

Cranio-Sacral ~ A Healing Art

Student Handbook

*Core Series &
Certification Program*

Natural Health Resources Center

Therapeutic Training Center

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Overview

The purpose of this handbook is to give you an overview of the Core Series and Certification Program, requirements, logistics, and expectations. We hope that a thorough understanding of our guidelines will make things easy for you and allow you to achieve the greatest success in your training. As you read through this handbook, please keep in mind that these requirements and guidelines have been created through time and experience with the intention of providing a safe, knowable, and sacred space and a solid foundation for learning and personal and professional development.

Admittance

- Students enrolling in these trainings need to have completed a minimum of 500 hours of education or be a licensed professional in one of the following healthcare professions: massage therapy (body-centered therapy), naturopathy, chiropractic, acupuncture, physical therapy, occupational therapy, nursing, osteopathy, or medicine.
- Enrolling students need to have therapeutic resources available to be supported in the personal development work that is bound to happen in this training.
- The Cranio-Sacral Therapy: Introductory Workshop is a prerequisite for entrance into both the Core Series and the Certification Program.

Overview of the Core Series

The Core Series serves as the cornerstone of Cranio-Sacral work. It provides instruction and practice of the most important tools—stillness and presence, as well as the hands-on techniques, anatomy and physiology related to this work. Students will learn to perceive the cranial wave, mid tide, and long tide, and they will learn to use them fluidly to respond to numerous widespread problems and client issues. Students will practice many activities to develop their communication skills, intuition, and ability to perceive the client's overall energy and life force. Students receive a certificate of completion upon satisfying the requirements of the program. This 12-month training consists of:

- 4 Core Classes, each 32 hours over 4 days (128 hours)
- 5 6-hour Integration Days (30 hours)
- 75 Client Records (150 hours)
- 2 two-way exchanges with fellow students between each class (9 hours)
- Total of 158 in-class clock hours

Prerequisite -- Cranio-Sacral Therapy: Introductory Workshop or by permission of the Instructor.

Overview of the Certification Program

Certification in Cranio-Sacral therapy gives practitioners added credibility with their clients and allows them to offer this work with increased confidence. It will also allow students to work with the students that come into the training after their graduation. With your permission, NHRC will put graduates on their referral list on its website.

The Certification Program is expressly designed for students who want to dedicate themselves to mastering Cranio-Sacral therapy. It offers a highly focused, in-depth training with the support, exploration, supervision, and feedback necessary for students to develop a full Cranio-Sacral practice with competence and confidence. This program is based on the theories and techniques developed by William Sutherland and is also influenced by the work of John Upledger, Hugh Milne, and the biodynamic approaches to Cranio-Sacral work. The Core Series is the backbone of Cranio-Sacral knowledge and application. The Advanced Classes provide the meat on the bone, as they enable the students to expand their intuition, personal depth, and their trust in their healing abilities.

The Certification Program will move students beyond the limitations of technical, fix-it approaches and prepare them to listen to the soul of their client, touch the mystery of their client's being, and accompany their clients through their discomfort, pain, and pathologies toward genuine healing.

Certification Program requirements are as follows:

- 4 Core Series Classes, each 32 hours long over 4 days (128 hours)
- 5 6-hour Integration days (30 hours)
- 3 Advanced Classes (84 hours)
- 100 Client Records reviewed (200 hours)
- 16 two-way exchanges with fellow students (24 hours)
- 10 professional sessions received (15 hours)
- Successful completion of 3 exams (6 hours)
- Required readings
- Study time
- Total of 487 hours of class and extra-curricular activities (not including reading/study time)
- Total of 248 in-class clock hours

Prerequisite -- Cranio-Sacral Therapy: Introductory Workshop or by permission of the Instructor.

For optimum learning, students are asked to complete Certification within 12 months of completing the Core Series.

Cranio-Sacral Therapy: Introductory Workshop

This class introduces the basic Cranio-Sacral techniques and provides the analytical understanding of the related anatomy, physiology, and pathology including the core link between the cranium and sacrum, the cranial wave, and individual cranial bones. In addition to the technical and analytical learning, students will practice techniques to develop sensitive hands, an open heart, and the inner stillness needed to apply this work. At the end of this class, students will have the foundation for cranial therapy, including the theories, the personal presence, the ability to perceive the cranial rhythm, and the most fundamental hands-on techniques in Cranio-Sacral therapy. This class is a pre-requisite to the Cranio-Sacral Certification Program, Core Series, and some Advanced Classes.

Core Series

Core I: Cranial Vault, Facial Bones, and Cranial Wave

In this class students will learn to work with the transverse structures of the body, which can limit the longitudinal flow of the CSF. The class will also provide an introduction to unwinding, following the cranial rhythm to where it prefers to go in order to find still point, and alternatives to habitual patterns. An in-depth introduction to meditation will help students to develop the ability to be present.

Core II: Sphenoid, Mandible, and Mid-Tide

This class provides an opportunity to become deeply familiar with the sphenoid and the mandible, two of the most important bones in cranial work. Being able to work with these bones will provide students with an ability to balance many structures throughout the body, including the sacrum. Students will also expand their intuition through exercises with psychometry. The introduction to the mid-tide will provide students with entirely new ways to address their client's issues.

Core III: Pelvis, Sacrum, Air Sinuses, and Long Tide

This class is dedicated to working with the pelvis and air sinuses, both areas of distress for many of our clients. Students' skill level will increase through putting their hands onto the teacher or the assistant. Students' abilities as healers will improve through learning the Chakra system and how to work with it. The long tide will move their understanding of individual problems far beyond the personal to a level of interconnectedness of all.

Core IV: Cranial Sutures, Ventricles, Membranes, and All Tides

In the fourth class in the Core Series, students will learn even more technical skills. It focuses on understanding cranial work on the deepest level through following an inherent treatment plan intrinsic to each person students touch as they move fluently between all three levels of the tide. Students will learn several meditations which they can do with their clients to help access their client's deepest inner knowing--the soul. A protocol working with acupuncture points known as "Window of the Sky" will provide students with a powerful tool to work with the emotional and spiritual issues their clients might have.

Integration Days

The four workshops of the Core Series are packed with material. This material needs to be integrated between the classes in order for the student to absorb and learn new material. Integration Days (IDs) occur monthly between workshops to give the student an opportunity to seek supervision on issues related to the application of their learning, client sessions, as well as review and deepen their technical ability and understanding of the material. IDs also allow for the community of students to deepen their connection and set up exchanges or study groups with one another. To embody Cranio-Sacral therapy, one needs to be exposed to its philosophy and application on a consistent basis over a period of time. One needs the encouragement and support for some time to integrate it into the solitude of one's practice.

IDs are an integral part of the Core Series. Students need to attend them all. Missed Integration Days are required to be made up as tutorials at the student's additional expense.

Note: IDs are generally scheduled on Mondays. The office will do its best to accommodate students from out of town in regards to scheduling.

Advanced Classes required for Certification

For our work as Cranial-Sacral practitioners, it is crucial that we explore our own beings and know ourselves. There is pain and suffering with all of us. When we let ourselves experience the depth of this reality, we realize that we are far more than this, and we experience our connection to all people as well as a greater wisdom at work in this world. When we do our own personal work, we enhance our ability to stay present with our client's pain without feeling compelled to fix them.

Certification students are required to take a minimum of 3 Advanced Classes. It is very strongly recommended that students take the following classes:

- *Therapeutic Communication: What to do When Emotions Arise*
- *Visceral Listening Techniques*
- *Unwinding: The Key from Trauma to Health*

However, students do have the option to choose. By the end of Core I, students must select their three Advanced Classes. Certification students may change one Advanced Class registration during the program without being charged a fee but the change must be made at least 30 days prior to the class' start date, or a \$100 late fee will be charged, to be paid to Natural Health Resources Center. Any additional Advanced Class registration changes will be subject to a \$100 fee regardless of advance notice.

Students are eligible to take Advanced Classes as soon as they have taken an Introductory Workshop. Students are encouraged to consider taking Advanced Classes prior to the beginning of their Core Series to help lighten their load of classes during their program. If a student enrolls in the Certification Program after having taken one or more Advanced Classes, their tuition will be adjusted accordingly.

Therapeutic Communication: What to do When Emotions Arise

In this class, students will study different psychological concepts and their historical development to gain a framework for the psyche. Students will develop skills for dialoguing with their clients and learn to support the flow of information from inside their clients when their clients are in an altered state of consciousness. Students will study the need for integration and learn how to facilitate it. This important class will help students overcome any resistance or fears that often arise in students when clients experience strong emotions.

Visceral Listening Techniques

The viscera have a movement and a rhythm that can be felt with the hands. In this class, students 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. Students will devote lots of time to practicing the hands-on techniques, listening to each organ, and creating the space to let the organ move freely and find its own health. Students will gain the ability to work effectively with issues related to the organs that sometimes do not respond to *other* techniques.

Unwinding: The Key from Trauma to Health

In this class, students will form practitioner dyads. Working with a co-practitioner is both highly therapeutic and deeply informative, and it enhances the perception of both practitioners. Long unwinding sessions, which are hard to do alone, help the client with deeply-rooted patterns and issues. To enhance the sense of fluidity, we will work in a swimming pool part of the time. The unique experiences (in this class) will expand student awareness of healing potential and greatly benefit your clients. There is an additional \$50 fee for this class to cover the rental for the pool, which is built into the price of the class for non-certification students and charged as an “additional fee” for certification students (due on the first day of class).

The Brain and 12 Cranial Nerves

This class will give you a deep appreciation of your sensory awareness and your brain's responses to it. While gaining solid knowledge of the anatomy and physiology of the brain and cranial nerves, you will also develop an appreciation of the complexity and beauty of your own mind. You will learn how to use this knowledge and appreciation effectively with your clients, combining cranial techniques, your intuition, and your intent.

Heart-Centered Methods of Healing

This coursework introduces you to an experiential approach to healing and provides very powerful and supportive ways to work with inner wisdom, purpose and sense of direction, rather than focusing on what is wrong or not working. We will draw on various indigenous traditions, including Native American and Tibetan and explore and experience their understanding of health and healing. This workshop offers a wonderful opportunity for you to refine the most important healing medium: YOU. You will be supported in connecting with your inner strength and thus rejuvenated, ready, and excited about your life and work, and you will leave with new tools for helping your clients--physically, emotionally, and spiritually.

Extracurricular Work

The extracurricular work is designed to help the student integrate and deepen the material taught in each class. This integration is key to helping students absorb more material in the next class. The extracurricular work helps to not only increase students' understanding but deepen their skills, so that fellow students feel comfortable being worked on by other students.

Required Textbooks for the Core Series and Certification Program

- Michael Kern, *The Wisdom in the Body*
- Hugh Milne, *The Heart of Listening, Volume 2*
- Franklyn Sills, *Cranio-Sacral Biodynamics, Volume I*
- Frank Netter, *Atlas of Human Anatomy* (or any other Anatomy atlas)
- It is highly recommended that students obtain a skull, as a study aid, and to show to their clients to help them understand what is being done.

The books are generally available at www.Amazon.com. A Skull can be obtained at either at www.Anatomical.com, or at www.a3bs.com

Required Reading

Throughout the trainings, students need to have the above textbooks available to reinforce and expand their classroom learning. The following readings are required in preparation for each class:

For Core I:

- Read *The Wisdom in the Body* by Michael Kern
Should a student not have the chance to read it before Core I, the student needs to do so before Advanced II.

For Core II:

- Milne: The chapters on the sphenoid and the mandible
- Sills: On mid-tide: pages 108–109, 395–399, and 241–271

For Core III:

- Milne: The chapter on the sacrum
- Sills: On long tide: pages 109, 399–401
- Not required, but recommended: *Wheels of Life* by Judith Anodea

For Core IV:

- Sills: pages 403–419
- Milne: Review of all the techniques and bones learned

Client Records

Requirements

- *Core Series:* Students are required to complete 75 client records. These should be completed an average of 2 records per week between the end of Core 1 and the beginning of Core 4. Client records will be submitted in batches (*see explanation below*).
- *Certification Program:* An additional 25 client records need to be submitted before exams can be taken.

Purpose

The client record form will be given to students in the first Core Series workshop and should be used as the template for all client session records to be submitted for review. If preferred, please ask the office for an electronic version. The practice of writing client records allows students to both track their progress and to deepen their capacity with Cranio-Sacral work.

All records are reviewed by the teacher or a senior assistant in order to support student development and understanding rather than to grade, criticize, or find fault. 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 exist within the trainings. Many students find it useful to think of the records as an on-going dialogue with the teacher about their work.

After reviewing the records, the teacher will provide feedback and suggestions about what to focus on for the next batch of sessions/records. Students are asked to follow these suggestions and offer feedback about what worked and what didn't. Students are encouraged to let the teacher know if the feedback is not clear or if it triggers strong emotional reactions.

Guidelines for Client Records

To use the client record tool most effectively and to make them easiest for review, students are asked to follow these guidelines:

- Only use sessions during which you did at least 1 hour of cranial work.
Submit 75 client records in **batches** according to the timeline listed in the "Calendar & Payment Plan" document.
- Students who are not able to complete these records on time need to explain the circumstances to the teacher and submit them within two weeks of the original deadline.
- Students who submit them after the second deadline are assessed a fee of \$5/record/week late, payable to the Natural Health Resources Center. Students who do not submit their records will not receive Certificates of Completion or continuing education credit for the Core Series.
- Student exchanges can be used for some of the client records as long as there is an objective for these sessions beyond the purpose of practicing new techniques.
- The questions in the client record forms should be typed in bold and the answers in normal font to make a clear distinction between the two. Please speak to the point of the

question. Client records should be no more than two pages in length. Please use a new page for each new record.

- Records will be returned to students within 30 days.
- Students should review the returned records and, based on the feedback, follow the suggestions made.

Exchanges with Fellow Students

Students are required to do a minimum 2, and a maximum of 3, two-way exchanges with fellow students between each class of 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. Students will also receive treatments, which will inform them from the inside how techniques and touch can be improved. For certification, students need a total of 16 full two-way exchanges. After they have completed the Core Series, these exchanges give students a most valuable opportunity to follow the inherent treatment plan and use their techniques as appropriate, with valuable feedback.

Professional Sessions

It is advisable to receive professional sessions from an experienced practitioner while students are being trained in this modality. For certification, a series of 10 sessions is required. This gives students the opportunity to work with their own issues—physical, psychological, or spiritual—that are bound to come up during the training. Having worked out their own issues allows students to work effectively with their client’s issues. You develop understanding and compassion. In addition, students will experience how a skilled Cranio-Sacral practitioner works and learn how a therapeutic relationship develops. For this reason, students are asked to receive the required 10 sessions from the same practitioner.

Study Groups

We 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 Evaluations during the Core Series

Students are not graded on their performance until the certifying exams. However, personal and professional development cannot happen without some form of feedback during the learning process. The feedback we offer is meant to help students assess their competencies and areas of future focus. Students are given feedback during class time and supervised hands-on practice time. Students are also given feedback in response to their client records. Students will have a chance to work on teachers and assistants during Core III and IV. Feedback areas include but are not limited to: understanding and performance of techniques with accuracy, quality of touch, development of intuition, appropriateness of conduct with clients, and professionalism.

Dance Card

Students are given a logbook, or “Dance Card,” to record all of the many required activities for Certification. It is the individual student’s responsibility to complete the logbook. Each activity requires the signature of the class instructor, student exchange partner, client record reviewer, examiner, and professional Cranio-Sacral practitioner. Full dance cards are due at the time of scheduling for the exams.

Class Reflection Forms

Students will receive a class reflection form, which needs to be filled out before the end of each class. We take these forms very seriously and they are one of the primary tools we have for getting information about the content, structure, and delivery of the material as well as the learning environment. Each evaluation form is read by teachers, assistants, and an NHRC staff member and discussed. Much of the design of our trainings and guidelines are the direct result of past student feedback.

Please read and reflect on the questions, then complete them in writing and turn them in at the end of the class. Students do not have to put their name on these forms, should they want their feedback to remain anonymous. The more specific and thorough the feedback, the more useful it is to us. During the Core IV class we reserve time to hear from students directly about their experience of the trainings.

Certification Exams

The benefits to becoming a certified Cranio-Sacral therapist are numerous. Please see page 3 for a discussion of some of those benefits.

In order to become a Certified Cranio-Sacral Practitioner (CCSP) and receive a certificate of completion with NHRC, students need to successfully complete three exams: one oral and two practical. These exams give the student the incentive to study hard and provide an opportunity to show what he/she knows (we are not interested in searching for what students don’t know) and to learn and get feedback during the exam process. The passing grade is 75%. The student will be tested on the material learned during class and outlined in the handouts provided for each class, including the Advanced Classes the student has taken.

Progression

Exams are scheduled to take place independent of one another. Students need to pass the oral exam before proceeding to the practical exams. Please call the NHRC office to schedule.

Oral Exam

The oral exam will be held at the teacher’s office and administered by the teacher. Either a consultant or teaching assistant will sit in as an observer. Students will be tested in groups of 2 or 3. Depending on the size of the group, the exam will last between 2 and 3 hours.

Technical Exam

This exam will generally be held at the teacher’s office and administered by the teacher. Upon arrival, students will receive a list of 12 to 15 techniques (from the handouts and the Advanced Classes the individual has taken) and be asked to demonstrate them. The primary concern will be hand position and quality of contact. Students will then perform

approximately 3 complete techniques and applications in the different cranial tides, feeling for the structure's movement, fault patterns/inertia, and suggesting possible treatment directions. This exam will last 90 minutes.

Inherent Treatment Plan Session Exam

This exam will generally be held at the student's office. Students should approach the exam as if it were a typical treatment session, with the examiner as the client. Students begin with an intake and the initial part of the client record form (to be completed at the end of the session). The session should follow the inherent treatment plan and can include all cranial rhythms and will be scheduled for 2 hours (15 min for intake, 75 min for hands-on, 15 min for form completion, and 15 min for discussion).

Results

The results of each exam will be communicated to students within one week of the exam.

Make-up Exams

Of the three exams one can be made up at no additional fee. Further make-ups will be charged at 1/3 the rate of the initial fee for the exams to be paid to Natural Health Resources Center. Each exam can be taken a maximum of two times.

Expectations of Conduct

Extracurricular work between classes

Students are required to complete extracurricular work between classes. Should students not have fulfilled them, please notify the teacher, explain the reasons for non-completion, and suggest a solution.

Student learning

This is a college-level education, where students have to do most of the learning outside the classroom. Learning is supported by organizing study groups from the beginning that meet regularly and by having their exchanges scheduled early on.

Your emotions

Cranial work is very powerful and therefore can, and most likely will bring up personal issues. Recognize when this is happening. If these interfere with student learning or ability to participate in the educational community, we ask that students seek professional support. The Core Series is foremost a professional training and therefore limited in its ability to deal in-depth with therapeutic issues of students. Advanced Classes with a personal development focus offer more space for this.

Communicating with teachers and assistants

Most student questions can be addressed during class time, as they are often valuable for the other students too. For personal questions, the teacher can be approached for a brief, 5-minute exchange during lunch break. Keep in mind that there are other students and the teacher will need to balance instruction time, personal downtime during breaks, and time for other concerns. Should a student's issue take more than 5 minutes the student can decide how to best address it. For example, see "Support Offered by NHRC" on page 15.

Assistants are valuable resources for students, as they have gone through the series and have great knowledge and experience on a professional and personal level. They often can be addressed in breaks more easily than the teacher and are often more than happy to engage with students.

Sharing during class

Sharing in class is an important leaning tool, as it provides an opportunity for students to learn from each other and to hear answers for questions they did not even know they had. We share experiences during student hands-on exchanges, experiences with clients, and personal experiences between classes. For these sharing opportunities we developed two formats which are used throughout the training:

1. Each person shares. There will be a limited number of minutes available and a timer will be used.
2. Only those who wish, share. Please be considerate in regards of how often and how long a student share in relation to other students.

There are two main considerations for this kind of sharing:

Time

We are all very experienced and knowledgeable bodyworkers that have a lot of information to share. Yet this is a Cranio-Sacral training, and we assume students are here to absorb as much as possible about this modality. Therefore we ask that students use breaks or out-of-class time to share from their wealth of knowledge. In order to honor student time and the material that needs to be taught, we ask that students stay focused in their sharing to what comes from their hearts, or ask questions that the teachers insight might be helpful.

Even though what classmates share might inspire a student, or trigger helpful responses, please refrain from responding to what they say during class time. Teachers will take at times the liberty to respond to an individual's reflection to offer a learning opportunities for all. They are not favoritism.

Safety

We ask each student to please speak from their heart and use their own experience. Please refrain from indulging theories or expressing strong emotions toward another person during class time. Each student should own their own emotions, and if they cannot contain them, seek support. Please do not interrupt when others are speaking.

What students share in the classroom is considered confidential. Please do not take personal information outside the sacred space created within the classroom.

Resources

Personal Support

These trainings provide an educational experience that is both personally and professionally transformative and require a commitment to the healing/therapeutic process. Because Cranio-Sacral work is so powerful, personal issues are bound to surface for class participants. While there are structures within the classes for addressing these, many require further exploration and work with professionals outside of class time. Our experience is that students benefit from an on-going pursuit of personal healing and exploration, and that this is a very supportive, if not essential way to go through this program. We recommend strongly that students get professional sessions during the time of this training as a helpful support. Ideally these sessions are with a cranial practitioner, but we also recommend psychotherapy and other modalities. We also believe that receiving professional sessions are most educational and essential for any therapist to stay healthy in their profession.

We also recommend that students develop and commit to some sort of spiritual practice. Meditation based on mindfulness and presence is taught in classes and can be adopted, but any practice is most helpful. Teachers are a well of information in this regard. The Advanced Class, “Personal Work in Stillness and Movement”, provides a number of modalities.

We strongly recommend that all practitioners 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.

Support Offered by NHRC

Students sometimes find themselves needing academic or personal support outside of the curriculum. Students are welcome to seek such support in the form of phone consultations, supervision sessions, or tutorials from either the teacher or from teaching assistants or graduates of our trainings. We trust students to know when such support is desired and fully encourage students to acquire it.

Phone consultations

The first 5 minutes are free of charge. Thereafter they are billed in increments of 15 minutes at \$25/increment to be paid to Natural Health Resources Center. Phone consultations are generally used to address short-term, pressing issues that can be handled in a shorter amount of time.

Supervision sessions

Supervision sessions are 75 minutes in length and are billed at \$125, to be paid to Natural Health Resources Center. These sessions are designed to address personal issues that arise in practitioners and students through working with clients. This is indicated by strong emotions that a practitioner has in regards to certain clients. Achieving clarity in these personal issues opens the doorway to regain focus, ease and effectiveness to work with these clients.

Supervision can also be used to broaden one’s technical approach to certain clients or a broad

range of professional issues. Supervision is a wonderfully supportive resource for those wanting to ease the burden of any struggle in which the student finds himself or herself. Supervision can also be done in a group format.

Tutorials

The length of tutorials is determined according to the content and number of students and is billed at \$100/hour, to be paid directly to the tutorial provider. Tutorials are available to students who need to make up missed class time or IDs and 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. Tutorials can be done for individuals or groups.

Please note that the prices may vary according to who conducts the sessions and may be changed at any time by NHRC.

Cranio-Sacral and Your Clients

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 Cranio-Sacral work. Students who take our Cranio-Sacral Therapy: Introductory Workshop are obviously not ready to charge for a full Cranio-Sacral session, but they do gain information, perspective, and basic technical skills that they can begin applying in their own practice.

Students in our Core Series sometimes struggle to know when to begin charging their current clients for Cranio-Sacral 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 learning immediately. Some may feel comfortable practicing this work with friends, family members, and select clients at a reduced or no fee. We expect that students who have completed Core II will start charging their standard practice rate for a full Cranio-Sacral session. After Certification we recommend that students increase their rates according to their increased training and skill level.

Administrative Information

Attendance, Tardiness, and Participation

Our students are responsible, mature adult learners with a commitment to fully engaging in all scheduled activities. Because our classes are certified and overseen by continuing education accrediting organizations, students are required to be present and participate during the full class time. However, there are occasions where students miss parts of a required learning activity. Students who miss any part or all of a class or Integration Day (ID) are required to make this up with a tutorial at their own expense before the next scheduled class or ID takes place in order to stay on track with the material and the other students. Students who do not complete classes, IDs, or tutorials will not receive a Certificate of Completion or continuing education credit.

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. NHRC will work with individual students to address problematic circumstances and avoid dismissal, but NHRC reserves 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 Cranio-Sacral 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 seek to explore problems and potential 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 3rd 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 staff members of NHRC. NHRC 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.

Re-enrollment

Should a student not be able to finish, the student may reenter with the following year's series if there is space. To get up to speed, the student is required to repeat the last class completed at the reduced reviewer's price of \$300. Contact the president of the Therapeutic Training Center or the Instructor for more details

Faculty

Ursula Popp L.Ac., VCST, CC

Ursula is passionate about education and is fascinated to see students emerge into the practitioners they have always wanted to be. At a young age, family members and mentors suggested that she become a teacher, but she preferred to be a girl-scout leader because this gave her the pleasure to interact, respond and play with her pupils rather than simply focusing on passing on information. Today, while teaching cranial work and affiliated topics, Ursula continues to incorporate these delightful qualities, where instruction is interactive and learning is experiential, without losing the importance of knowledge.

Counseling and Cranio-Sacral Experience: Through years of working as a counselor in private practice and for the city of Zurich, Ursula learned that she could not access her clients fully through therapeutic communication; there was a significant aspect of the person that she was not able to address with counseling skills alone. This discovery led her to the field of bodywork. Shortly after receiving certification in Massage, she began her study of Cranio-Sacral work with Hugh Milne, founder of the Milne Institute and author of, *The Heart of Listening*, an extraordinary book on cranial work.

After having taken only the first few cranial classes, Milne, recognizing Ursula's natural talent and aptitude for the work and asked her to assist him in teaching his classes, which she did for many years. During this time, Hugh taught her more than she could have ever dreamed. Eventually, she became one of the core instructors for the Milne Institute, teaching all the classes in Europe as well as in the US, before leaving to develop her own Cranio-Sacral program. Since 2001, Ursula has been teaching her own Cranio-Sacral program in Seattle, Juneau and Portland.

Professional Growth: The desire for a medical paradigm within which to better understand the human body ~ its structure, function, and disease processes ~ led Ursula to pursue a degree in Acupuncture and Oriental Medicine. Because these healing modalities are ancient, holistic, energetic, and focus on balancing the body rather than eliminating disease, she found that they deeply resonated with her core beliefs. This training informs her work, yet she feels that Cranio-Sacral hands-on therapy is often more powerful than using needles.

Personal Growth: Born in Switzerland, Ursula has spent many years living and traveling in different parts of the world and interacting with people of varied backgrounds and ways of relating to the world. Through these experiences, Ursula was exposed to many different beliefs, forms of faith and spirituality, lifestyles, and socioeconomic situations. She did volunteer work

in Africa and healing work in Asia. She learned different languages and traveled by foot, donkey, horse, train, boat, bus, and airplane to many places. All of these rich experiences have deeply impacted every part of her being and shaped who she is today. Her ability to be open and appreciative of our differences and our similarities serves her greatly as she works with clients and students to see and integrate their more challenging and contradictory sides.

In addition to her education and training, Ursula's fifteen-year Zen meditation practice has enabled her to find inner stillness as a base to respond spontaneously in teaching and clinical situations. In the last few years, she has been pursuing heart-centered methods of healing, and has developed a deep and nurturing relationship with the earth. Her deepest concern is not only the well-being of people but the well-being and survival of this wonderful, breathtaking creation we are fortunate to be part of.

Classroom Space and Location

The classroom is located at the Natural Health Resources Center at 12252 2nd Ave NW in Seattle. Kitchen space is available for use along with a small and beautiful garden including a waterfall and pond. Parking is free and available on the street. Massage tables are provided and students will provide their own sheets and pillows. Up to ten students can be taught in this facility. In the event that more than ten students enroll, we will rent classroom space in an auxiliary location and inform students in writing of the change in venue in advance of class.

To ensure the quality of instruction and the degree of learning, a low teacher-to-student ratio is maintained. For hands-on technique, a ratio of 1 teacher to 8 students is kept and for lecture, a ratio of 1 teacher to 40 students is maintained.

Verification of Continuing Education Credit

We maintain class records for fifty years. Upon completion of Introductory Workshops, individual Advanced Class and cranio-sacral 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 the verification is to be sent to

Please contact NHRC at 206-783-3922 or email admin@ursulapopp.com.

Limitations of Liability

The Natural Health Resources Center (NHRC) and the Therapeutic Training Center (TTC) are not responsible for any loss or damage to participant personal property. While participants are on NHRC/TTC premises or at any contracted facility of NHRC/TTC, NHRC/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.

Statement of Ownership

The Natural Health Resources Center is a not-for-profit company comprised of the following board: President - Sandi Cutler; Secretary – Beth Oppliger; Director – Ursula Popp. The Therapeutic Training Center’s sole shareholder is Robbin Blake.

Approvals and Accreditations

National Certification Board for Therapeutic Massage and Bodywork

- The Natural Health Resources Center is approved by the National Certification Board for Therapeutic Massage And Bodywork (NCBTMB # 322123-00) as a continuing education provider.

Workforce Training and Education Coordinating Board

- The Therapeutic Training Center is licensed by the Workforce Training and Education Coordinating Board.

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