BIODYNAMIC CRANIOSACRAL THERAPY

A 700-Hour Diploma Program
at the Body Therapy Center & School of Massage
Swansea, Illinois

PRESENTED BY
MICHAEL J. SHEA, PH.D.

Co-sponsored by BTC and the
International School for Biodynamic Craniosacral Therapy
Dr. Michael Shea is one of the preeminent somatic educators and therapists today, an inspiring presenter who teaches throughout the United States and Europe. He premiered elements of this comprehensive training at the Body Therapy Center over the past several years. The upcoming 2004-2006 program follows these previous courses – and offers a truly dynamic and life-changing learning opportunity.

INTRODUCTION

The origins of craniosacral therapy date from the early 1900’s when William Garner Sutherland, Doctor of Osteopathy, discovered that the bones of the skull have motion. Over a period of fifty years, he learned to feel the motion of the cranial bones, to perceive the effect on the whole body from poor motion, and to help reestablish harmony to the body by manipulation of the bones and membranes.

His clinical experience revealed that altering the relationships and pressure of the craniosacral system did indeed have far-reaching effects within the client's nervous system and entire body. Then, six years before his death, he made a second discovery: he sensed a power generating a correction from the inside of a client's body without the influence of external forces by the therapist. Similar to Chi and Prana, the contact with what he called the Breath of Life changed his entire treatment focus to one of spiritual reverence and subtle touch.

PURPOSE

The purpose of Biodynamic Craniosacral Therapy is to restore Health and well being to both the therapist and their clients. This is a spiritually based therapy that has the capacity to find the cause of somatic dysfunction and to shift one's perspective towards wholeness. Soma – as we refer to it here – is the totality of lived experience in the body.

The Biodynamic approach focuses on orienting to the forces of Health that are preexisting within the body's own fluid physiology. This was perhaps Dr. Sutherland's greatest contribution: his observation that the effect of the Breath of Life as a Primary Respiration has the capacity to correct dysfunctions in the fluid body and soma. A therapist who has the ability to be respectful, open-hearted, gentle and loving with both their touch and their whole being facilitates this kind of healing. While the therapist is freed from needing to fix or repair the client, improvements in specific conditions may occur as a natural effect of the treatment.

This body of knowledge is able to relate with most dysfunctions in the soma if the therapist and client are willing to be still and sense the potency of Primary Respiration moving through them. In this model, illness is viewed as a loss of sensory contact with the Divine and natural worlds. Thus, the therapist skillfully acknowledges the client’s dilemma while listening for the Health that centers the disturbance. The therapist who has seeing, thinking, knowing hands and a big heart can experience this.

PROGRAM OVERVIEW

This 700-hour comprehensive training experience will focus on contact with Primary Respiration and its healing potency in the fluid body and soma. Unique because of its somatic foundation, the teaching direction of this program is grounded in developing presence, appropriate contact and clarity of intention within the practitioner’s own soma and embodied perception. Students will learn tools to contact the fluid biodynamic system with conscious awareness and
mindfulness. These skills are necessary to facilitate the therapeutic process.

Complementing this approach is considerable work with current theories and practices of affective neuroscience and embryology, as well as prenatal and perinatal psychology. Students will develop touch skills that identify and encourage the client’s spiritual and emotional resources. The training has a profound potential to access the heart of the soma’s self-correcting wisdom by accessing healing through the fluid biodynamics of the Primary Respiratory System.

**TRAINING FORMAT**

Offered by the International School for Biodynamic Craniosacral Therapy in conjunction with the Body Therapy Center and School of Massage, this **10-level program** consists of a total of **50 training days**, to be completed over a period of three years. Segments will be four to six days in length. There are **350 hours of classroom instruction, and 350 hours of external course requirements**.

The classroom instruction consists of a core training in sensory experience, mindfulness, neuro-anatomy, embryology, stress and trauma assessment, and somatic psychology. Careful attention is given to the ethical limits of craniosacral therapy, and the use of appropriate supervision and referral guidelines.

The program is approved by the Craniosacral Therapy Association of North America (CSTA-NA). Students who satisfactorily complete all requirements will be granted a diploma, and will be eligible to join CSTA-NA and use the professional designation: **Registered Craniosacral Therapist, or RCST.**

**FACULTY**

Michael J. Shea, Ph.D., born 1948 in Detroit, Michigan, is the owner-director of the International School for Biodynamic Craniosacral Therapy (ISBC) and has been teaching seminars since 1982 in Craniosacral Therapy, Myofascial Release (adult and pediatric), Visceral Manipulation and Somatic Psychology. He holds a Bachelor’s Degree in the Humanities from Loyola University, a Master’s Degree in Buddhist and Western Psychology from the Naropa Institute and a doctorate in Somatic Psychology from the Union Institute.

He is a Certified Advanced Rolfer, a Florida Licensed Massage Therapist, and a CSTA-NA approved instructor.

Since 1979 he has been studying with numerous cranial osteopaths as well as completed Advanced Visceral Manipulation with Dr. Jean Pierre Barral from France. He is adjunct faculty at the Santa Barbara Graduate Institute, teaching in the doctoral programs in psychology. Michael lives and maintains a private practice in Juno Beach, Florida with his wife, Cathy.

**TEACHING ASSISTANTS:** Dr. Shea will be assisted in this training by a team of experienced and dedicated Registered Craniosacral Therapists who are engaged in advanced study in the Biodynamic model. There will be a maximum student/teacher ratio of 5 to 1.

**CALENDAR**

**LEVEL 1:** The Breath of Life and the Relational Field (Dec. 10-14, 2003 or March 17-21, 2004).

*Note: this class may be taken by itself, or as the entry point for the program.*

**LEVEL 2:** The Autonomic Nervous System and the Diaphragms (July 21-25, 2004)

**LEVEL 3:** The Longitudinal Fluctuation in the Midline (October 20-24, 2004)

**LEVEL 4:** Birth Ignition and the CV4 (February 2-6, 2005)

**LEVEL 5:** Conception Ignition and the Midline (June 8-12, 2005)

**LEVEL 6:** Development of the Corticolimbic System (September 7-11, 2005)

**LEVEL 7:** The Heart and the Extremities (December 7-11, 2005)

**LEVEL 8:** The Viscerocranium (March 15-19, 2006)

**LEVEL 9:** Birth Ignition and Thoracic Respiration (June 7-11, 2006)

**LEVEL 10:** Rebalancing and Clinical Skills (September 6-10, 2006)
THE CURRICULUM IN DETAIL:

LEVEL 1: THE BREATH OF LIFE AND THE RELATIONAL FIELD

This level introduces students to the spiritual etiquette and skills necessary to come into appropriate and correct relationship with the Breath of Life, a therapeutic force named by Dr. Sutherland. Contact with its principal effect in and around the soma, called Primary Respiration, requires a sensitive heart, deep perception, and the art of listening. Time is spent learning how to establish presence, grounding, and appropriate boundaries between the therapist and the client. The delicate contact necessary to track fluid motility and to sense distortions in the fluid body is taught. Sensory practices are developed to differentiate the tidal body and fluid body effects of Primary Respiration in the soma. In addition, there is a focus on Primary Respiration as the foundation of Health from human embryology as well as the basic neuroanatomy of the cranium.

EDUCATIONAL OBJECTIVES:
- Differentiate the biomechanical and biodynamic models of craniosacral therapy: The history of Craniosacral Therapy
- Explore biodynamic theory: The soma, the fluid Body of potency, the tidal body of Primary Respiration and the state of Dynamic Stillness.
- Study the pre-existing Inherent Treatment Plan of wholistic health in the soma
- Negotiate contact and boundaries in a therapeutic relationship: The basic skills
- Sensory practice with the shoulder and pelvic girdles, feet, sacrum, occiput and transverse septum of the cranium

LEVEL 2: THE AUTONOMIC NERVOUS SYSTEM AND THE DIAPHRAGMS

This level of the training focuses on exploring the function of the Autonomic Nervous System (ANS) and its relationship with the dura mater and the 8 diaphragms in the soma. The neural regulation of emotions, stress, and trauma are mediated through the ANS and right hemisphere of the brain. When the ANS is in a chronic adaptive state, Primary Respiration and the potency of the fluid body are suppressed or forgotten by the soma as a whole and specifically the cranial membranes become irritated. Students will learn how to perceive therapeutic changes in the client in relationship to the ANS while oriented to Primary Respiration. The significance of achieving a therapeutic Neutral will be detailed. Specific skills of resolving stress are taught within the context of perceiving the Reciprocal Tension Membrane system of the cranium and sacrum. At this point in the training students begin to listen and assess the client’s capacity for change in the soma.

EDUCATIONAL OBJECTIVES:
- Explore the basic neurophysiology of the corticolimbic system of the brain
- Develop internal and external resources for resolving traumatic stress
- Experience temporal and parietal bone relationships
- Know the biodynamics of a therapeutic Neutral
- Evaluate the capacity for change process in the client

LEVEL 3: THE LONGITUDINAL FLUCTUATION IN THE MIDLINE

The focus of this level will be the palpation of the Longitudinal Fluctuation in the fluid body. Dr. Sutherland called this precise movement in the embryological midline the “Direct Current.” When it intersects with the brain, it generates lateral fluctuations. Together, these two vital phenomena in the fluid body permeate and vivify the entire soma with life force. They are the foundation of lived experience in the soma. When these fluctuations are compromised the fluid body idles and the soma becomes symptomatic and holds the symptoms as inertial fulcrums. Skills will be taught to differentiate the two fluctuating movements and evaluate its significance via exploration of the midline. Students will experience how imprints from stress and trauma in the fluid body are resolved and its relationship to inertial fulcrums in the soma. Finally, the therapeutic skill of achieving a state of balanced stillness in the fluid body will be taught.

EDUCATIONAL OBJECTIVES:
- Study the four stages of morphogenesis in the embryo and adult
- Learn the basic embryological development of the nervous system
- Explore sacral-occipital relationships
- Explore frontal-ethmoid bone relationships
- Experience and observe automatic shifting of inertial fulcrums in the soma
Level 4: Birth Ignition and the CV4

During this level students begin to palpate and track birth dynamics and its effect in the fluid body especially the fourth ventricle of an adult. Specific birth patterns in the cranium are taught especially in the sphenobasilar junction, occiput, and temporal bones. Study includes the most typical birth processes, the four stages of labor, and molding of the infant’s cranium. Students learn to palpate osseous strain patterns and differentiate interosseous movement from intraosseous motility. Students will learn to listen to the story of the client’s birth as it comes through the

Reciprocal Tension Membrane system of the dural meninges, cerebellum and occipital sacral axis. Further clinical work with therapeutic stillpoints will be presented.

Educational Objectives:
- Come into relationship with intraosseous strain patterns
- Study prenatal and perinatal psychology
- Understand birth as a CV4 (compression of the fourth ventricle)
- Palpate the sphenobasilar junction patterns
- Explore long axis decompression of birth dynamics

Level 5: Conception Ignition and the Midline

This level of the training is an overview of symbolic healing and the relationship between the Breath of Life as biomythology, the therapist as ritual leader and depth psychology. Students will explore the conception ignition process of Primary Respiration in relationship to the embryological midline. The morphogenesis (3-dimensional shaping) of Primary Respiration into the form and function of the soma occurs in relationship to the notochordal midline of the embryo. This requires deeper sensory ability to explore distinctions between the tidal body, the fluid body and the soma. Skills include experiencing the embryological midline, which becomes the basi-sphenoid and basi-occiput at the top. The 5 stages of sensing conception ignition from synchronization to augmentation, ignition, permeation and disengagement are present.

Educational Objectives:
- Understand the embryological origins of the midline
- Study the role of creation mythology in biodynamic practice
- Perceive the original matrix of health in the tidal body
- Differentiate potency in the third ventricle for healing
- Discover the therapeutic value of sacred space

Level 6: The Development of the Corticolimbic System

The focus of this level is on the embryological origins of the corticolimbic system, especially the right hemisphere of the brain. Specific information will be presented on emotions via brain development through to the second year of life after birth. The point of view in this training is that the most fundamental purpose of the brain is to regulate affective states and learn to predict the future. Students will study the sequence of events that leads to appropriate self regulation of emotions including the importance of the four types of the infant-maternal attachment and bonding process. This sequence of development imprints the soma and fluid body of the Primary Respiratory System for life. Biodynamic skills will be taught to enhance self-regulation of emotions and help clients to resolve numerous prenatal and perinatal effects in the visceral system. Further emphasis is placed on the development of the cranial base and the midline.

Educational Objectives:
- Study the ontology of the brain development
- Differentiate the social and emotional nervous systems from the autonomic and enteric nervous systems
- Understand the importance of projection and transference in a therapeutic relationship
- Develop perceptual skills to distinguish between biodynamic and biokinetic movements in the Primary Respiratory System
- Explore biodynamic approaches to visceral manipulation
Level 7: The Heart and the Extremities

This level will be an exploration of heart. The heart has 4 levels of sensibility that are the focus of the internal perception of the therapist at this level of training. They are: need, service, love and surrender to the divine. Contemplative skills will be taught to clarify this perception. Teaching focuses on the cerebrovascular system and it’s embryological origins. Special attention is placed on perceiving Primary Respiration as a therapeutic force in the heart and its relationship to the embryo. Therapeutic skills to establish freedom within the cerebrovascular system of the soma, especially the venous sinus system of the brain, will be demonstrated. Specific sensory practices will be taught for freeing held stress in the upper and lower extremities.

EDUCATIONAL OBJECTIVES:
• Practice cerebrovascular palpation skills for the head and neck
• Experience biodynamic approaches to freeing the heart
• Work with stress and trauma frozen in the extremities

Level 8: The Viscerocranium

This level looks at the embryological origins of the cranium and the upper end of the enteric or gastrointestinal system. Students study the importance of the pharyngeal arches of the embryo and how the cranium develops from the three different germ layers of the embryo. The focus is on developing the skill of integrating the viscerocranium (the facial bones as the hard covering around the upper end of the gastrointestinal tube) with the membranous neurocranium (the vault bones around the brain) and the cartilagenous chondrocranium (the cranial base). Therapeutic skills include detailed work between the embryological seams generated by the pharyngeal arches starting at the heart and moving up to the neurocranium.

EDUCATIONAL OBJECTIVES:
• Study the embryological origins of the face and hard palate
• Understand the 12-pairs of cranial nerves with a focus on the polyvagal system
• Perceive the pharyngeal arch derivatives
• Experience the fluid body in the viscerocranium
• Differentiate the midline of the face and cranial base via the ethmoid and vomer

Level 9: Birth Ignition and Thoracic Respiration

The main emphasis of this level is the second part of the birth ignition process involving the central nervous system (CNS) and respiratory system at birth. CNS motility is explored from its fulcrum in the third ventricle and the decompression of the birth process is re-emphasized from work already practiced in level 4. The relationship and orientation of the first breath of the infant to Primary Respiration and the diaphragms of the trunk and pelvis are studied experientially. This is the second part of birth ignition. Included in this level is information on cesarean-sections, vacuum extraction, breech presentation, and forceps deliveries. These interventions are studied from the point of view of shock and trauma held in the visceral system. The effect of anesthesia shock on the fluid body and soma is explored.

EDUCATIONAL OBJECTIVES:
• Sense the motility of the ventricles and brain
• Learn to work with umbilical affect
• Study basic family systems theory and the foundations of pediatric craniosacral therapy
• Palpate the effect of the infant’s first breath with Primary Respiration and autonomic nervous system
• Learn how to listen to the story of the birth process in the soma and fluid body
Level 10: REBALANCING & CLINICAL SKILLS

This level of training will focus on the therapeutic skills necessary to rebalance a client's Primary Respiratory System from treatment reactions. Specific attention will be paid to the spine, balance above and below the foramen magnum and balance through the sacrum and feet. In addition, specific skills will be taught to rebalance the soma, the fluid body and the tidal body by contacting deeper levels of stillness. Dynamic Stillness is taught through forming a relationship with one's pre-conscious totality. Emphasis is placed on the importance of clinical supervision and mentoring in the career development of a biodynamic craniosacral therapist. This level also will include a graduation ceremony and individual student presentations of research projects prior to graduation.

EDUCATIONAL OBJECTIVES:
• Review of clinical applications and therapeutic skills
• Working with treatment reactions
• The 7-levels of stillness
• Overview of the whole biodynamic treatment process

GENERAL INFORMATION AND POLICIES

The program consists of 700 total hours. There are 350 hours of classroom study divided into theoretical and practical, plus 150 hours of practice treatments on clients at home, 50 hours of credit for a written project, and 150 hours of credit for required out-of-class assignments.

Between each training module, there is required home study, reading and drawing, documentation of clinical practice and work on a creative project. A training assistant will be assigned to each learner to track their progress in the program.

Upon satisfactory completion of all curriculum requirements, including an open book final exam, students will be awarded a diploma documenting their training in Biodynamic Craniosacral Therapy. Graduates of the program are eligible for membership in the Craniosacral Therapy Association of North America (CSTA-NA).

Since psychological issues may arise during the program, participants are required to have therapeutic resources arranged for themselves between each level of the program. Although the material is presented allowing for time to integrate the work and to come into balance, some issues could require further exploration with a qualified practitioner.

Admissions Process

Applicants to this program shall:

a) Be a graduate of a licensed school of massage or bodywork therapy, acupuncture or naturopathy with a 500+ hour curriculum, or be a licensed physical therapist, occupational therapist, chiropractor, medical doctor, registered nurse, etc.

Other applications may be accepted upon review.

b) Submit the Application Form with all requested documentation and $50 fee; and

c) Complete Level 1 in Biodynamic Craniosacral Therapy with the ISBC.

Note: All applicants are required to begin with the Level 1, regardless of previous training in craniosacral therapy they may have taken with Dr. Shea prior to May 1, 2003 or with other teachers. Applications may be submitted before taking the Level 1, however, students will not be accepted until all admissions requirements are fulfilled.

Once accepted into the program, students will be required to sign and return an Enrollment Contract along with payment of $1190 for Levels 2 and 10 to confirm their participation in the program. Please see page 8 for other financial information.

Admission into and/or dismissal from this program is based on both objective and subjective criteria, and is entirely at the discretion of the International School for Biodynamic Craniosacral Therapy and the Body Therapy Center.

Program Learning Objectives

1. For the student to come into a deeper relationship with themselves and develop the capacity for self-regulation. This includes differentiating with well bounded contact the psychological, emotional, spiritual and physical elements of their life.

2. For the student to deepen an instinctual relationship with the natural world as it connects their soma to the environment. This includes an exploration of the forces of unconditional health found in and around the soma. The student's capacity to access the world of spirit and the living soma is primary.

3. For the student to understand clients' pain and suffering. This includes the ability to hold and contain states of stress, trauma and shock in the client's soma and fluid body – with a deep love in their heart.

4. For the student to have unconditional presence and a witness consciousness in order to be in a >>>

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therapeutic and fully embodied relationship with the client. This also includes the ability to navigate the Standards for Practice set forth by CSTA-NA.

5. For the student to understand the human body in its embryological, fetal and perinatal stages of development. This includes seeing health and healing through the lens of creation mythology and depth psychology.

FINANCIAL INFORMATION

Tuition for the Level 1 introductory class is $595. Full fee or $200 deposit must accompany registration to reserve a space. Any balance must be paid no later than 30 days before the class. Cancellation of registration at least 14 days prior to the class – full refund given. Cancellation with less than 14 days to the class – no refund or credit given for any reason.

(A special tuition rate of $250 will apply in the case of those registering for Level 1 who have taken a Level 1 class with Dr. Shea prior to May 1, 2003.)

Tuition for Levels 2-10 is $595 each. There is a $1190 Tuition Deposit for Levels 2 and 10 which shall accompany the signed Student Enrollment Contract. The tuition for Level 10 is non-refundable. The payment of $595 for each of Levels 3-9 is due 30 days before the start of each Level. Payments received late will be subject to a $50 Late Fee.

Other Costs. Required textbooks for the program will cost approximately $200. Students will also be required to receive a minimum of 10 treatments from CSTA-NA Registered Craniosacral Therapists. Cost of these sessions will range from $50-80 each.

Student Loans. ISBC works with the Tuition Finance Corporation to make career training loans available to students. These loans feature repayment terms of 1-15 years and reasonable interest rates. Complete information and loan applications are available from the ISBC Office.

CONTINUING EDUCATION CREDITS

ISBC is designated as an Approved Provider for Continuing Education by the National Certification Board for Therapeutic Massage and Bodywork. This diploma program will provide 350 contact hours of continuing education credit for practitioners who are Nationally Certified. It also meets the continuing education requirements for professional members of AMTA and ABMP. Practitioners should check their specific state licensing requirements to determine whether these contact hours apply towards license renewal.

Upon request, students may receive a transcript of classroom hours completed, if needed to document earned CEU’s while the training is in progress.

ABOUT THE TRAINING ENVIRONMENT

Body Therapy Center is located in Swansea, Illinois – a rural community across the Mississippi River from St. Louis. The school is situated in a wooded area with easy access to restaurants, shopping and hotels. BTC has a spacious and well-equipped classroom building, which makes it an excellent facility for whole-person education in the Midwest.

Information about travel and lodging arrangements will be sent with registration, or upon request.
APPLICATION FORM
700-Hour Biodynamic Craniosacral Therapy Diploma Program

NAME ___________________________ DATE of BIRTH ___________________________

ADDRESS, STATE & ZIP __________________________

HOME PHONE ___________________________ WORK PHONE ___________________________
CELL PHONE (optional) ___________________________

PRESENT OCCUPATION ___________________________ SOCIAL SECURITY # ___________________________

EMPLOYER & LOCATION ___________________________

APPLYING for PROGRAM BEGINNING ON ___________________________ E-MAIL ___________________________

Please give specific and detailed answers to the following questions. Typewritten responses only.

1) Discuss your purpose for enrolling in this training program, and what you hope to gain from it. What are your personal goals; your professional goals?

2) Briefly describe your work experience and life experience during the past five years (you may include a resumé). Outside of work, what are your current interests/hobbies/activities?

3) Describe your academic background – including massage school and/or other bodywork training. List all schools attended, graduation dates, and whether you received a certificate, diploma or degree.

4) Describe your current professional practice – the nature of this practice, average # of clients per week, years in practice.

5) Describe any training or prior experience you’ve had in craniosacral therapy – either through workshops, formal training, or apprenticeships.

6) Have you received craniosacral therapy in some form? List number of sessions in the past two years, and whether this work was from an osteopath or bodyworker.

7) Describe your plan for budgeting the time that you’ll need to meet the requirements of the program, both in and out of class. How will this program fit into the other aspects of your life? What kind of support system do you have to call on?

8) If accepted into the program, describe how you plan to finance your tuition and training expenses.

9) Have you ever been convicted of a felony or misdemeanor crime? List dates and details.

10) How did you find out about this training program?

You must also complete the Health History Form on the other side of this page

• Send the following: 1) completed Application and Health History Form, 2) a recent passport-style photograph of yourself, and 4) $50.00 Application Fee to:

INTERNATIONAL SCHOOL FOR BIODYNAMIC CRANIOSACRAL THERAPY
PO Box 14760, North Palm Beach, FL 33408 • 561-863-3350 / 561-863-4409: fax

• Admission to this program is entirely at the discretion of its co-sponsors: The International School of Biodynamic Craniosacral Therapy and the Body Therapy Center. Applicants will receive notification of the admission committee’s decision within 30 days of the completion of all admission requirements stated in the Course Catalog.
IMPORTANT NOTE: The Biodynamic Craniosacral Therapy Diploma Program is a deep and rigorous process, by its very nature. This Health History Form will assist the school in evaluating whether the applicant has the physical, mental and emotional resources necessary for a successful experience in the training program. All information disclosed will remain confidential; this form will be kept in the student’s permanent file. Please give specific and detailed answers to all questions. Use an additional sheet of paper (as needed) to answer the questions below:

YOUR PHYSICAL HEALTH ✓ CHECK ANY OF THE FOLLOWING WHICH MAY APPLY:

- Muscular/Joint Problems
- Allergies
- Skin Conditions
- Neurological Problems
- Headaches/Migraines
- Environmental Sensitivities
- Spinal/Skeletal Problems
- Cigarette Smoking
- Digestive Problems
- High/Low Blood Pressure
- Heart Conditions
- Diabetes

1. Describe any past injuries, accidents, traumas or surgeries you have experienced. Please list the approximate dates for each, and the treatment you received.

2. Are you currently under a physician’s care? (medical doctor, chiropractor, osteopath, naturopath) ________________
   If yes, list each provider’s name, address and phone number.

3. Describe any and all diagnosed medical conditions you currently have.
   List when the condition was diagnosed, and any treatment regimen you are currently receiving.

4. List all prescription and non-prescription medications you are currently taking for these conditions.

5. Do you have any known history of physical or sexual abuse? ________________
   Have you been treated for alcohol, drug or substance abuse? ________________
   If yes, list any counseling or treatment you have received, along with the dates of treatment and the name of the provider.

6. Describe what you know about your own birth (type of birth, medical interventions, etc.)

YOUR MENTAL & EMOTIONAL HEALTH

7. Describe any and all diagnosed psychological or emotional conditions you currently have. Please be specific and detailed.
   List when the condition was diagnosed and any course of treatment you have received previously for this condition, OR treatment you are currently receiving.

8. List any prescription medications you are taking for these conditions.

9. Are you working with a counselor, psychologist, psychotherapist, social worker or psychiatrist at present? ________________
   If yes, list each provider’s name, address and phone number.

10. Do you have any diagnosed learning disabilities? ________________
    List the condition, along with treatment received.

11. Describe any difficulties/challenges you have with either classroom learning or at-home study work.

By my signature here, I acknowledge that I have answered these questions to the best of my knowledge. I am aware that failure to disclose any information requested on this form may result in dismissal from the school at a later date. I agree to update the school as to any changes in my health status while enrolled in the Biodynamic Craniosacral Therapy Diploma Program. Furthermore, I authorize you to contact the health care providers I have listed on this form, to obtain more information about any conditions which may affect my ability to participate in this Program.

PRINT NAME __________________________ DATE ____________

APPLICANT’S SIGNATURE __________________________