations create a barrier to completion of the case studies, please notify the instructor as soon as possible.*

Exchanges with Fellow Students -- Homework

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 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 valuable opportunity to follow the inherent healing mechanism and use their techniques as appropriate, with educated feedback.

Professional Sessions -- Homework

Certification students must receive a series of 10 professional sessions from an experienced craniosacral therapist. These professional sessions give 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 their 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 therapist works and learn how a therapeutic relationship develops. For this reason, students are asked to receive the required 10 sessions from the same craniosacral therapist. Please make sure that you follow the following requirements to ensure that your professional sessions are accepted:

- A list of approved therapists is on the Crafted Touch website, please select one of them.
- If you plan on starting your professional sessions prior to the beginning of your certification program, you must have these sessions preapproved by the teacher to have them accepted.

- If you have concerns or limitations in receiving from a single craniosacral therapist, 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. During class students are given feedback during exchanges and in one-on-one work with teachers. Feedback areas include, but are not limited to, understanding and performance of techniques with accuracy, quality of touch, development of perception/assessment, appropriateness of conduct with clients, and professionalism.

Tracking Your Progress

Students are given a "check list" to record the student exchanges and professional sessions for Core Series and Certification. *It is the individual student's responsibility to complete the dance card in a timely manner.* Certification students will be notified of evaluation results via email. For Certification candidates, all requirements must be complete before scheduling their final evaluation.

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. During the Core 4 class we reserve time to hear from students directly about their experience.

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.*

Your Emotions

Cranial work is a 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. These courses are foremost a professional training and therefore limited in their ability to deal in-depth with therapeutic issues of students. If these interfere with student learning or your ability to participate in the educational community, we ask that students seek professional support.

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. 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. 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 Craniosacral 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 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 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 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 and assistants 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.) 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/internet 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 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.

Individual Supervision Sessions

Supervision sessions are 30-75 minutes in length and are prorated at a rate of $140/hour, 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 regard 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 toward 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. 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 $150/hour for 1-2 students; $250/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 to reflect 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 Therapist (Core Series) or Certified Craniosacral Therapist (CCST – for Certification program).

Administrative Information

Calendar

Feb 20-22, 2026	Craniosacral Introductory Workshop
Apr 17-19, 2026	Elective – *Supporting the Brain – Concussion, Centralized Pain, and Select Pathologies*
Jun 5-7, 2026	Craniosacral Introductory Workshop
Jun 26-28, 2026	Elective – *Cranial and Fascial Balancing for Newborns*
Sep 11-13, 2026	Craniosacral Introductory Workshop
Oct 16-18, 2026	Elective – *Visceral Mobilization: Freeing Fascial Layers among the Organs*
Nov 4-7, 2026	Core 1 - *Transverse Structures, Pelvis and Mandible, and Cranial Wave*
Dec 7, 2026	Integration Day 1
Jan 14, 2027	Integration Day 2
Jan 15-17, 2027	Elective – *Myofascial Balancing for Craniosacral Therapists*
Feb 17-20, 2027	Core 2 – *Synovial Joints, Air Sinuses, Unwinding, and Mid-Tide*
Mar 18, 2027	Integration Day 3
Mar 19-21, 2027	Elective – *Cranial Nerve Mobilization: Freeing the Tethers*
May 12-15, 2027	Core 3 - *Sphenoid, Cranial Vault, Facial Bones, and the Long Tide*
Jun 24, 2027	Integration Day 4
Jun 25-27, 2027	Elective – *Unwinding the Birth Pattern – In Adults & Infants*
Aug 11-14, 2027	Core 4 - *Inherent Treatment Plan, Treatment Strategies, Cranial Sutures and Membranes*
Oct 15-17, 2027	Elective – *Visceral Listening: Enhancing Motility of the Organs*

All classes are 9:30 am - 5:30 pm unless otherwise indicated.

Client Record Due Dates

Core 2 on Feb 17, 2027	15 records
Core 3 on May 12, 2027	15 records
Core 4 on Aug 11, 2027	15 records

Training Expenses – Workshop, Core Series, Certification, Electives

Effective 10/1/25 -- sales tax is included for class and program registrations and is a mandatory fee. Sales taxes are current as of 1/31/26 and may periodically change.

Craniosacral Introductory Workshop

Class Fee: $395 + $41.68 sales tax = $436.67

- Reviewer's Rate: $270 + $28.48 sales tax = $298.48 if you have previously taken the class
- A $100 deposit plus full sales tax will hold your place in class (see page 24 for details).
  - Deposit at Regular rate: $100 + $41.68 sales tax = $141.68
  - Deposit at Reviewer's rate: $100 + $28.48 sales tax = $128.48

Core Series Program

Tuition (includes Core Classes & Integration Days):		**$3,210.00**
Sales Tax		$ 338.66
Total Tuition		**$3,548.66**
Foam Pad (Strongly Recommended -- Estimated)	$ 180	
Skull (Strongly Recommended -- Estimated)	$33-350	
Total Additional Expenses		**$530.00**
Total Core Series Program Expenses		**$3,548.66-$4,078.66**

Certification Program

Tuition (includes Core, ID, Electives, Evaluations):		**$5,695.00**
Sales Tax		$ 600.82
Total Tuition		**$6,295.82**
10 Professional Craniosacral sessions (Required)	$ 1,100	
Books (Required)	$ 100	
Foam Pad (Strongly Recommended)	$ 180	
Skull (Strongly Recommended)	$33-350	
Total Additional Expenses (Estimated)		**$1,200 - $1,730**
Total Certification Program Expenses		**$7,495.85 - $8,025.82**

Elective Classes

Class Fee: $470 + $49.58 sales tax = $519.58

- In Program Rate: $440 + $46.42 sales tax = $486.42 -- For Participants who are currently enrolled or have graduated from Lauren Christman's Craniosacral Core Series or Certification Programs and who are taking Elective classes for CE purposes
- Reviewer's Rate: $300 + $31.65 sales tax = $331.65 for any participant who has previously taken the class
- A $100 deposit will hold your place in class (see page 24 for details).
  - Deposit at Regular rate: $100 + $49.58 sales tax = $149.58
  - Deposit at In-Program rate: $100 + $46.42 sales tax = $146.42
  - Deposit at reviewer's rate: $100 + $31.65 sales tax = $131.65

Training Expenses & Payment Plans – Transferring from Core Series to Certification

If a student initially begins their craniosacral training with the Core Series Program, at any time with permission from the teacher, the student can transfer into the Certification Program. There are no penalties, transfer fees or price changes for doing so.

Once the student has permission from the instructor, notify the Therapeutic Training Center to process the transfer which will require a new contract and payment plan. All Elective classes that have been completed prior to transferring will be considered in determining a student's Certification Program requirements. For students who have completed some or all their Electives, their transfer price will vary from the pricing below which assumes that no Elective classes have been previously taken.

Training Expenses for Transferring from the Core Series Program into the Certification Program

Elective Classes - 4	$1,760	
Additional Tuition (2 client case studies)	$ 125	
Certification Evaluations	$ 600	
Tuition		**$2,485.00**
Sales Tax		$ 262.17
Total Tuition		**$2,747.17**
10 Professional Craniosacral sessions (Estimate)	$1,100	
Books (Estimate)	$ 100	
Total Additional Expense		**$1,200.00**
Total Certification Expenses as an add-on to the Core Series		**$3,947.17**

Payment Plans for Transferring from the Core Series Program into the Certification Program

Elective Class 1	$ 440.00	Due: on or before the first day of class
Elective Class 2	$ 440.00	Due: on or before the first day of class
Elective Class 3	$ 440.00	Due: on or before the first day of class
Elective Class 4	$ 440.00	Due: on or before the first day of class
Additional Tuition	$ 125.00	Due: the day approved into the program
Certification Evals	$ 600.00	Due: the day approved into the program
Sales Tax	$ 262.17	Due: the day approved into the program
Total Tuition	**$2,747.17**	

At the time of transferring from the Core Series to the Certification, students may ask for a custom payment plan if they have not completed the Core Series Program and want to merge the two payment plans together.

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Payment Plans – Core Series and Certification Programs

** **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.*

Core Series Payment Plans - Base Tuition is $3,210

Option 1 4-Payment Plan

Deposit*:	$ 270.00	Due: deposit due upon registration; $100 non-refundable
Quarter 1	$ 865.00	Due: on or before November 4, 2026
Quarter 2	$ 865.00	Due: on or before February 17, 2027
Quarter 3	$ 865.00	Due: on or before May 12, 2027
Quarter 4	$ 345.00	Due: on or before August 11, 2027
Tuition	$3,210.00	
Sales Tax	$ 338.66	
Total Tuition	$3,548.66	

**Option 1 Sales Tax: $28.48 sales tax will be due with the deposit and $310.18 due with the first payment on November 4, 2026 for a total of $338.66 in sales tax.

Option 2 Upfront Payment

Initial Deposit*:	$ 270.00	Due: deposit due upon registration; $100 non-refundable
Tuition Balance	$2,940.00	Due: on or before November 4, 2026
Tuition	$3,210.00	
Sales Tax	$ 338.66	
Total Tuition	$3,548.66	

**Option 2 Sales Tax: $28.48 sales tax will be due with the deposit and $310.18 due with the first payment on November 4, 2026 for a total of $338.66 in sales tax.

Option 3 Monthly Payment Plan

Initial Deposit*:	$ 270.00	Due: deposit due upon registration; $100 non-refundable
November 4, 2026	$ 640.00	
December 7, 2026	$ 305.00	
January 14, 2027	$ 305.00	
February 17, 2027	$ 305.00	
March 18, 2027	$ 305.00	
April 16, 2027	$ 305.00	
May 12, 2027	$ 305.00	
June 12, 2027	$ 160.00	
July 12, 2027	$ 155.00	
August 11, 2027	$ 155.00	
Tuition	$3,210.00	
Sales Tax	$ 338.66	
Total Tuition	$3,548.66	

**Option 3 Sales Tax: $28.48 sales tax will be due with the deposit and $310.18 due with the first payment on November 4, 2026 for a total of $338.66 in sales tax.

** **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 $5,695

Option 1 Flex Payment Plan

Initial Deposit*:	$ 350.00	Due: deposit due upon registration; $100 non-refundable
Quarter 1	$1,005.00	Due: on or before November 4, 2026
Quarter 2	$1,005.00	Due: on or before February 17, 2027
Quarter 3	$1,005.00	Due: on or before May 12, 202
Quarter 4	$ 570.00	Due: on or before August 11, 2027
Elective Class 1	$ 440.00	Due: on or before the first day of class
Elective Class 2	$ 440.00	Due: on or before the first day of class
Elective Class 3	$ 440.00	Due: on or before the first day of class
Elective Class 4	$ 440.00	Due: on or before the first day of class
Tuition	$5,695.00	
Sales Tax	$ 600.82	
Total Tuition	$6,295.82	

**Option 1 Sales Tax: $36.92 sales tax will be due with the deposit and $563.90 is due with the first payment on November 4, 2026 for a total of $600.82 in sales tax.

Option 2 Upfront Payment

Initial Deposit*:	$ 350.00	Due: deposit due upon registration; $100 non-refundable
Tuition Balance	$5,345.00	Due: on or before November 4, 2026
Tuition	$5,695.00	
Sales Tax	$ 600.82	
Total Tuition	$6,295.82	

**Option 2 Sales Tax: $36.92 sales tax will be due with the deposit and $563.90 is due with the first payment on November 4, 2026 for a total of $600.82 in sales tax.

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*:	$ 350.00	Due: deposit due upon registration; $100 non-refundable
November 4, 2026	$ 755.00	
December 7, 2026	$ 635.00	
January 14, 2027	$ 635.00	
February 17, 2027	$ 635.00	
March 18, 2027	$ 635.00	

April 16, 2027	$ 635.00
May 12, 2027	$ 380.00
June 12, 2027	$ 345.00
July 12, 2027	$ 345.00
August 11, 2027	$ 345.00
Tuition	$5,695.00
Sales Tax	$ 600.82
Total Tuition	$6,295.82

**Option 3 Sales Tax: $36.92 sales tax will be due with the deposit and $563.90 is due with the first payment on November 4, 2026 for a total of $600.82 in sales tax.

$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. Sales tax for the full amount of the class is added to the deposit.

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 $3,210 of Tuition. Note: LDA is "Last Date of Attendance" (see #7 for details).

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

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 $3,335 of tuition (includes expense of 2 client case studies review for certification students).

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

   - 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 Evaluations: If a student withdraws before the start of the Core III class, the $600 evaluation fee is refundable. If a student withdraws after the start of the Core III class, the $600 evaluation 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 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:

- *Core Series Classes:* Students who are absent *more than 2 consecutive hours* of class or *up to 7 total hours* in a single Core class, must make up the time missed via a tutorial at the student's additional 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 7 hours in a single Core Class will be expelled from the program. The student may rejoin the program the following year. (See "Reenrollment" on page 27.) Make-up tutorials must occur prior to the next Core Class. (See "Tutorials" on page 18.)
- *Integration Days:* IDs are an integral part of the Core Series. Students need to attend each one 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 additional 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 "Elective Classes" on page 6 with regard to changing classes.)

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

Religious Accommodation

We will make good faith efforts to provide reasonable religious accommodations to students who have sincerely held religious practices or beliefs that conflict with a scheduled course/program

requirement. Students requesting a religious accommodation should make the request, in writing, directly to their instructor with as much advance notice as possible. Being absent from class or other educational responsibilities does not excuse students from keeping up with any information shared or expectations set during the missed class. Students are responsible for obtaining materials and information provided during any class missed. The student shall work with the instructor to determine a schedule for making up missed work.

Examples of religious accommodations may include: requesting a class date be rescheduled, rescheduling of an evaluation or arranging for an increased flexibility in assignment due dates.

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 Core class completed at the reduced reviewer's price of $400 and select integration days at the reduced reviewer's rate of $100 per class. Contact the president of the Therapeutic Training Center or the teacher for more details.

Faculty

Lauren Christman, LMT, CCST, BCSI/ATSI

Lauren has been a bodyworker since 1994; currently her practice focuses on craniosacral, visceral manipulation and structural integration/ATSI 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 (ATSI/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 Structural 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, Myofascial Balancing, Visceral and Cranial methods. With over 25 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 are 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; students provide a flower; writing utensils and a journal/notebook and a sheet. 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:** 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, bring your key card to access the elevator and come to the lobby. At the end of class, please return your key card to the front desk.
- **Bringing Food:** If you want to bring food, please bring it in a container that can keep it cool as refrigeration will not be available.
- **Water:** Please bring your own water container. The hotel does have bottled water available for a fee.
- **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. Some local restaurants deliver and there are multiple food delivery services.

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 is maintained and for lecture, a ratio of 1 teacher to 40 students is maintained.

Online Option for Integration Days

Integration Days are designed to be taught in an in-person classroom. However, the Therapeutic Training Center and the Teacher may decide to hold some or all the Integration Days online via Zoom. Students will be informed in advance if an Integration Day is changed to online learning. For Integration Days held online, students will need internet access which includes video and sound access (smartphone, tablet, laptop or desktop with appropriate camera and microphone). Login details will be provided in advance of the online Integration Day.

Infectious Conditions and Classroom Policies

While in the classroom, our goal is to maintain a healthy environment for learning, and to decrease the chance of disease transmission. Our specific policies for hygiene, masking and social distancing are responsive to local conditions, as defined by the Board of Health and other scientific agencies gathering real-time data. While the risk of infectious conditions is low, we clean hands and surfaces routinely and masking is optional. (While practicing intraoral work specifically, we ask that the practitioner mask.) Should risk of infectious conditions be moderate or high, masking and social distancing would also be put in place (to varying degrees depending on the level of risk). Students will receive written or email notice should our masking requirement change.

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 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 throughout the training.

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. Because of the rigors of the curriculum, medical documentation may be required to ensure that a student is safe to learn and practice craniosacral therapy.

Statement of Ownership

Crafted Touch is an S-corporation, with officers Lauren Christman (President/Secretary) and Richard Polishuk (VP/Treasurer). 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

- 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

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