



## Foundation & Practitioner Syllabus - Study Outline

### Study Description for Bodydynamic system's 4-year program to Bodydynamic Psychotherapist

Here is a deepening the content of Foundation and Practitioner training, which represents the Bodydynamic 4-year training, a brief explanation of the guidelines for self-therapy groups, supervision, demands of examination, evaluation. Furthermore, we will write about the Foundation training – which can also be implemented as an independent separate training – which constitutes the first year of Bodydynamic 4-year training.

Students are trained in the understanding of character structure, to use it as a management tool and to understand the interaction between therapist / trainer and client / student from an insight in relation to transference and counter-transference process

They are trained to recognize shock and trauma (P.T.S.D.), to be able to draw the client out of a sudden shock, without working with shock trauma in itself (P.T.S.D.), which is complex interwoven with characterological problems. Here we recommend completing our shock trauma training.

The students of Practitioner training are trained to work with individual clients / customers / students with contemporary problems / crises and / or desire to work to mobilize their own resources to cope with their life situation better (if they want a development).

### *The Bodydynamic System*

The overall purpose of education is, on a scientific basis, to provide the students the theory, practical experience and personal development, which is a prerequisite for their ability to apply the profession as body psychotherapists in a qualified mode after completing the exam. – Includes the acquisition of existing ethical guidelines for body psychotherapists.

Through an integrated theoretical and practical interaction with different educational themes, the teaching contributes to the students development, as they acquire sufficient knowledge about body psychotherapy, as well as training skills to practice body psychotherapy (including teaching), personal maturity (having gone through their own psychotherapy process) – and the Bodydynamic specific knowledge and practices that distinguish us from other body psychotherapeutic directions.

This includes

- For those who have completed the training as therapists, they can teach clients and groups in the exercises, models and skills that students have acquired.
- The students learn to create/obtain a basic Body map – which is a unique tool to assess human resources and problem areas.
- They are taught the use of life forms in the basic delivery of shock, trauma and the use of the “peak” experiences.

There is also a focus on theoretical knowledge of how other forms of therapy are different from and equal to Bodydynamic system, in order to have the opportunity for discussions with colleagues from different theoretical backgrounds.

### *Bodydynamic Goal*



- The students gain mastery of Bodydynamic Psychotherapy and Pedagogy at a level which enables resource-oriented processing of current life problems and develop new resources – both in individual therapy (with children and adults), in group therapy and group lessons.
- The students are integrated in themselves, so they are able to be themselves, to establish and maintain contact and to talk / listen to a client / student so they “feel heard and seen” – i.e. to be open to human diversity and to respond appropriately to these differences.

While this is a more intellectual way of looking at theory, students must also be able to translate theory into a bodily sensation, experience and impulse, both through their own body and by letting the clients / learners consciously make their own bodily sensations, movements or experiences.

As therapists, students must also learn to touch the client physically, when appropriate, and that this contact must be done in a relevant way for the agreed theme – like the verbal “touch” should be in an appropriate manner.

Furthermore, there are trainings to help give students a common basis for continuing to acquire ‘new knowledge’ with Bodydynamic system as a starting point

### ***Interest Group***

The target group, our trained students, address to, are people from all walks of life who have one or more problems that affect their quality of life, so much that they want to do something to change.

Problems can stem from their upbringing, from their present situation; they may be present in the work context, social context, or in private contexts. If our students also have a psychiatric background, it can also be people who are “admitted”. In special cases we can work together with doctors / specialists / experts or refer to other therapists. Finally, we must also evaluate, if what the client wants, lies within our ethical rules.

The students at Practitioner training can work with individual therapy, but need not necessarily do so. You can choose to work only with education / consultation to say, with students in groups. (You can also choose to work with children).

The written assignment, which forms the basis for examination at the end of Practitioner training, can deal with either an individual therapy, or an educational training. Whatever this final task describes must also include descriptions of individuals (individual students) participating in the course.

### ***Admission Criteria***

Applicants for Practitioner training must meet the following requirements:

- Educational, psychological or health-oriented long or medium higher education – for example, psychologist, doctor, teacher, nurse, social worker, ergo-/physiotherapeutic or educator, yoga teachers, life coaching, gestalt or evidence of equivalent level (which will be specifically evaluated).
- Must have at least 3 years of practical application of their education or other relevant experience.
- Must be able to demonstrate some knowledge of psychological and therapeutic theories and principles (e.g. from work, etc., or course certificates for the implementation of relevant courses, etc.).
- A job which allows the applicant continuously to integrate skills from the training course.
- Module 1 must be completed – or equivalent education in Bodydynamic system must be implemented in other ways



- Age: we have preference for at least 25 years.
- Besides the above formal criteria we have an application interview, where we focus on *Current life situation,, personal maturity and economic realism.*

Meeting the admission criteria must be documented in the written application.

Applicants are invited for interview candidate with 1-2 of the teachers. Only after this interview, it is determined whether uptake occurs.

### ***Preparation in relation to possible dispensation***

Bodydynamic International's education is continuing education. This means that we, like most other psychotherapeutic education require that students have a relevant training first (long or medium higher education of psychological, educational or health character) – see above.

We sometimes make dispensation of this requirement if the applicant through work experience or other activities has a significant experience in working with people.

Spud and Danish Psychotherapy Association have prepared recommendations for interpretation of the exemption rules, which is also our starting point for the conversation to take place.

Applicants may be admitted to an exemption from an overall assessment of the individual's qualifications. Holistic assessment is based on a review of the applicant's qualifications in the following areas:

1) age 2) maturity 3) experience 4) Education 5) other experience.

Exemption is given to candidates based on an assessment of the extent to which the applicant meets the requirements of at least three of the nominated areas.

#### 1. *Age*

The applicant is 25 years old when training begins

#### 1. *Maturity*

The applicant has, through life experience developed a maturity and knowledge that qualify for inclusion in the study. Based on the dialogue determines the educational institution the applicant has a mature reflection about their own life experience.

#### 1. *Work Experience*

Working with other people in at least 5 years within the management, including Human Resource, a consultancy, registered alternative practitioner or treatment.

#### 1. *Education*

Applicant has a long or medium education and can demonstrate some knowledge of relevant psychological and therapeutic theories.



This documentation is achieved for example through earlier therapeutic courses, introductory courses on education instead of a minimum of 3 days duration, courses at university or college, adult educational foundation course, or courses of University Extension School, H.F. in psychology.

### 1. *Other experience*

For example, residence or stay abroad of longer duration, work as a foster family, voluntary work, ordinary folk high school, private therapy and / or supervision in work settings of reasonable accommodation.

Spud and Danish Psychotherapist Association's starting point was that as many as possible should go into an education without having to disqualify the level of training / content – and they recommended that future inclusion of other who do not meet the formal requirements for admission, corresponding to max 20% of students on each team. This% figure we strive to meet.

If the above is fulfilled, the final student could apply to become an individual member of E.A.B.P., the European Association of Body Psychotherapy. The Association will determine whether the sovereign will recognize the exemption Bodydynamic International has given – while they have a greater requirement for therapy / supervision and practice experience.

Membership of E.A.B.P. gives professional protection through an ethics committee.

The requirement for admission criteria as the foundation to become a body psychotherapist has been exacerbated in recent years as part of the politic struggle to obtain recognition of psychotherapy as a profession – apart from psychology and psychiatry. This struggle has so far led to programs that wish, can get quality assessed their training by the evaluator Reflector – based on the criteria developed by 3 ministries. Bodydynamic has obtained all the criteria by the evaluator Reflector, developed by 3 ministries in Denmark.

## **Bodydynamic discipline / subject area designation**

Items 8.1 to 8.11 and 9.1 to 9.7 whereas the items required by the evaluation criteria

### ***First Therapeutic theories***

- Philosophy
- View of Human Nature
- Pedagogy, and psychotherapy
- 8.1 Bodydynamic history and development in social context
- 8.2 History of Psychotherapy
- 8.5 Understanding the theory's implications for concepts of health / illness
- 8.6 Theory of Bodydynamic goals, opportunities, limitations
- 8.7 Theory of psychotherapy processes
- 8.9 Theory of Bodydynamic psychotherapeutic treatment understanding
- 8.10 Psychopathology
- 8.11 Methodology and empirical data from psychotherapy research and evidence-based rescue psychotherapy methods etc..
- 9.2 Application areas
  - 8.4 Theory of development and personality formation
  - Cognitive development, intelligence,
  - Some of the key elements in Bodydynamic SYSTEM
    - Mutual connection and Dignity



- Life-mode analysis and life history
- Bodydynamic Character Structure, including body reading
- Ego Functions
- Ego Aspects
- Resources and Resource Building
- Crises and Shock Trauma (PTSD)
- Peak experience
- Consciousness Model
- Feelings (Instincts, Emotions, Sentiments)
- Animal Psychology
- Theory including F8 theory, and the Human Element
- Practices include f8 practice and the Human Element
- Group Process
- Movement Anatomy linked with Bodydynamic knowledge of muscles psychological association, Hands-On
- 9.3 Methods of examination, Body Reading and BodyMap (Life History) Crises
- EGO-function (development paths) formation through age stages
- The brain's way of forming codes – ability to learn codes and unconscious awareness and change them
- Resources and resource building
- Character Structure and defensive patterns – Imitation / mirroring
- The life history read in the body, body life history (eg, character structure)
- 8.3 Bodydynamic communication model “Bodyknot”
- Bodydynamic Active Sensing and Conflict Resolution
- Rogers Active Listening, Gestalt Therapy, the second theory
- Contact, Body Reading, character structure interaction
- Pedagogical theories of communication
- Bodydynamic touch different ways (“hands-on”)
- How other theories look at the touch compared to communication
- Bodydynamic character theory and mirroring / imitation

### ***Second Development and personality formation***

### ***3rd Team building and group values and norms (and management psychology)***

### ***4th Psychomotoric anatomy***

### ***5th Kinesthetic learning / developmental psychology***

### ***6th Communication Theory and Methodology***

### ***7th Theory and Method about therapy process (therapy training)***

- 8.8 Relationships in psychotherapy (include transference and counter transference)
- 9.1 Relevant treatments and techniques in Bodydynamic
- 9.4 Indication and Counter indication
- 9.5 Prognosis
- From contract to completion
- Bodydynamic 5 Therapy Levels
- Bodydynamic Interview
- Therapeutic space
- Bodydynamic theories of touch, and others' theories



- BodyMapping, Hypo-and hyper muscles
- Body Reading, body language and physical contact forms
- 9.7 Ethical Rules See Psychotherapy Association's rules and regulations EABPs
- Touch Shapes (Ethics and value concepts in treatment and in peer relationship)
- 9.4 Indications and counter indications for contact
- 9.6 Evaluation and Reporting
- Contracts
- Therapy Training courses during the training
- Evaluation
- Group Process days

### ***8th Ethics***

### ***9th Therapy / self-reflection***

### ***10th Supervision***

## **Goal and context of the individual subjects / subject areas**

### ***1st Therapeutic Theories***

Students must be familiar with the therapeutic theories that belong to this profession, have gained a basic Mental Understanding psychotherapy (8.7) as such and the Bodydynamic system of the view of human nature and way of working with psychotherapy in particular, so they can describe and partially explain this.

Students must understand that there are different ways to work with body psychotherapy, have knowledge and be able to specify different concepts from different theories, so they can use, describe and explain Bodydynamic system options and see the limitations that may be (8.6 – 8.9 to 9.2). Over the course of the study time the demand will increase the requirements for understanding Bodydynamic system, concepts so that those in the final exam can be part of the necessary analytical work.

The students must have knowledge of The Philosophy behind Bodydynamic system, and to points 8.1-8.2-8.5-8.10-8.11. Finally, the relationship between the pedagogic and therapy is so important that the students should be able to describe it and use in interaction.

### ***2nd Development and Personality Formation***

The students acquire a broad understanding of how humans develop from embryonic state and into adulthood, and later on 3age (old). Therefore it is important to us that the students not only read theories from Bodydynamic system, but also become acquainted with other development theories (8.4) and look (and may indicate), how they are equal to and different from our theories or those we put us up.

Through developmental psychology, the students get an accurate and broad understanding of child development motor, socially, cognitively and emotionally, and also understanding of how these topics are linked – in such a way that they can use the material.

This section covers the main points in Bodydynamic system.



It is important that the material is both learned from our system and to also read from other famous theorists that underpin our perceptions.

This has especially been possible for us in recent years, brain researchers and academic psychologists may see and recognize the body's importance for both our social and intellectual opportunities (Ehlers, LeDoux, Damasio). See also page 109 of EAPB's reply of 15 scientific questions where Bessel van der Kolk (former head of the International Trauma Society) including says: "Body Psychotherapy is the most effective way to treat trauma."

#### *Re. The point of crisis, shock-trauma (PTSD) and Peak-experiences*

Students will become acquainted with what the shock-trauma is, such that they can bring clients out of reactions from the "sudden" onset of shock conditions and that they can apply knowledge from crisis situations to help clients through or out of these situations – so they can work constructively until they can be routed to a therapist who can work with PTSD.

Peak experiences they must have become acquainted with, on their own body so they can describe and apply this model to clients and students.

#### ***3rd Teambuilding and Group Formation (Management Psychology)***

The students must have an experience and understanding of how a group works and what you can do to get it to function optimally, and how to form teams that can work together on many different projects.

Our way of working with an exchange between practice and theory makes it very necessary that the participants can work in teams – and this is one reason why this material takes space in training. It is expected that the students learn the material so that they can describe how the material is included in their own development and in their own student/ client progress.

#### ***4th Psychomotoric Anatomy***

Students must achieve an accurate perception and understanding of the muscular system, movement function. Therefore it is necessary to know the muscles being taught, and the muscle's precise ability to move the body. This means that they must be able to specify where the muscles originate and insert, describing how they flex and extend and explain which parts of the body, thereby are used. Furthermore, students could indicate whether a muscle is hypo-, hyper-responsive or neutral. It is also a goal that the students through teaching learn how these muscles psychologically "enter" through adolescence and when this happens (age phases) – and apply this knowledge in the examination papers.

In this course (9.3), the students learn also about the child's precise motor development and the psychological issues associated with this. This knowledge means that students can use a precise body reading and Body Mapping, which means that as Bodydynamic psychotherapist they are able to see, the character structure and Ego-functions involved in the issue (problem). This latter knowledge is converted into an exam where students must describe and explain their own issues (problems) and how they have been treated.

#### ***5th Kinesthetic Learning / Developmental Psychology***

They students could sense the interplay between body and development – how their bodies are affected developmentally or how their development affects their bodies. In other words, could perceive and experience the encodings, they have formed (diagrams) and how they experience them and how resource-building is able to modify these codings (tables) – and they must be able to describe the correlations. Here,



“the body’s life story” brings a different perspective to learning, while the character structures and defensive patterns, which was especially learned in the first years will be refreshed and renewed.

It’s also about being able to relive the original coding situations, so they can help clients to build new resources and encodings.

We think that learning is dual processes in which we are shaped / influenced from the outside and simultaneously evolve from within.

It’s such a double process Fröbel (which include many familiar Fröbel-college) had in mind when he talked about the same time “to interiorize the outer and exteriorize the inner.”

### ***6th Communication Theory and Methodology***

The students should be trained to remain in connection in the communication field.

They must be able to establish contact and stay in contact – even in a high energy level – to remain congruent and to “answer back” or “questioning” in a way that clients experience themselves *seen and experienced*, and through that, experience more of *themselves* than they did before therapy. They must also be able to contain, if there are conflicts in the air and have the ability to act in the pressured situation.

Connectedness indicates also that there must be touch – hands-on – without losing the contact, and that the touch goes through imitation and mirroring.

In a way, this is the most central of all our training. Whatever field we are working with all fields (1-10) might be involved.

Therefore the Students at the end of the study, should be able to explain and analyze how Bodydynamic system’s communication models incorporate into their own course, in the client process and in teaching situations and be able to specify and describe other communication theories in the same situations.

### ***7th Theory and Method about therapy process (therapy training)***

Students must train and understand the given subjects, theories and methods. The goal is to apply it in practice and get it integrated, so that it is not just seen as relevant knowledge, but also so that they can describe, explain and use the material – even when it is part of the necessary analysis.

### ***8th Ethics***

The students should be aware of the importance of the asymmetric relationship between therapist / client, and teacher / student – not just by reading the rules and guidelines, but by having grasped and understood in such a way that it becomes deeply embedded.

Ethics are so important that Bodydynamic gives it specific time (this paragraph 8) and also is embedded in the teaching, when we work with methods and practice, and when we talk theory.

In addition, it is also a point that is always with the supervision, direct or indirect.

### ***9th Therapy / Self Reflection***

Students must have individual therapy, where they can experience and sense Bodydynamic process on their own body. The goal is that students become aware of their own inadequate defence mechanism, and that they will be able to feel if and when they slip into a *transfer* with the therapist (and teachers) so they can





do something and get out of it.

In addition to the therapists who will be able to feel when they slide into a *counter transference*, how they can use this and be able to get out of it.

The development that is expected by the students has to be partially described in one of the examination papers, through this exposition they demonstrate how they understand and see themselves in relation to Bodydynamic system concepts and models.

### ***10th Supervision***

Students will increase their *Observant-ego* in such a degree that they can record what they are “even sending out” signals (body, verbal, tone, gestures, etc.) can see how it affects others and can register their response (bodily, verbal, tone, gestures, etc.) in order to be able to deepen the contact instead of slipping out of it – or to deliberately reduce the contact, if necessary.

They need to be able to regulate the contact, to increase it or keep a more superficial contact, depending on the situation and what will be progressive in the “present moment”.

It is also through supervision, that the supervisor can observe whether Bodydynamic students can understand and apply Bodydynamic system’s methods and concepts gradually, as these have been taught. Supervisor may, through the guidance, help to increase the integration of educational content, so the integration between practice and theory increases until the desired level – a level that is ensured through case histories underway and final exams.

## **Curriculum Foundation training (FT)**

**first year of 4-year training to Bodydynamic Psychotherapist**

**Course 1-3 (each course 1-3) or Course 1-4 (each course of 5 days duration) - some countries Course 1-6 (each course of 4 days duration )**

**At the 1. module you will be given a Teaching Manual with all relevant reading material for the Foundation training.**

### ***COURSE 1 – FOUNDATION TRAINING – CONTENT, PURPOSE AND LITERATURE***

- Bodydynamic circus and History
- Bodydynamic Basic concepts 9.1, 9.2, 9.7
- Existence Structure
- Boundaries
- Bodyknot
- Group Division for training groups

#### ***Purpose of the FT-1***

- To get the group to know each other and thus create confidence, including the question of ethical guidelines in relation to this course.
- To give students an understanding of the primary models in Bodydynamic system and a basic understanding of how the character structure is formed.
- To introduce students to the method of learning to read bodies.
- To give students an understanding of character structure including, Skin Boundaries, Existence and birth importance.



- To give students an introduction to Bodyknot model (Bodydynamic's communication model) and how this can be used in the therapy process.
- To form the training groups.

*Recommended literature:*

Ian McNaughton: *Body, Breath and Consciousness*, North Atlantic Books, 2004

***COURSE 2 – FOUNDATION TRAINING – CONTENT, PURPOSE AND LITERATURE***

- Need Structure & demonstration
- Autonomy Structure & demonstration
- Group Process
- Body Reading 9.3

*Purpose of the FT-2*

- **Getting students to understand and comprehend how nature structures Needs and Autonomy are formed and what it takes to stay in contact in contact situations.**
- To give students an understanding of the personal space boundary formation, with emphasis on personal experiences of their own space.
- To look at issues from the working group, training therapist skills and body reading.

*Literature*

\* Konrad Lorenz: *Dog's life*. Schultz, 5th edition, 1974 (Section: Truce and grilles and fences)

***COURSE 3 – FOUNDATION TRAINING – CONTENT, PURPOSE AND LITERATURE***

- Will Structure & demonstration
- Love / sexuality structure & demonstration
- Body Reading 9.3
- Group Process

*Purpose of the FT-3*

- To give students an understanding and fortitude of how nature structures and forms Will, Love and Sexuality and how to meet these structures in contact situations.
- To train the body reading and group process.

*Recommended literature*

Konrad Lorenz: *The back of the mirror*, Schultz the 1976th

Daniel Goleman: *Emotional Intelligence*. Copenhagen: Borgen, 1997.

***COURSE 4 – FOUNDATION TRAINING – CONTENT, PURPOSE AND LITERATURE***

- OPINION Structure & demonstration
- Solidarity / performance structure & demonstration
- Body Reading 9.3
- Group Process



- Evaluation plus exam
- End

#### *Purpose of the FT-4*

- To understand and grasp the character structures Meaning and Solidarity / performance, learn something about the teenage period, train, body reading, group process and therapy training
- To conduct examination and evaluation

#### *Recommended literature*

Ulla-Britta Bruun. *Preschooler psychology*. 3rd edition, Gyldendal the 1990th

Jean Piaget: *The child's psychological development*. Hans Reitzel, 1992 (end of the book – about cognitive development)

Erik Erikson: *Identity – Youth and crises*. Hans Reitzel, Copenhagen. The 1992nd

## **CURRICULUM PRACTITIONER TRAINING (PT)**

### **2nd-4th year of 4-year training to Bodydynamic Psychotherapist**

**Course 1-15 (each course of 5 days duration) or 1-13 (each course of 6 days duration - not described here)**

### ***COURSE 1 – PRACTITIONER TRAINING – CONTENT AND PURPOSE***

#### **Bodydynamic Fundamentals:**

Bodydynamic philosophy and theory about mutual connection. Bodydynamic History.  
Going through Bodydynamic's most important work models:

#### **Bodydynamic Characterstructures**

**Teaching of the ability of the therapist to “be” (in themselves).**

1: Mirroring and imitating

2: Centering

3: Active sensing

#### **Bodyknot training:**

We repeat the Foundation teaching and deepen more into it with emphasis in being aware of the context, the setting we are in. We also emphasize on being more aware of our imaginations and personal perceptions.

#### **Forming groups**



*Aim for PT-1*

Getting students to learn to know each other, forming working groups will be introduced in Bodydynamic system's history, to train the use of Bodyknot model in therapy.

***COURSE 2 – PRACTITIONER TRAINING – CONTENT AND PURPOSE***

**Life mode theory.**

The teacher makes a presentation about the different life modes and tries to give a personal example.

**Life history.** (on a paper they have been given)

Then the students are given the relevant life story paper printed by the teacher and are invited to sit by themselves for one hour and prepare a half hour presentation in the group of their life story.

Each student then presents for half an hour and the time limits must be kept so as not to have less or more time per student. Students can use the big board paper to draw their family tree if they want and they have to present their upbringing (education, roles, work, relationships, social status) in a way that connects with the life mode theory.

**Basic Anatomy, movement understanding, testing and Hands On** - basic concepts of psychomotor basic concepts to start work from resources and look back on their childhood from the resource perspective, to be introduced in psychotherapy history

First some basic teaching in “hands-on” and Hello/Goodbye – Two and Two standing, showing on a body the testing movement.

Teach them how to sense the difference between the skin, the fascia and the muscle.

Then teach them how to go into different layers of muscles and how to get the answer for the specific muscle and distinguish it from the other layers.

When they have their hands on the other person they must start to sense their skin boundary and stay there for ten minutes and sense what happens in their own hands and what they sense in the thigh and heel respecting the boundary in the understanding that they meet what is without wanting to go in and change anything.

*Aim for PT-2*

Train to look at own life story, including from hearing each other's life story and from the cultural-historical school, life forms, and resources – including seeing the resources are all character structure.



## **OVERVIEW OF EGO-FUNCTIONS AND ASSOCIATED MUSCLES 9.4 – BY SUB-COURSES 3-10**

	<i>Ego – functions</i>	<i>Number of muscles</i>	<i>Muscles at. Course</i>	<i>Muscles in all 7 courses</i>
Course 3	2	12	A total of 12	
Course 4	3	11	Total 11	
Course 5	4 + 8	4 + 9	A total of 13	
Course 7	5 + 1	19 + 11	Total 30	
Course 8	6 + 9	16 + 6	A total of 22	
Course 9	7 + 10	16 + 17	A total of 31	
Course 10	11 + Examination	5	A total of 5	125
	<i>– where do you find the muscles and their movements with more</i>			

### **COURSE 3 – PRACTITIONER TRAINING – CONTENT AND PURPOSE**

#### **EGO-FUNCTION TEACHING (SAME FOR ALL EGO-FUNCTIONS)**

Start with morning wake up exercises into the ego-function.

Basic theory basic muscle groups in the ego function and the sub functions.

Small groups for anatomy teaching to discover the relevant muscles on themselves (origin to insertion, the function of the muscle and the baby movement) and be able to present them later in the classroom.

The teacher should help the group it is not an exam but rather an investigation. It is also important to combine the ego function theory with the relevant character structure theories through the muscle movement, functional anatomy.

We talk a lot about the theme of the sub-function and how different the theme is through the different ages.

#### **Psychological Developmental Anatomy**

- **Ego function no 2: Positioning**

Aim for PT-3:

Since the Positioning ego function is the first time the group is taught muscle anatomy it is the teacher that shows all the relevant muscles and their origin and insertion and their movement, explains the relevant character structures and helps the students to understand the material in a logical way.

It is important that the teacher uses the “red thread” to demonstrate the material in a logical way, with images and by a playful discovery through touch.

The theory that has to be taught during the training is included in the teaching manual “Muscle Intelligence”

### **COURSE 4 – PRACTITIONER TRAINING – CONTENT AND PURPOSE**

#### **How to to Bodydynamic Therapy**

#### **Tranference and Counter-transference**



## **Psychological developmental anatomy**

- **Ego Function no. 3: Centering**

### **Introduction to Analyzing Full Bodymap**

The students learn to see test results and connect them with the theories of ego functions and character structures. Go through the papers and give the students understanding of full bodymap reading and how to interpret and deepen into the understanding of hypo/hyper muscles responses.

It is important that the teacher has some bodymaps to show the students and connect these bodymaps with the relevant client's life stories so that the students learn how to use the bodymap and understand how the exams are going to be done.

### **Therapy training and demo therapy.**

#### **OFFICIAL FORMAT FOR ALL DEMO THERAPIES**

First the teacher makes a demo therapy for max 45 min into the ego functions/sub-functions taught, then 15 min of sharing.

It is important to instruct the students not to comment on the specific training client but on the lessons learned, any surprises and discoveries from the therapy and if they sense any similarities with the client on their own body or their own life.

#### **OFFICIAL FORMAT FOR ALL THERAPY TRAININGS**

The students divide into groups of three (preferably) with the roles of therapist, client and observer and take turns in these roles in 30 min training sessions followed by 15 min sharing.

The therapist can take a time out of the session to talk with the observer about the session. Otherwise the observer is not supposed to intervene in any way.

In the sharing it is important that the clients are protected and not commented upon as psychopathological objects. The comments can be about the therapy discoveries, surprises, and new learning.

#### *Purpose of PT-4*

Go through the manuals and their use as a therapist and combining the different Bodydynamic tool's.

To practice psychomotor anatomy from *Ego-functions Centering*, then to comprehend and to practice the differences in instincts, emotions and feelings. During this teaching, students are also practicing therapist skills in relation to the items listed.

## ***COURSE 5 – PRACTITIONER TRAINING – CONTENT AND PURPOSE***

### **Delivering the Life Story**

#### **Psychological developmental anatomy**

- **Ego Function no. 4: Boundaries**
- **Ego Function no. 8: Energy Management**

### **Therapy training and demo therapy.**



## **Bodymap reading into the specific Ego Functions and Character Structures**

### **Self evaluation**

#### *Aim for PT-5*

To learn psychomotor anatomy in relation to the *Ego-function Boundaries and Energy Management* and the connection between them and exercise therapy processes in relation to this issue.

It is important to use the “Yarn” exercise with the emphasis in staying within their energetic boundary even when they are meeting the eyes of another person and not get out of their own energy/space so as to meet other people.

The student have to be taught how to use their deltoid muscles together with their own muscles to secure their own space. There are five sub-functions with different kinds of boundaries and it is important that the students learn of their own responsibility of keeping their own boundaries and that only violence can breach them.

To learn how to work with contracts and creating the therapeutic space, train the "active sensing", the different levels of therapy.

Last day spent on evaluations, the purpose is to provide learning evaluation, and receive evaluation from fellow students and teachers

## ***COURSE 6 – PRACTITIONER TRAINING – CONTENT AND PURPOSE***

### **Group Process and how to work with groups**

Deepening into F8, different levels of emerged conflicts

### **Ethics**

### **Contract work**

#### *Aim for pt-6*

To work with the understanding of whole group processes and the individual in a group, so there will be greater perception of group process and conflict resolution.

Go through ethical behavior as a therapist and deepening into pages in Teaching Manual around working with contracts.

To introduce students to rules and frameworks of ethics and the ethics we require during training.

## ***COURSE 7 – PRACTITIONER TRAINING – CONTENT AND PURPOSE***

### **Psychological developmental anatomy**

- **Ego Function no. 5: Reality Testing**

Start with exercises with the hip to connect the upper body with the lower body and with breathing/ribs and the whole back. Then it is important to do exercises with balance and sense the feet and the muscles of the front and lower leg.



- **Ego Function no. 1: Connectedness**

Mirroring and imitating (show the difference between these two in context with connectedness)

**Therapy training and demo therapy, bodymap analyzing and also connect with the understanding of Ego Aspects.**

### **Introduction to Aquarium**

*Aim for PT-7*

To learn psychomotor anatomy in relation to the *Ego-function Reality Testing and Connectedness*.

Practical training in therapist skills related to these Ego-functions.

## ***COURSE 8 – PRACTITIONER TRAINING – CONTENT AND PURPOSE***

### **Psychological developmental anatomy**

- **Ego Function no. 6: Balance**
- **Ego Function no. 9: Self Assertion**

### **Bodymap reading and exercising Aquarium**

*Aim for PT-8*

To learn psychomotor anatomy in relation to the Ego-function *Balance* and *Self Assertion*

Practical training in therapist skills related to these Ego-functions.

## ***COURSE 9 – PRACTITIONER TRAINING – CONTENT AND PURPOSE***

### **Psychological developmental anatomy**

- **Ego Function no. 7: Cognitive Skills**
- **Ego Function no. 10: Interpersonal Skills**

### **Bodymap reading and exercising Aquarium**

### **Therapy training with supervision**

### **Demo therapy**

*Aim for PT-9*

To learn psychomotor anatomy in relation to the Ego-function *Cognitive and Interpersonal Skills*

Practical training in therapist skills related to these Ego-functions.





## ***COURSE 10 – PRACTITIONER TRAINING – CONTENT AND PURPOSE***

### **Psychological developmental anatomy**

- **Ego Function no. 11: Gender Skills**

### **Integration of Ego Functions, Ego Aspects and Characterstructures**

### **Therapy training with supervision, Aquarium**

### **Demo therapy**

#### *Aim for PT-10*

Seeing the connection between the different functions, understand how you can see developmental trauma and shock trauma..

Deepen into the understanding of Love and Sexuality

Working with a therapist training.

## ***COURSE 11 – PRACTITIONER TRAINING – CONTENT AND PURPOSE***

### **Exam in Psychomotoric Anatomy**

### **Hands on**

### **Group Process**

#### *Aim for PT-11*

To conduct the exam in anatomy.

Introduction to "Bodydynamic Massage" - how to touch in a bounded way.

## ***COURSE 12 – PRACTITIONER TRAINING – CONTENT AND PURPOSE***

### **Psychopathology and evidence based research**

### **Puberty**

### **Deepening into the Bodydynamic negotiation exercise, use of Bodyknot and F8**

### **Therapy training, Aquarium and dem therapy**

#### *Aim for PT. 12*

Basic info around Psychopathology and how we might have a possibility to work together with ex. a psychiatrist.



The students acquire knowledge about psychopathology and evidence-based psychotherapy method

To learn about the integrated adult learning and developmental psychology – Therapist Training in relation to this issue.

### ***COURSE 13 – PRACTITIONER TRAINING – CONTENT AND PURPOSE***

**Bodymap Analyzing**

**How to form and work with groups**

**Demo therapy and Aquarium**

*Aim for PT-13*

To exercise capacities in creating target groups out of different themes, formulate text and develop exercise programs out of the Bodynamic tool boxes.

To work with the Ethics in relation to transfer / counter transference.

### ***COURSE 14 - PRACTITIONER TRAINING - CONTENT AND PURPOSE***

**Exam in Bodymap Analyzing**

**Exam in Aquarium**

### ***COURSE 15 - PRACTITIONER TRAINING - CONTENT AND PURPOSE***

**Preparation for the therapist role**

**The students get to say goodbye properly, focus on the future and his own practice in the future.**

**Final evaluation** – self-evaluation in small groups and evaluation from teacher to the student.

To get each student to highlight their own experiences about a topic (which is already presented in other courses) and they have grasped special interest and focus these experiences in a brief presentation to provide a “original” contribution to Bodynamic system.

## **LITTERATURE DURING ALL MODULES:**

Teaching Manual, Bodynamic Books (given at Foundation training)

Marcher, L. & Fich, F. (2010). *Body Encyclopedia: A Guide to the Psychological Functions of the Muscular System*. North Atlantic Books

Lene Wisbom, *Test Manual*, Bodynamic Books (given at the training)



Lene Wisbom, *Test Analyzing Manual*, Bodydynamic Books (given at the training)

Merete Holm Brantbjerg + Lennart Ollars, *Intelligense of the Muscles*, (send as PDF)

Andrew Biel, *Trail Guide to the Body*, (to buy via ex. E-bay)

### **During 1'st year of practitioner**

Damasio, A. R. (2000). *The Feeling of What Happens: Body and Emotion in the Making of Consciousness*. Mariner Books.

In each country find a good book written about Vygotsky (in native language).

### **During 2'nd year of practitioner**

Tronick, E. (2007). *The Neurobehavioral and Social-Emotional Development of Infants and Children*. W. W. Norton & Company

Marcher, D. & Wisbom, L. (2017). *Psychophysical Approaches to Working with PTSD and the Ego*. Bodydynamic International. (<https://www.bodydynamic.com/blog/psychophysical-approaches-to-working-with-ptsd-and-the-ego/>)

Lorenz, K. (1978). *Behind the Mirror: A Search for a Natural History of Human Knowledge*. Mariner Books.

Damasio, A. R. (2018). *The Strange Order of Things: Life, Feeling, and the Making of Cultures*. Pantheon Books.

### **During 3'rd year of Practitioner:**

Sørensen, L. (1996). *Character Idiosyncrasy illness*. Hans Reitzel

#### **1. Connectedness**

Lorenz, K. (2009). *The Goose Man: The Story of Konrad Lorenz*. Clarion Books.

Lorenz, K. (2002). *King Solomon's Ring*. Routledge.

Chamberlain, D. (1998). *The Mind of Your Newborn Baby*. North Atlantic Books.

Bowlby, J. (1990). *A Secure Base: Parent-Child Attachment and Healthy Human Development*. Basic Books.

Moberg, K. U.: *The Hormone of Closeness*. Pinter & Martin.

#### **2. Positioning**

Makarenko, A. S. (2001). *The Road to Life*. University Press of the Pacific.

Frankl, V. (1959). *Man's Search for Meaning*. Beacon Press.



Erikson, E. (1993). *Childhood and Society*. W. W. Norton & Company.

Notes: Of especially importance is the chapters about native American tribes.

### **3. Centering**

Dürckheim, K. G. (1956). *Hara: The Vital Center of Man* (4th ed.). Simon & Schuster

Herrigel, E. (1999) *Zen in the Art of Archery*. Randomhouse.

### **4. Boundaries**

Hall, E. T. (1982). *The Hidden Dimension*. Random house

Lorenz, K. (2002). *Man Meets Dog*. Routledge

### **5. Grounding & reality testing**

Ford, D. (2001). *The Secret of the Shadow: The Power of Owning Your Whole Story*. HarperOne

Naparstek, B. (2009). *Your Sixth Sense: Unlocking the Power of your Intuition*. Harper Collins Publishers

### **6. Social Balance**

Antonovsky, A. (1987). *Unraveling the Mystery of Health: How People Manage Stress and Stay Well*. Jossey-Bass

Note: Only first half of the book.

### **7. Cognitive skills**

Piaget, J. (2013). *The Language and Thought of the Child*. Goldberg Press.

Gardner, H. (1999). *Intelligence Reframed: Multiple Intelligences for the 21st Century*. Basic Books

Damasio, A. R. (2018). *The Strange Order of Things: Life, Feeling, and the Making of Cultures*. Pantheon Books.

### **8. Energy management**

Hicks, D. (2018). *Leading with Dignity: How to Create a Culture that Brings out the Best in People*. Yale University Press.

### **9. Self-assertion**

Rogers, C. R. (1961). *On Becoming a Person*. Houghton Mifflin.

Erikson, E. H. (1978). *Adulthood: Essays*. W. W. Norton & Company.



Vygotsky, L. S. (1980). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

## 10. Pattern of interpersonal skills

Stern, D. N. (2004). *The Present Moment in Psychotherapy and Everyday Life*. W. W. Norton Company

Note: Especially 1st & 2nd parts of the book.

Tronick, E. (2007). *The Neurobehavioral and Social-Emotional Development of Infants and Children*. W. W. Norton & Company.

Goleman, D. (2006). *Social Intelligence: The New Science of Human Relationships*. Bantam Books.

## 11. Gender skills

Grey, J. (1992). *Men are from Mars and Women are from Venus*. HarperCollins.

## TEACHING METHODS

We are very concerned about how the use of teaching methods, teaching methods (Clod) and didactics (eg problem-based learning) can help our students to “arrive” at a level as “competent provider” after 4 years of training (step number 3 – 5 – in the Dreyfus model of human learning, see B Flyvbjerg’s book (1991) in the bibliography) – or as “The Veluddannede Svend” (step number 3 – by 6 – to Lennart Ollars model of steps in a psychotherapist development, see article “From amateur to master” by Lennart Ollars, 1995).

To get to this third step the student must have accumulated resources in terms of knowledge, training and personally. This means that the well-educated companion have the joy of having acquired solid tools – the competent exercise can prioritize and select a target and develop plans, while it is more fluid and adapted to the specific context – with a personal commitment.

*The therapist’s balance between knowledge, authenticity and excellence*

Resource Building is of vital importance to our human nature and philosophical approach to therapy work. What it means to build up resources can be found elsewhere in the descriptions, so instead we will involve Lennart Ollars’ way to express this:

Ollars ask what a therapist needs a minimum luggage in order to do his job properly (?)

In defence, “Supervision, with the body as anchor” he replies that he needs that 3 conditions are met:

“First, the therapist needs a toolbox of tools, work and related models of understanding, preferably with a reasonable range and certainly with some tools that he knows well. Second, the therapist needs to be centered in themselves, to perceive themselves to feel and follow your own reactions and to know what he believes and thinks. Third, the therapist needs to be clearly present in the contact he has with other words, use the contact skills to can see and hear the client properly. ”

1. AUTHENTICITY, the ability to sense oneself



## 2. KNOWLEDGE

## 3. CONTACTNESS, the ability to hear and see the client

“If a therapeutic situation must be fertile, must so to speak, be” life “in all three poles of the triangle.

## ***EDUCATIONAL IMPLICATIONS***

Our premise is that man has some biologically determined psychological basic functions, which contains some fundamental learning styles. (Here we are on par with Howard Gardner and Steen Clod, see bibliography. This understanding underlies our methodological approach to train competent therapists.

We understand competence as a skill that is conscious, well spoken, concrete, volitional and stable. This definition, we have from Clod, who points out that one element of competence has 4 content dimensions namely:

1. a professional dimension
2. a (psychological) functioning
3. a contextual dimension and
4. a scale dimension concerning the degree of acquisition.

For successful learning, the biologically specific learning styles recreated for the competence Functioning

“Competence” is analytically illustrated with the triangle (see above). The competent therapist has a clear self-perception (pin 1: authentication), a knowledge (pin 2) and an associated skill (pin 3). When power is appropriated is “life” in every triangle poles.

A realistic view of when the power is put into play are both dependent on the situation, the therapist is more personally involved, as the value and emotional and bodily reactions (pin 1) arise. The model in this context is understood as an illustration of how it is possible to sharpen its contact to the client (3) while maintaining contact with himself (1) and her professionalism (2).

These statements correspond to our description of the concepts of “knowledge, training and personal” as we include, when we evaluate the students.

**Knowledge** equivalent to “order” in the toolbox, congruence and overview. Knowledge section includes process knowledge (ie, relevant techniques and methods) and content knowledge (understanding models and theories).

To accommodate this part we present the students for structured knowledge base associated with language and academic concepts (eg “character structures” and “I-function”) and proven analytical methods (eg “Bodyknot”). We also work with “lectures” where students get a holistic overview of an area (eg life). They are thus able to shift perspective from the close (my experience) to remove (upbringing, society). This is supported by critical-analytical, results-oriented and idea-generating group discussions that include provisions for the written assignments that students must develop during the study. This part of teaching is evaluated using the knowledge questions.

**Training** equivalent to genuine contact, to see and hear the client,

The training is oriented toward the presence of humans – a focus on human contact as a whole. This means that teaching is characterized by attention to emotions, bodily signals, contact processes and setting



boundaries and a variety of conversation tools that can help create a good social contact. In this part of the teaching evaluation can be both the student's inner experiences and teacher / fellow student feedback on personal behaviour.

**The personal** match for authentication ie. to feel themselves to be able to reflect, have an observation-Ego, have values and be able to articulate them, ie. the cognitive layer is with this.

Training in “to feel oneself” is oriented toward the student's introverted sensation and awareness of bodily sensations (eg, awareness of own health). It is intended to feel physically when your own limit is reached in close contact with other people (eg “immersive and limited contact”). The evaluation is the student's subjective statements about what she makes.

Reflection is here defined as the systematic reflection.

## ***REFLECTION***

We distinguish between interpretation and reflection. The interpretation is the immediate understanding of the observed. We train to separate the observed and interpreted from each other in our communication model: Body Knot. The observation may be subject to content / process-ie reflection what happened or how it happened. This reflection type is used continuously in the classroom – including when we ask students to join into the 1-2-3 thing they think they have learned and how they might use it outside of the training.

The observation can also be given a light reflection that is. a hedge, why it happened. This last reflection form about the student can become aware of its basic assumptions. This also includes work with its own set of values and the way it actually gets through life as lived. Knowledge of own biography is also crucial for how to meet others. When this self-reflection is used exactly corresponds to the student working in his own therapy – and makes discoveries, insights and adjustments. This knowledge evaluated include through one of the major writing assignments in training.

## ***COGNITIVE ELEMENTS***

As previously stated, the triangle model, an analytical model. In practice, we alternate between the different forms of teaching, as we are constantly changing depending on what happens in the teaching situation and what the students must achieve. Although the material to be experienced at first hand, and although it is very engaging sense must all be understood – there must be a link in it – both ways. So after many tasks with sensations and feelings working on getting the cognitive element unfolded. This teaches the students that the material belongs together – and then it becomes integrated into the various models we work with (eg Ego-aspects, Ego-functions and character structure).

## ***SUMMARY***

In defense “From amateur to master” – a model for the description of the psychotherapeutic process of learning, based primarily on experience with in-service training in body psychotherapy, is referred to both the learning stage, and some of the pedagogy we use.

See bibliography – page 23 this paper also enclosed as an appendix.

These models of human learning processes are very interesting, although we say that step 3 is fine to quit after 4 years – but we also think longer, and therefore it is important to know that Dreyfus has step 5 as the



highest (expert) and step 6 (Master) as the highest – and we read Flyvbjerg, it turns out that he introduces a step 6 of the Dreyfus model, which can only be achieved when the body involved in learning, the entire organism – – while it points towards our stated goal and desire for education are: the body, mind and cognition are linked and that “Kinesthetic Learning” as a concept is one such tool.

## SELF-THERAPY

The individual therapy sessions take place from a certified therapist, approved as a training therapist in Bodydynamic system. Therapy course is an important part of education. The individual courses the student may have worked with personal themes and character traits, while the process is a kind of “learn-analysis”. It is in individual therapy the student experience treatment form in practice on his own body and its own reality.

It is the student’s responsibility (to training) to get the required hours in a sequence. A sequence corresponding to 20-25 times per year, ie. agreements around. every 14 days. Self Therapy program must be at least 80 hours (each 45 minutes) – and they can be taken individually or in groups. At least 60 hours must be taken individually and 20 hours may be in group therapy hours. “1 therapy hour” = 45 minutes.

Self-Therapy when started before Foundation training / education startup can be approved as part of these hours. It is assumed that the hours have been in a course and is conducted in an approved training therapist. – Up to half of the hours may be prior to training start and exactly how many therapy hours completed before the start of training, which can be credited, will *always* be decided on an individual assessment.

The specific content of the therapies is the student’s private affair

The purpose of the therapy process is a character analytic treatment of the student. A character analysis / systematic character analytic work can take place when the student is in a certain balance in his adult life, working, networking, etc. works fairly. Students, who have been exposed to shocks that give rise to post-traumatic stress, must also work with this.

In connection with the annual evaluation report on training the students on the extent and nature of his therapy. In addition, the content of the therapy, as previously mentioned, the student’s “private” – with what and how to work in therapy is a matter between the therapist and student. The students decide to what extent he or she wishes to share experiences from therapy by team-mates and teachers. The therapy takes place with other words in a “closed therapeutic space.” Therapist is confidential, and there is no communication between therapist and teacher / school responsible for the content of therapy, just as the therapist does not in any way participate in the evaluation of the student.

This does not of course to teachers in training can recommend a student to work on specific themes.

The program has been approved by the course commences therapist, and this familiar program structure and the requirements of training places for the students, but the therapist determines sovereign – along with the student how the student individual therapy process to take place. Including whether it is appropriate to work some of the time in a group.

Educational Therapy process is usually carried from one and the same therapist. Therapist Change can happen in a few cases, eg if a student gets a strong need to work with a therapist of the opposite sex (change from male to female therapist or vice versa). In case of change will the therapist’s assessment be extremely crucial. The decision taken by the therapist and student and not by training, although faculty members are likely to have views. Training must be informed.





For the student is expected partly to have extensive knowledge of their own characterological features and that these have been worked to a degree so he / she can work with others resolved issues. It is in this context education decision when the 80 hours is “enough” – that is, whether it requires several hours.

## **EXAMINATIONS - the path from apprentice to master**

We teach so that the material is taught at different levels, depending on our assessment of intrinsic importance to meet the proposed objectives:

The students must

- A. I am aware of the material
- B. could indicate anything from factual material
- C. to obtain a description of a content
- D. could explain the relationships and connections in the material – and
- E. analyze the material they worked with.

### ***THE 7 EXAMS***

Students must have a level of attendance of eighty percent (80%).

1. To conclude the first year – Foundation – is a written exam with a number of questions that test students’ knowledge of the material, primarily on character structure, but also about other topics, including communication model Bodyknot. Can students define and describe the content of models and concepts. Internal examiner. The assignment is assessed as passed or failed. It involves 100 questions to be rated as true or false. A success rate of 70% is required to pass.
2. At the end of the second year submitted a written paper, ca. 15 pages, where students must demonstrate, describe and explain the concepts of Life form analysis in relation to themselves and to earlier generations – where the parent is the most important. The students must also involve consideration of the importance of life-forms of the resources and gaps, they have today. Internal examiner. The assignment is assessed as passed, failed, – and so there must either write a completely new task or the student is asked to supplement with something specific, depending on the character deficiencies.
3. At the beginning of forth year at course 11 is a practical exam in psychomotor anatomy. The student draws a slip which indicated a number of muscles. The student must declare and describe how these muscles originate and booklets on how to move the body parts that move, how they trained, what movements a child will use muscles. Internal examiner. External examiner. Pass or fail depending on the ability to correctly specify and describe 7 different muscles.
4. During the fourth years later after 3 1 / 2 years must be handed a written self-therapy assignment, 20 pages, where the student describes and explains approx. 1 / 2 years of continuous therapy course (selected from the period when the student has gone into their own therapy). The exam paper must state how the student understands Bodydynamic theory in relation to themselves and how the student has changed, described by examples, where body and muscles are specifically involved. Internal examiner. External examiner. The assignment is assessed as passed, failed, and such that



there must either write a completely new task or the student is asked to supplement with something specific, depending on the character deficiencies.

5. In the course of 14 fourth years, 2 exams, both oral. The first one is how to analyze a Full Bodymap with short Life Stories of a client not known to the student. The student draws a Bodymap and paper on which a case is described. Therapy Contract, present a brief life history and past history is provided with the BodyMap. One Piece folder read and analyze and explain the resources and problems. The other information is analysed and a treatment plan is proposed with justification, from Bodydynamic's theories and models. A forecast drawn. Internal examiner. External examiner. Pass or Fail.
6. Aquarium exam, oral, the student is conducting therapy with a fellow student with teacher and censor present. Pass or fail after supervision on the work.
7. Final assignment (see later)  
The final exam consists of written and oral parts. Internal examiner and external examiner and graded according to 12-point scale. Must be delivered within 2 years after completion of training.

## ***ASSIGNMENT OF LIFE HISTORY***

The student must submit a written assignment of his life story for the teaching of life forms. The task is assessed pass / fail. The assignment must be submitted and approved before the student is recommended for examination.

## ***ASSIGNMENT OF THEIR OWN THERAPY SESSIONS***

In the final part of the training, students must write an essay about her individual course of therapy. This task should demonstrate that the student has insight into his own character structure and is capable of understanding point of view and hold its own process and reality. The assignment will be evaluated by two persons and partly one of education teachers, and partly by an external examiner (a therapist who is affiliated Bodydynamic) who are not familiar with the student. The student's supervisor and the supervisor of the student's therapist will not be one of these.

## ***WORKGROUPS***

Between training courses using the student part time working, where they practice anatomy and psychological muscle function, exercises, therapy, training, skill training, discusses the theory and models and other collegial exchange. Participation in these groups is mandatory, what happens here a lot of important preparation, integration and training as the students also learn a lot from following each other's professional and personal process.

## ***SUPERVISION***

Supervision is carried out by a supervisor in Bodydynamic system approved by the program. Ideally, the supervisor is not a teacher in training, but this requirement, we can not always respond fully.

Supervision classes are an important part of education at Bodydynamic International. It is during those hours, the student gets a substantial part of his guidance and support in using the methods in Bodydynamic Therapy on clients and groups. Supervisor is one of the two persons with the final evaluation of the student before the exam.



The program provides a number of formal requirements for super-vision. The student must receive a minimum of 80 hours of supervision, certified supervisor. The 40 are in their own cases. In addition, 3-hour video supervision – a 2 hour video recording.

Of the 40 supervision hours shall be 20 hours with supervisor alone and 20 hours in the group.

In addition, students must attend at least 40 hours in small groups (2-4 participants), where others are supervised by the same supervisor. Minimum 20 hours must be attended on fellow supervision. “1 supervision hour” = 45 minutes.

The part of the super-vision is going on in small groups must be done together with others who are in the same education and targeted courses for examination.

Supervision must be in a sequence. Is there a prolonged interruption in the process, or the student is inexperienced as a therapist must extension is expected.

Supervision is one of the places where the student can choose a specialization, as hours may be used alone for Supervision of individual therapy with adults working with children or wholly or partially on work with groups.

## ***PSYCHOMOTOR EXAM***

After the first 10 sub-courses at Practitioner training, the student up to an extended verbal psychomotor anatomy exam.

The student’s skills are assessed as passed or failed.

## ***SELF-EVALUATION AND EVALUATION DURING THE COURSE OF STUDY***

The student will have developed an accurate self-assessment, both in terms of personal skills as a professional and interpersonal skills are an important part of education. An accurate self-perception is a prerequisite for being able to work constructively with others, both privately and in particular also as a therapist or teacher.

Along the way throughout the program develops *skills in evaluating themselves* in several ways. Some are trained in skills training, including training and group therapy education training under direct supervision of training courses. Some are trained in cooperation with the supervisor.

Finally out that through education, an annual assessment process that includes self-assessment and evaluation from and dialogue with teachers.

## ***OTHER REQUIREMENTS BEFORE THE FINAL EXAM***

The student must before exam have at least 4 courses as a therapist or teacher in Bodydynamic psychotherapy in supervision.

Before the exam, students approx. midway through the supervision process bring one therapy or teaching on video at least 2 hours. This is reviewed and discussed with the supervisor at least 3 hours. The student



must be prepared for the supervisor may require / recommend to see more video clips or listen to audiotapes. Instead of video, supervisors attend a therapy session or a training session.

The teachers' and supervisor's assessment of the students – after completing training and meeting the above requirements – can be set for examination.

The general requirement is that the student has worked or had insight into his own character structure to such an extent that these do not interfere when the student works as a therapist.

Both a general therapist skills, the ability of the students have dealt with all the character structure and I functions as a therapist, and the aforementioned degree of personal clarity, it must be shown by supervision. Likewise, it must be seen, the student uses the theory and the methods included in Bodydynamic Psychotherapy.

## ***FINAL WRITTEN ASSIGNMENT***

Before the student by the supervisor can be set for examination must be submitted one further final written assignment, this time on a course where the student's therapist or trainer – Scope 25-30 pages.

This task forms the basis for final evaluation up to the examination.

The assignment will therefore only be finally dealt with according to other requirements are met: passed examinations, the required number of therapy and supervision hours, other tasks written and approved, etc.

The task assessed by the supervisor (examiner) and external examiner, who discusses task and feedback with the student. If the task is answered and defended satisfactorily (after 12-point scale) the student has passed the final exam and may use the title *Certified Bodydynamic Psychotherapist*.

The norm will be examinations 1-2 years after the end of the gradient, and students are expected to complete the study with exam within 6 years after the start.

## ***EXAM EXEMPTION***

If the student completes his education with examination later than 6 years after the start, students should expect that the program requires updates about newly developed methods or theory within Bodydynamic Analysis and Psychotherapy before the exam will be accepted. There must be sought dispensation.

## **PARTICIPATING IN THERAPY SESSIONS / TRAINING WHILE PARTICIPATING IN TRAINING TO BODYDYNAMIC PSYCHOTHERAPIST**

It is a rule that students *do not* go in the second therapeutic treatment or education while training to Bodydynamic Psychotherapist.

Boundaries of the other therapeutical treatments is the educational therapist decision The therapist determines whether desire for other treatment is an attempt to get energy out of the therapy process, or a possible relevant support process.

If the student wishes to participate in other educational activities, the question of dialogue with faculty members. The main rule '*no other education*' is not a denigration of other methods or working. But just



based on experience that you learn a system best by concentrating on this one for a longer continuous period. Moreover, the different systems work from a different humanity and pedagogical method. Based on our knowledge and experience, it might be decidedly harmful while taking part in training in systems, whose humanity and teaching methods differ in very important areas.

**Time figures (scale), distributed on both subjects, courses – and the total volume**

Kat plus T and S correspond to evaluation criteria on 4 categories

***FOUNDATION TRAINING – FIRST YEAR***

***Course 1 Foundation training***

Subjects	Hours	Kat plus	T	S
1 therapeutic theories	4	1		
2 character theory	21	1 +4	4	3
3 Team building	2	1 +4	5	1
6 communication	7	1 +4		1
7 therapy training	2	1 +4	1	3
8 ethics	1	1		
9 therapy / self-reflection	10	2	(10)	
10 supervision	8	3		(8)
<b>Total</b>	<b>55</b>			

***Course 2 Foundation training***

Subjects	Hours	Kat plus	T	S
2 character theory	18	1 +4	3	
3 Team building	2	1 +4	5	2
4 psychomotor anatomy	2	1 +4		1
5 kinesthetic learning	6	1 +4	2	2
6 communication	2	1 +4	1	3
7 therapy training	2	1 +4	1	3
9 therapy / self-reflection	12	2	(12)	
10 supervision	11	3	3	(11)
<b>Total</b>	<b>55</b>			

***Course 3 Foundation training***

Subjects	Hours	Kat plus	T	S
2 character theory	27	1 +4	5	3
3 Team building	1	1 +4	3	
5 kinesthetic learning	6	1 +4	2	2
6 communication	2	1 +4		
7 therapy training	1	1 +4	1	2
9 therapy	11	2	(11)	
10 supervision	7	3		(7)
<b>Total</b>	<b>55</b>			

***Class 4 Foundation training***

Subjects	Hours	Kat plus	T	S
2 character theory	13	1 +4		4
3 team building	7	1 +4	5	2
5 kinesthetic learning	3	1 +4	1	1
6 communication	7	1 +4	1	1
7 therapy training	2	1 +4	1	3
8 ethics – Evaluation		2	4	



9 therapy	12	2	(12)	
10 supervision	11	3		(11)
<b>Total</b>	<b>55</b>			

***Total hours of Foundation training***

Subjects	Hours	Kat plus	T	S
1	4	1		
2	79	1 +4	12	10
3	12	1 +4	18	05
4	2	1 +4		01
5	15	1 +4	05	05
6	18	1 +4	02	05
7	7	1 +4	04	11
8	1	1		
8		2	04	
9therapy			(45)	
10Supervision				(37)
<b>Total</b>	<b>138</b>		<b>45</b>	<b>37</b>

***PRACTITIONER TRAINING, THE LAST THREE YEARS***

As the courses are equally distributed over 3 years, we have not made a count for each year.

In most of the world the Practitioner training is 5 x 5 days a year for 3 years/ 3½ years - 75 days in all

In some countries its divided to 4 trainings of 6 days per year + 6 days (24 days a year, 78 days in all) equivalent to 13 trainings in all

Below we give the details of the international 5 days x 15 times training:

***Course 1 Practitioner training***

Subjects	Hours	Kat plus	T	S
1 Therapeutic theories	18	1		
2 Fundamentals	12	1 +4	4	1
3 Team building	10	1 +4	1	
4 psychomotor anatomy	10	1 +4		
9 Therapy	5	2	(5)	
10 Supervision	1	3		(1)
<b>Total</b>	<b>54</b>			

***Course 2 Practitioner training***

Subjects	Hours	Kat plus	T	S
1 life story	6	1	1	3
2 Life forms	11	1 +4	1	
2 Life Story B-Elements	4	1 +4	20	2
3 Team building	1	1 +4	2	4
9 Therapy	24	2	(24)	
10 Supervision	10	3		(10)
<b>Total</b>	<b>54</b>			

***Course 3 Practitioner training***

Subjects	Hours	Kat plus	T	S
3 Team building	1	1 +4	1	3
4 Psychomotor anatomy	10	1 +4		1



5 Kinesthetic learning	14	1 +4	1	2
6 Communication	2	1 +4		2
7 therapy training	6	1 +4	3	4
8 Ethics	2	1		
9 Therapy	6		(6)	
10 Supervision	13		(13)	
<b>Total</b>	<b>54</b>			

**Course 4 Practitioner training**

Subjects	Hours	Kat plus	T	S
1 pedagogy / psychotherapy	5	1		
2 Elements	15	1 +4	1	2
3 Team building			1	2
5 Kinesthetic learning	8	1 +4	3	1
6 Communication	4	1 +4	1	3
7 therapy training	3	1 +4	1	4
9 Evaluation		2	5	
10 Evaluation		3		2
9 Therapy	7		(7)	
10 Supervision	12			(12)
<b>Total</b>	<b>54</b>			

**Course 5 Practitioner training**

Subjects	Hours	Kat plus	T	S
3 Team building	1	1 +4	1	2
4 psychomotor anatomy	15	1 +4	1	2
5 kinesthetic learning	12	1 +4		2
7 therapy training	2	1 +4	2	4
8 Ethics	2	1		
9 Therapy	8		(8)	
10 Supervision	14			(14)
<b>Total</b>	<b>54</b>			

**Course 6 Practitioner training**

Subjects	Hours	Kat plus	T	S
1 evidence-based	8	1		
3 team building	12	1 +4	8	6
7 therapy training, contract	10	1 +4	3	5
8 ethics, report writing	2	1		
9 Therapy	11		(11)	
10 Supervision	11			(11)
<b>Total</b>	<b>54</b>			

**Course 7 Practitioner training**

Subjects	Hours	Kat plus	T	S
1 therapist theories healthy / sick	3	1		
3 team building	2	1 +4	1	2
4 psychomotor anatomy	15	1 +4		
5 kinesthetic learning	18	1 +4	1	3
6 Communication	2	1 +4		
7 therapy training	4	1 +4		4
9 Therapy	2		(2)	
10 Supervision	9			(9)
<b>Total</b>	<b>54</b>			

**Course 8 Practitioner training**



Subjects	Hours	Kat plus	T	S
3 team building	5	1 +4	1	3
4 psychomotor anatomy	17	1 +4		
5 kinesthetic learning	18	1 +4		5
6 communication	2	1 +4		
7 therapy training	4	1 +4		4
9 Therapy	2		(2)	
10 Supervision	9			(9)
<b>Total</b>	<b>54</b>			

**Course 9 Practitioner training**

Subjects	Hours	Kat plus	T	S
3 team building	2	1 +4	1	2
4 Psychomotoric anatomy	17	1 +4		
5 kinesthetic learning	18	1 +4	1	3
6 communication	2	1 +4		
7 therapy training	4	1 +4		4
9 Therapy	2		(2)	
10 Supervision	9			(9)
<b>Total</b>	<b>54</b>			

**Course 10 Practitioner training**

Subjects	Hours	Kat plus	T	S
1 Sensuality/ sexuality	6	1	1	1
2 Elements	10	1 +4		
3 team building	1	1 +4	1	2
4 Psychomotor	6	1 +4		
5 kinesthetic learning	6	1 +4		2
7 therapy training	14	1 +4	2	2
9 Therapy	4		(4)	
10 Supervision	7			(7)
<b>Total</b>	<b>64</b>			

**Course 11 Practitioner training**

Subjects	Hours	Kat plus	TS	
2 elements crises	9	1 +4	2	
3 team building	1	1 +4	1	2
4 body reading	6	1 +4		2
psychomotor anatomy				
4 Psychomotoric exam	16	1 +4		
6 Communication	4	1 +4		
7 therapy training	3	1 +4	2	6
9 Therapy	5		(5)	
10 Supervision	10			(10)
<b>Total</b>	<b>54</b>			

**Course 12 Practitioner training**

Subjects	Hours	Kat plus	T	S
1 Puberty + Psychopatology	18	1		
3 Teambuilding, negotiation exercise	12	1 +4	12	12
9 Therapy	12		(12)	
10 Supervision	12			(12)
<b>Total</b>	<b>54</b>			

**Course 13 Practitioner training**





Subjects	Hours	Kat plus	T	S
1 Bodymap Analyzing	8	1		
3 Teambuilding	9	1 + 4	8	6
7 Therapy training	8	1 + 4	5	8
8 Contract therapy room	2	1		
9 Therapy	13		(13)	
10 Supervision	14			(14)
<b>Total</b>	<b>54</b>			

**Course 14 Practitioner training**

Subjects	Hours	Kat plus	T	S
1 Bodymap Analyzing	8	1		
3 Teambuilding	9	1 + 4	8	6
7 Therapy process, exam	12	1 + 4	4	6
8 Evaluation analyzing exam	2	1		
9 Therapy	11		(11)	
10 Supervision	12			(12)
<b>Total</b>	<b>58</b>			

**Course 15 Practitioner training**

Subjects	Hours	Kat plus	T	S
2 Personality formation	7	1 + 4		
3 Teambuilding, rituals, Group process	12	1 + 4	7	9
6 Communication	13	1 + 4		
9 Therapy	9		(9)	
10 Supervision	13			(13)
<b>Total</b>	<b>54</b>			

*Total Course 1 to 12/15 Practitioner training*

Subjects	Hours	Kat plus	T	S
1 Theories	80			
2 development /personality formation	68			
3 team building	75			
4 psychomotor anatomy	112			
5 kinesthetic learning	94			
6 communication	16			
7 therapy process	78			
8 ethics	12			
9 therapy			130	
10 supervision				149
theory / method	535		130	149
Category 1	94			
Category 1 +4	441			
Category 2	130			
Category 3	149			
<b>Total</b>			814 hours incl. T and S	

**Additional outside training courses**



9 Therapy	80	
10 Supervision	80	
Theory / Method 138 (foundation) + 535 (practitioner)		673 hours
Therapy a total of 45 (foundation) + 130 (practitioner) + 80 (outside)		255 hours
Supervision total of 37 (foundation) 121 (practitioner) + 80 (outside)		266 hours
		<b>Total of 1148 hours</b>

Lisbeth Marcher – Head of Education - CEO Hadi B. Marcher

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