

Stillness Trainings

Curriculum Overview

We offer training in Integrated Biodynamic Craniosacral Therapy in Australia and New Zealand. Courses include Introductory lectures, a five-day Foundation seminar, professional Practitioner training of 42 days over 18 months and Post Graduate courses, including an Advanced Diploma. In New Zealand the professional training is under review. Any changes to the format will be posted on the web site or contact the administration for the latest information jo@stillnesstrainings.com

The Vision

Our aim is to support students in a journey of self-discovery, learning and development, to enable them to graduate as safe, resourced professionals who are confident to continue on their path.

The Mission

With quality resourced teaching, we co-create an integration of individual's learning style and course material in order to support the embodiment of the Biodynamic and Resonance Principles.

Values

Integrity, Love and Respect

Quality, Boundaries and Honouring

Family, Responsibility, Co-operation and Community

Testimonials

"An astonishing journey creating a fundamental and permanent change. The subtlety and power of this work is profound. Terry, Brendan and their team have created a professional and challenging course content. The opportunity to be challenged and grow was enabled by the safe space created around the learning.

The course offered me a thorough theoretical and practical understanding of the work, delivered in a way which created my own journey of self growth. The excellent student clinics conducted each seminar allowed this new learning to be experienced and grounded.

Throughout the course Terry and Brendan were open and accessible, providing excellent mentoring and feedback.

Biodynamic Craniosacral is a journey of transformation. Stillness Trainings developed my ability to be completely present and offer safe, reflective, and neutral listening to achieve this. It was a privilege to be part of this training and experience the transformative resonance created".

Gary Draper (Adelaide)
Physiotherapist

"I would like to thank you both very much for guiding me on an extraordinary journey in one day - on your introductory course to cranio-sacral healing.

I enrolled on the course with a view to learning something that might benefit my family. Less than a week since the course, I have found the impact on myself, both physically and emotionally has been unexpectedly profound. I look forward to sharing the benefits with my family too.

I thank you both very sincerely for your exceptional commitment to sharing your knowledge, skills and experience with others. It is very clear that you do this through a very strong personal belief in the good that can be done through disseminating your work".

Anne Casey (Sydney)

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Admission Criteria

Teaching and study format

- Core skills
- Core teaching content
- Specific seminar topics
- Study format
- Graduation

Introduction to Craniosacral Therapy

You will probably be reading this information because you have heard of, or have experienced the profound effects of Craniosacral Therapy, and you would like to learn more. It is not easy to describe in words what this therapy is about. The best way to discover how it works is to experience it, and observe how your body responds. There are also many craniosacral therapy approaches to working with the body. Stillness Trainings is dedicated to teaching the "Biodynamic" and Resonant approach where we take the fourth Osteopathic principle to as close to absolute as possible because we have found this the most respectful and effective way to support the body's healing at all levels. The fourth principle states that

Craniosacral Therapy's roots are in Osteopathy, going back to the work and teaching of Dr Andrew Taylor Still and his discoveries in 1874, and the work and teachings of his student Dr William Garner Sutherland who developed an approach to Osteopathy known as the "Cranial Concept". Over the years it has become a discreet discipline, a gentle, effective and non-invasive way of working with the whole body.

Dr Sutherland's development holds the basic principle of the inherent life force of the body, which he termed the "Breath of Life", or a Primary energy, which has integrative and healing functions. He discovered that the Breath of Life was expressed as subtle layers of impulse, which could be felt as Tide-like rhythms within the tissues, and that the Tide created a form of motion, unique in each of the organs and tissues of the body.

The essence of craniosacral therapy's approach to health and healing is the ability of the practitioner to 'listen' through their hands to the body's own story within its patterns of motion and pulsation. Any changes in these Tide-like rhythms might indicate that the body's health is compromised in some way, revealing a wealth of information to the experienced practitioner.

We understand that all disease and ailments involve impairment of the free-flow of energy, so restricting or limiting the natural healing, self-correcting abilities of the body.

The resonant and biodynamic approach describes the way of working with the body where there is support of the body's own inherent intelligence and healing abilities. The practitioner's ability to Be with the patient, in a very particular way, creates the foundation for change in the body – an invitation to greater health. Practitioners trained in this way discover that the body can heal itself, in its own rhythm and order without force or "fixing" by means of interference or manipulation. The patient and their whole being is held in safety and respect.

Osteopathic Principles:

There are the eight major principles of Osteopathy:

1. The body is a unit.
2. The body's structure and function are reciprocally inter-related.
3. The body possesses self-regulatory mechanisms.
4. The body has the inherent capacity to defend and repair itself.
5. Disease may follow when normal adaptability is disrupted, or when environmental changes overcome the body's capacity for self-maintenance.
6. The movement of body fluids is essential to the maintenance of health.
7. The nerves play a crucial part in controlling the fluids of the body.
8. There are somatic components to disease that are not only manifestations of disease, but also are factors that contribute to maintenance of the disease state.

The Cranial Concept

Around 1900 Dr Sutherland founded the Cranial Concept – an extension of Dr Still's science of osteopathy. As he continued his research into the inherent motions within the human body he realised that he was feeling a basic motility or inner movement of the tissues, which was driven by what he called the Potency of the Breath of Life. He sensed this Potency permeating the cells and tissues of the body, maintaining its order and healing processes.

Dr Sutherland believed that the Potency of the Breath of Life is an expression of the Intelligence of life itself and is fundamental to the proper functioning of the body. He also sensed that this Intelligence is taken up by the cerebrospinal fluid that surrounds

the brain and the spinal cord.

This transmission of the Potency of the Breath of Life to the cerebrospinal fluid, and the resulting Tide-like fluid motion generated and conveyed as an ordering blueprint, or matrix, to all the cells and tissues of the body, became the fundamental concept in his treatment.

Training in the Biodynamic approach to Learning, Treatment and Life

In many basic craniosacral therapy courses the teaching emphasis is on action and perception around the expression of the most rapid Tidal level of the Cranial Rhythmic Impulse, the dynamics of structures involved and on the release of restrictions. Clinical attention is usually focussed on the dynamics of involved structures and the intention is diagnosis, analysis and treatment of these restrictions and lesions through intentional actions. The release of all trauma, whether it be physical, emotional or spiritual, genetic or epigenetic, can be the key to permanent resolution of held issues in tissue memory. However when trauma release becomes an end in itself it has the potential to re-traumatise the patient and deepen the 'wounds', particularly where the practitioner has little grounding in trauma theory or skills.

In the 1990s to the present day, Franklyn Sills, recognising the effects of the more structural, fixing or mechanical way of working with both patients and students, developed a concept of working in an even more respectful and delicate way with the body, which he termed "Craniosacral Biodynamics". This term, and Sills' integrative teaching, has opened up the possibilities and deepening of the therapeutic potentials of self-healing, and returned us to the later discoveries and principles of the work of Dr Sutherland not long before his death in 1954.

Paul Vick has further deepened the biodynamic approach through 'Cranial Resonance', of which he describes:

"This way of working promotes the natural healing forces within the body to be the active agent of change. Cranial Resonance is the foundation of a healing relationship and is the key for understanding another person's experience. It is a state of receptive presence. When we are empathetic, distance, as we normally experience it, ceases to exist, and we come into a Rhythm of Presence."

The essence of the 'biodynamic' approach to the training and practice of craniosacral therapy is a letting go of the need to fix the patient or cure the condition. Instead we learn to trust the Intelligence of the human system and it's innate wisdom and ability to heal itself at all levels of being.

The practitioner, through acquired skills and a way of Being with their patient:

- being the observer, or neutral witness
- coming from a place of stillness
- with spacious, grounded, receptive presence and contact

holds the patient's system in such a way as to support the natural healing processes to be mobilised, so creating healthy change at all levels - mind, body and spirit.

For the patient the practitioner's presence and contact creates a reflection within the body, a mirroring that calls upon the original intention or blueprint, and offers the potential for change, renewal and health.

The changes that take place are often associated with cellular memory. They are not

adjustments, but represent physiological reorganisation that takes place within the brain, the tissues, the chemistry and the energetic systems of the body-mind.

Embodiment of the work

The therapeutic goal in biodynamic craniosacral therapy is to empower the patient's own healing process. Our teaching goal is therefore to train students in such a way that they can effectively Be in relationship with the Natural healer within the patient. To do this, they must become aware and resonant with their own inner healer.

During the training students experience the energetics of the healing process within themselves and each other through practitioner development workshops, practical sessions, experiential exercises and guided meditations. These are deeply enriching processes that develop therapeutic skills and encourage the student to develop a sincere relationship to their own inner world of learning and healing.

The practitioner becomes an embodiment of the work and a resonant mirror for the healing processes in others.

Professional Practitioner Training

The Training is normally open only to professionally qualified health practitioners from a wide range of backgrounds. However, due to the nature of the work, the teaching format and the training curriculum, we are able to offer places to suitable applicants with no professional health background, but with an aptitude and commitment to study Craniosacral Therapy, and who fulfill all other admission criteria.

In Australia the training is structured around seven seminars of six days each, which include **Student Clinic**.

Admission Criteria

- A sound understanding of anatomy and physiology with a minimum of 80 hours of course study and its successful completion. We prefer that this study be completed before the start of the Craniosacral Therapy training, however special consideration may be offered. Students are invited to apply to undertake these studies concurrently.
- An understanding of the importance of a healthy lifestyle.
- Professional practice in orthodox or complementary medicine or therapy for at least one year.
- Successful completion of 'Being, in Relationship' or its equivalent.
- In Australia, assessment for suitability to be accepted on to the Practitioner training, for all applicants, takes place during the five-day Foundation seminar.
- A follow-up interview may be necessary.
- Attendance at the "Being, in Relationship" seminar will be necessary for those who have completed the "Being with the Three Tides" and "Breath of Life" or similar seminars where Stillness Trainings tutors may have no experience of the applicant. In this case the prospective student will only be required to pay half the usual fee.
- Recommendations from two colleagues in letters of reference and satisfactory assessment by tutors of the completed application form.

Places are limited to a minimum of 12 full fee-paying students and a maximum of 16,

and are assigned on a first-come basis. A limited number of half-fee places may become available to past students and graduates.

The final stage to ensure your place on the training includes payment of a 10% deposit of the full training fee, plus the completion of a financial contract.

**This commitment by you ensures the viability of the training
for all students.**

Discounted fees are offered when either the training fee is paid in full or a lesser amount when the fee is paid in two installments.

Teaching and Study Format

Teaching methods include lectures, practitioner development workshops, demonstrations, the use of visual aids and models, guided meditation and visualisation, small group study, exploration and feedback, practical exercises, supervision and feedback sessions and student clinic.

Throughout the training, the skills learnt within the Foundation seminar continue to be built upon, interwoven and deepened with the new work presented. New skills are introduced and developed as appropriate.

Each new study area is developed gradually and progressively reviewed, with the aim of supporting students' skills to grow, and so enabling a depth of receptivity and ability to engage the client's system in a therapeutically beneficial way.

Detailed course booklets are provided with each seminar.

Working with practice clients and course study continues at home between seminars, some of which may include interactive web-based participation.

There are practical assessment and feedback sessions scheduled throughout the training, which support the refinement of palpatory skills.

Students must undertake to have regular therapy sessions from a qualified practitioner between seminars. These sessions support student's own process, health and progress in the application of the work.

Ease of access to a computer and the Internet, including a personal email address, are considered essential tools for study. Please do let us know if you are likely to have any difficulty with this requirement.

❖ Core skills development:

- Clear definition of boundaries.
- Self-responsibility and self-regulation.
- Presence, pacing, light contact and listening that allow a dialogue to occur between the client's body and the practitioner's hands, and for this to have a clinical perspective.
- Awareness of the senses as a diagnostic tool.
- Working and being in resonance, from a place of stillness, being and presence with the Breath of Life and the Tides.
- Practical appreciation of the organisation of the body and the ability to track

- the unfoldment of tissue and fluid motions within the body.
- Awareness of sensation of the different tissues and fluids of the body and the ability to differentiate between them.
- Palpatory awareness of how the body responds as it self-heals, self-regulates, self-balances and reorganises.
- The integration of recognition and working with shock and trauma.

❖ Core teaching content, which is interwoven throughout the training:

- Small Group Process-oriented Practitioner Development workshops to assist in the building of healthy practitioner/client relationships.
- Development of Orientation and Relationship.
- Deepening Palpation and Perceptual Skills to enhance therapeutic effectiveness.
- Stillness and Stillpoints.
- Sensory Development.
- The Body-Mind Connection.
- The Language of the Body.
- Dialogue and Communication - to assist with process tracking and integration.
- Resonance in Relationship.
- Embryology.
- Understanding Pathology and working with common disease processes, including complementary perspectives.
- Integrating the Relationship Processes and embodiment of the Core principles of Biodynamic Craniosacral Therapy.
- Management of Shock and Trauma.
- Nutrition, the fundamental principles and its relevance to health.
- Student Clinic for developing skills and confidence in the practical application of the work.
- Practical Professional Practice skills.
- Small Group Tutorials.
- Various forms of Self-assessment.
- Skills-Tracking process.
- Review and Integration.
- 'Office Hours', providing a daily opportunity to speak, one-on-one, with a tutor outside of training hours.

❖ Specific Seminar Topics presented during the training:

- Central Nervous System
- Touch
- Exploration of Your Development
- Sensory Development – broadening the range of communication between client and practitioner.
- The Energetics of Body Language.
- Perception, Belief and Biology – cell behaviour, structure and function.
- Nutrition as a resource to support the whole, and its integration in the therapeutic environment.
- Body Systems and Structural Dynamics – developing a deeper relationship to our physiology. Over the course of the training, this will include:
 - Cranial Bones, the Cranial Base, Face, Neck and Mouth.

- Bone and Ligament relationships.
 - The Spine, Facilitated Segments and the Viscera.
 - Muscles and Nerves.
 - Fluid Dynamics, CSF and the Ventricles.
 - Fascia and Membranes, Meninges and RTMS.
 - Nervous Systems and Cranial Nerves.
 - Blood, Lymph and Circulation including the Venous Sinus System.
- Shock and Trauma, facilitating Titration, Resolution and Integration.
 - Whole body organisation.
 - Tracking and Observation of Process.
 - Mothers, Birth, Babies, Toddlers, the Older child and the Family.
 - The Nuts and Bolts of being in Practice.
 - Establishing a Business:
 - Setting up and managing a Practice.
 - How to fit into your community.
 - Developing your own culture.

❖ **Study format:**

- Personal Tracking.
- Individual and group creative home study projects.
- Reading and drawing.
- Practice clients and writing up practice sessions.
- Individual Assessments, practical and written, throughout the training.
- Case studies and observation.
- Web-based interaction – “e-learning”.

Home study, including working with practice clients:

Promotes personal development.
 Promotes areas of understanding of the work.
 Promotes practical application of the work.
 Helps to more easily establish your Practice on Graduation.

Students are required to complete all home studies on time.

❖ **Final assessment for Graduation is based upon the following:**

- Self and tutor assessment process.
- Satisfactory completion of all home study.
- Final personal and tutor appraisal and interview.
- All financial obligations have been met.