

Roger Gilchrist, RCST®, MA, RPE

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Year became RCST: 2001

Year became Approved BCTA/NA Teacher: 2001

Business Name: Wellness Institute

Primary Location: Washington, DC

Other Locations: New York City; Sydney Australia; Prague, Czech Republic

Biography: I am a transpersonal psychotherapist practicing Craniosacral Biodynamics and energy medicine. I am the author of the book *Craniosacral Therapy and the Energetic Body* and originally studied BCST with Franklyn Sills. Since, I have studied with osteopaths who were mentored by Robert Fulford, DO. I have had the privilege of teaching Craniosacral Biodynamics in seven countries. I continue to develop educational materials to support professional studies in this field. Massage therapy schools have affiliated with my school, Wellness Institute, to benefit from a highly acclaimed curriculum, BCTA approved teachers, and a ready-made program for professional training in Craniosacral Biodynamics.

Teaching Style: I teach in a unique process that fosters holographic learning. Teaching to various sensory modes and learning styles, using direct instruction, metaphor, and embellishing stories creates a multifaceted learning experience. My original background in mainstream healthcare provides integrative experience different from many BCST teachers. I view education as spiritual development.

Foundation Training Program: A day program, 4 or 5 day modules, approximately every 3 months. The entire training is about 2 ½ years.

Average Class Size: 16 - 20

Maximum number of students: 28

Teaching Staff to Student Ratio: 1 to 4

Related/Advanced Courses: I offer an advanced series combining energy medicine with BCST called NeuroEnergetic Therapy™. In 2019, I will teach a complete series on Nervous System Resiliency.

Required activities/fees: 150 hours of practice sessions held outside of class.

Distinguishing Class Features: My experience in mainstream healthcare provides a unique perspective in teaching BCST. The application of Craniosacral Biodynamics to

real-world situations and practical issues our clients present is emphasized throughout the training. A skills based orientation, grounded in the origins of this work, and at the same time expansive to the frontier of discovery, gives graduates effective ways of working with their clients.

Classes are big enough to provide diverse interaction, yet small enough to ensure personalized attention. Great attention has been given to building a strong teaching team for each training, including anatomy experts, integrative therapists, and professional educators. Additional educational support options include tutored study groups between seminars and professionally guided clinic experiences.