

Institute of Craniosacral Studies



TWO-YEAR PROFESSIONAL TRAINING

Close your eyes and you will see clearly

Cease to listen and you will hear truth

Be silent and your heart will sing

Seek no contacts and you will find union

Be still and you will move forward on the tide of the spirit

Be gentle and you will need no strength

Be patient and you will achieve all things

Be humble and you will remain entire



The **INSTITUTE OF CRANIOSACRAL STUDIES** was founded in 1999 to meet the needs of craniosacral students in the twenty-first century. In recent decades the scope of *Craniosacral Therapy* has broadened and diversified to

include a variety of approaches. Our aim is to present the many different ways that *Craniosacral Therapy* can be applied in such a way as to allow students to develop their own unique and informed approach.

Students are introduced to a broad range of skills which will enable them to work with people in a fluid and responsive way. As well as teaching the technical skills of *Craniosacral Therapy* emphasis is put on students accessing their own internal processes as they deepen their awareness of *craniosacral dynamics*.

The relationship between sensation in the body, thought processes and emotional states are explored throughout the course. This enables students to experience the underlying unity and wisdom of their own systems, which they can then bring to their work with clients.

Craniosacral Therapy

At the core of the human system, within the fluids and tissues of the Central Nervous System, and underlying all other systems and physiological functions of the body, is a unity of structure and function that Dr William Garner Sutherland, the founder of this work, called the Primary Respiratory System.

He observed that the different components that comprise the Primary Respiratory System rhythmically pulsate in a



co-ordinated manner. At the heart of this pulsatory system, the fluctuating movement of the cerebro-spinal fluid acts as a conveyor of a deeper universal intelligence that is considered to be the basic ordering and healing principle within the entire human mind-body system.

This universal intelligence is taken up by the fluids and tissues throughout the rest of the body, endowing us with the vitality we need to remain healthy and enjoy life.

Restrictions, either within the Primary Respiratory System itself, or elsewhere in the body, disturb this subtle pulsation, leading to ill health and diminishing our sense of well-being. Such restrictions may be physical, psychological or emotional in origin.

The Primary Respiratory System represents the bridge between conventional anatomy and physiology, and pure energy medicine; as well as between the psyche and the soma. It expresses the inherent intelligence of the body, which formed us during our embryonic development, and continues to inform us throughout life.

The various rhythms, or tides, of the Primary Respiratory System are both an expression of the wider rhythms of nature and the universe, and of our health and unique individuality, reflecting our whole life's experience.

Institute of Craniosacral Studies

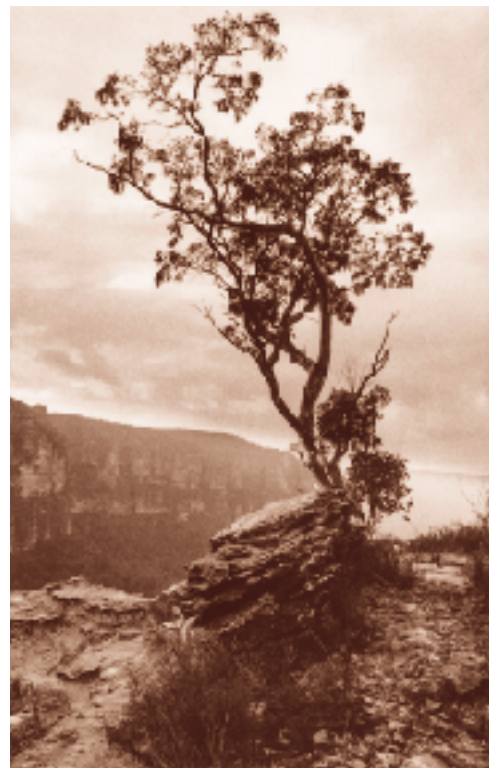
The Institute offers a two-year professional training programme in Craniosacral Therapy, consisting of twelve craniosacral modules and three anatomy modules – a total of forty-five days.

The training is firmly based on the pioneering energetic and applied anatomical work of Dr William Garner Sutherland, who discovered the Primary Respiratory System at the turn of the twentieth century. In addition, the later important contributions of practitioners such as Rollin Becker, Franklyn Sills and John Upledger is recognised within the course structure.

The Institute also acknowledges the important work of other notable teachers in such fields as the resolution of shock and trauma and pre- and postnatal psychology. Some of these teachings are integrated into the course structure.

Our objectives

- To teach students to a professional standard in Craniosacral Therapy, consistent with the guidelines set down by the Craniosacral Therapy Association.
- To ensure students have developed a thorough understanding of craniosacral skills and principles, and that they are able to apply them safely in clinical practice.
- To encourage students to become more aware of their own innate state of health.
- To facilitate the unfolding of the student's own process.
- To provide a safe and friendly environment to allow for optimum learning of skills and theoretical information.

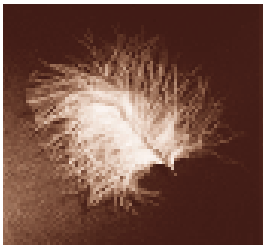


*‘To find health
should be the object
of the physician.’*

A T Still

Course structure

The course is designed to provide students with the optimum amount of practical and theoretical information to match their individual learning needs. Various learning aids such as detailed handouts, slides/overheads, videos and anatomical models are used – where relevant – to aid the learning process. The method of teaching includes lectures, small group work, demonstrations and extensive practical work. Each module also includes exercises and meditations to aid practitioner development and to allow students to develop a direct sensory awareness of their own systems.



Year one

Module one 3 days

The Rhythms of Life

This first module introduces the foundational skills for the entire course. Students learn the basic therapeutic principles of grounding, centering and negotiating practitioner-client boundaries. Emphasis is placed on establishing and maintaining a quiet observational presence in therapeutic contact.

Students are introduced to the theoretical concept and clinical applications of the three tides – the Cranial Rhythmic Impulse, the Potency Tide and the Long Tide – and to therapeutic stillness. These therapeutic and practitioner-development skills provide an underlying framework on which the rest of the training is built.

- An overview of the history and theory of Craniosacral Therapy
- Sensitivity to practitioner-client boundaries
- Development of practitioner resources e.g. grounding, centering, differentiation
- Palpation of the three tides, fulcrums and states of balanced tension
- Therapeutic stillness and the stillpoint

Module two 5 days

Flow and Form

Students are introduced to the applied anatomy of the Reciprocal Tension Membrane System and its relationship to the bones of the cranium and sacrum. They learn how to relate clinically to each of these structures. Classic cranial base patterns are also introduced.

- Palpation of the Reciprocal Tension Membrane System
- Palpation of the relationships between the frontal, parietal and temporal bones
- Spheno-Basilar (cranial base) patterns
- The Occipito-Atlantal joint and the Lumbo-Sacral joint

Anatomy one 2 days

The Neuro-endocrine System

This module aims to develop the student's understanding and awareness of the anatomy of the central and autonomic nervous systems and its relationship to the endocrine system. The physiology of stress is also explored.

Module three 3 days

The Neural Jellyfish

Here the applied anatomy of the Central Nervous System and neural tube is introduced. Its relationship with the membranous, bony and fluid components of the Primary Respiratory System is established. This module also introduces students to shock and trauma theory and its clinical applications. The application of this work will be expanded upon in later modules.

- The Central Nervous System and neural tube – its embryology, motility and clinical relevance
- Introduction to shock/trauma theory and practical applications
- The Ventricular System and the Venous Sinuses
- Directing the Tide and working with lateral fluctuation processes

*‘The dance along the artery,
the circulation of the lymph
Are figured in the drift of stars...’*

T S Eliot

Module four 3 days

The Web of Experience

This module introduces students to the concept of fascial restrictive patterning, its relationship with psycho-emotional entrapment within the body and how these patterns feed into the Primary Respiratory System. This is studied in relation to the different areas of horizontal holding, with emphasis placed on the respiratory diaphragm. Students are introduced to the physiology of somatic holding patterns and the concepts of tissue memory and energy cysts.

- Fascial restrictive patterning and psycho-emotional holding
- Diaphragmatic areas of horizontal holding
- Transference and counter-transference skills
- Somatic holding patterns, tissue memory and energy cysts

Anatomy two 2 days

Embryology

This weekend course introduces students to the miracle of embryological development from the dynamics of conception and implantation through to the development of major tissues, organs and systems. An understanding of the relevance of embryology to Craniosacral Therapy, and the organising power of the Breath of Life, is also developed.



Module five 3 days

Gravity and Grace

This module introduces students to the mechanics of the spinal cord and vertebral column and its embryological relationship to the notochord and midline. Membranous and fluid restrictions are related to vertebral level and to the integrated function of the Autonomic Nervous System. Reviews of dural tube and sacro-occipital mechanics are also undertaken.

- The spine and vertebral column – its relationship to Autonomic Nervous System levels and to embryological development
- Membrane/fluid resistance related to vertebral level
- Psycho-emotional aspects of posture
- Dural tube and sacro-occipital reviews

Module six 3 days

The Bowl of Experience

Here students learn about the dynamics of the pelvis and the relationship between pelvic and cranial patterns. The holistic appreciation of the triad of compression is explored. The pelvic and urogenital diaphragms are studied in relation to their structural dynamics as well as their psycho-emotional holding patterns. The integration of fluid, membranous and bony mechanics completes the first year of study.

- Pelvic dynamics and pelvic diaphragms
- Relationship of pelvic and cranial patterns
- Triad of compression
- Integration of first year practice and principles

Year two

Module seven 3 days

Interface

This module introduces the applied anatomy of the face and facial structures (viscerocranium) and its relationship with the Primary Respiratory System and the embryonic midline. The continuity between the Primary Respiratory System and the structures of the orbital and nasal cavities is explored, as is the psycho-emotional relationships of facial expression.

- The face and its relationship to the Primary Respiratory System
- Spheno-frontal-ethmoid dynamics and their relationship to the integrity of the orbital cavity
- Spheno-ethmoid-vomer dynamics and their relationship to the nasal cavity
- Psycho-emotional understanding of facial expression

‘...the fluctuation of the cerebrospinal fluid has a potency with an Intelligence, as I found out. The potency is an invisible “fluid” within the cerebrospinal fluid. The potency of the Tide is what we have to consider...’

William Garner Sutherland

Anatomy three 2 days

Sensory Organs and Cranial Nerves

Students study the detailed anatomy of the twelve pairs of cranial nerves, and their relationship to the sense organs. They are also introduced to more detailed cranial anatomy relevant to the study of cranial nerves.

*‘Of what is your body
made? It is made of
emptiness and rhythm.
At the ultimate heart
of the body, at the heart
of the world, there is no
solidity... there is only
the dance.’*

George Leonard

Module eight 3 days

The Gateway of Expression

This is a continuation of the previous module, deepening the students’ understanding of the facial complex. The structural dynamics and relationships of the hard palate, mandible, temporo-mandibular joint, cranial base and hyoid complex are explored, along with their psycho-emotional dynamics.

- Dynamics of the hard palate as related to cranial base patterns
- Spheno-maxillary-vomer and spheno-maxillary-palatine complexes
- Temporo-mandibular joint dynamics and their relationship to the sub-occiput and hyoid
- The effects of dental work
- Psycho-emotional holding patterns of the jaw and throat

Module nine 3 days

The Dance of the Viscera

This module introduces students to the mobility and motility dynamics of the viscera. The embryological development of the internal organs is covered, as are their fascial and neurological connections to the Primary Respiratory System. Students learn to apply skills already developed to visceral holding patterns.

- Visceral mobility and motility
- Visceral embryology and the primal midline
- Therapeutic palpation and relationship to visceral holding patterns



Module ten 3 days

Navigating Levels of Experience

This module is designed to develop students' skills further in relation to practitioner/client relationships. A more detailed exploration of shock and trauma and dialoguing is undertaken. Students are also introduced to the concepts of tracking fluid tides and autonomic status in clients.

- Practitioner/client relationships
- Furthering dialoguing and shock and trauma skills
- Tracking fluid tides
- Deeper appreciation of clinical resources

Module eleven 5 days

Primal Health

Students are introduced to specific craniosacral dynamics related to the birth process. They learn to develop a wider appreciation of whole body dynamics and structural holding patterns. The concepts of pre- and perinatal psychological patterning are also introduced. Students are also introduced to the effects that certain obstetrical interventions and medications (e.g. caesarean births, forceps, ventouse and anaesthetics) have on the craniosacral system.

- The birth process – an introduction
- Whole body dynamics
- Pre- and perinatal psychology
- Introduction to the treatment of babies and children
- Treating pregnant women and the intra-uterine environment
- Intra-osseous lesions

Module twelve 2 days

Negotiating Transition

The final module of the course is a time for consolidation of practical skills and theoretical knowledge. It is also a time for negotiating completion, and considering students' needs for the future.



Homestudy, assessments and examinations

All assessments and evaluations are on-going throughout the course. An important part of this process is homestudy. Students are obliged to complete homestudy assignments which are given at the end of each module. These take the form of written projects and background reading.

Students are also obliged to complete a minimum of two practice sessions per week, between modules.

Practical palpation skills are evaluated in an on-going manner during each module via direct feedback from course tutors and small group supervision. Those students who are having difficulties with the work may be encouraged to have extra tutorials to help them proceed.

Students are assigned a course tutor for the duration of the training, who is available for

feedback and support between modules. Students also form small peer support groups which meet at each module, under the guidance of a tutor, for the purpose of supervision, feedback and more personal student-tutor interaction.

Following completion of their first year of study, students are eligible to attend teaching clinics. Attendance is a pre-requisite for graduation.

Students must note that full attendance is also a pre-requisite of the course. Should any student miss a day/days then they are obliged, at their own expense, to cover the missed material with one or more of the course tutors.

At the end of the course there is an examination, which consists of both theoretical and practical components. Successful completion of the exam will lead to the student

being awarded a graduation diploma from the Institute.

Student obligations for successful completion of training are:

- *successful completion of all homestudy projects*
- *completion of at least two practice sessions per week, between modules*
- *attendance at a minimum of four teaching clinics*
- *successful completion of the Institute's final exam.*

Due to the process-oriented nature of the work, students are required to receive regular Craniosacral Therapy sessions throughout the duration of the course.

After graduation

Following successful graduation, students are eligible to approach the Craniosacral Therapy Association (CSTA), for associate membership.

The Institute provides regular advanced courses and supervision opportunities.

Applications

The course is a post-graduate training open to all practitioners of both complementary and orthodox medicine/therapy. A clear understanding of anatomy, physiology and pathology is required. Extra tuition may be necessary in some cases. Successful completion of an interview is also required.

For an application form, as well as for details of course venues, times and costs please contact the course director.

The management team

Our management team comes from a variety of backgrounds. All our tutors have extensive experience in the teaching of Craniosacral Therapy and other related subjects.

The management team is supported by other tutors and course assistants.



Matthew Appleton
Senior tutor

All of his life Matthew has worked with people in a variety of medical, charitable and educational environments. For ten years he worked as a houseparent at A S Neill's famous Summerhill School and is the author of a book about the school, which has been published in several languages. He trained as a Body Psychotherapist at the Wilhelm Reich Institute of Integrated Therapy in Germany and has lectured internationally on working therapeutically with children. He also trained in Craniosacral Therapy and now maintains busy practices in Bristol and London.

Matthew has a daughter who had a very happy home birth, and he is especially interested in working with babies and children to help them maintain their inherent capacity to live fully and in good health. He brings his own excitement in the subject matter to his teaching and is very supportive of students' learning processes. His own education is ongoing, and he is presently training in Core Process Psychotherapy.



**Liz
Kalinowska**

Senior tutor

At the age of forty, after bringing up her three children, Liz embarked on a second career

in alternative therapy. Inspired by the illness of a friend she began researching and then studying in various fields. She qualified as a dietary therapist in 1988 with the College of Dietary Therapy, and then undertook counsellor training in London and Bath. She went on to study both Osteopathy and Craniosacral Therapy. She has taught Craniosacral Therapy for a number of years.

Liz likes to bring warmth and humour into her relaxed and informal style of teaching. She enjoys music, walking and reading in the time she has between her teaching commitments and her busy practices in southwest and north London.

Her next project is to co-write a book about her life and experience of 1960s London.



**Graham
Kennedy**

Senior tutor

Graham began his study of natural healthcare in 1989, following several years as a martial

arts instructor. His studies included Craniosacral Therapy, Shiatsu and macrobiotic healthcare. Graham has taught both Craniosacral Therapy and anatomy, physiology and pathology for several years. He currently teaches surface anatomy at the College of Integrated Chinese Medicine in Reading. Graham also holds regular classes and workshops in the Taoist water method of chi kung, and brings to his easygoing style of teaching a wide experience and knowledge of natural healthcare.

Graham is currently deepening his knowledge and understanding of the therapeutic process through his study of prenatal and birth therapy with Dr Raymond Castellino.



**Valerie
Kennedy**

Course director

Disillusioned with advice given to her by her doctor, Valerie started to investigate

alternative therapies, and so began a keen interest in homeopathy. After many years in the computer industry, and a year off travelling, she decided to embark on a new career. She qualified in Craniosacral Therapy, whilst remaining in the computer industry on a part time basis.

Being interested in the standards required for teaching and practising Craniosacral Therapy, Valerie joined the Council of the Craniosacral Therapy Association, first as a student representative, and then as elected Treasurer.

When not working or doing Association business, Valerie likes to spend as much time as possible in her organic garden. She also practises yoga and swims regularly.



At the still point of the turning world.

Neither flesh nor fleshless;

Neither from nor towards; at the still point, there the dance is,

But neither arrest nor movement.

And do not call it fixity,

Where past and future are gathered.

Neither movement from nor towards,

Neither ascent nor decline.

Except for the point, the still point,

There would be no dance, and there is only the dance.



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