

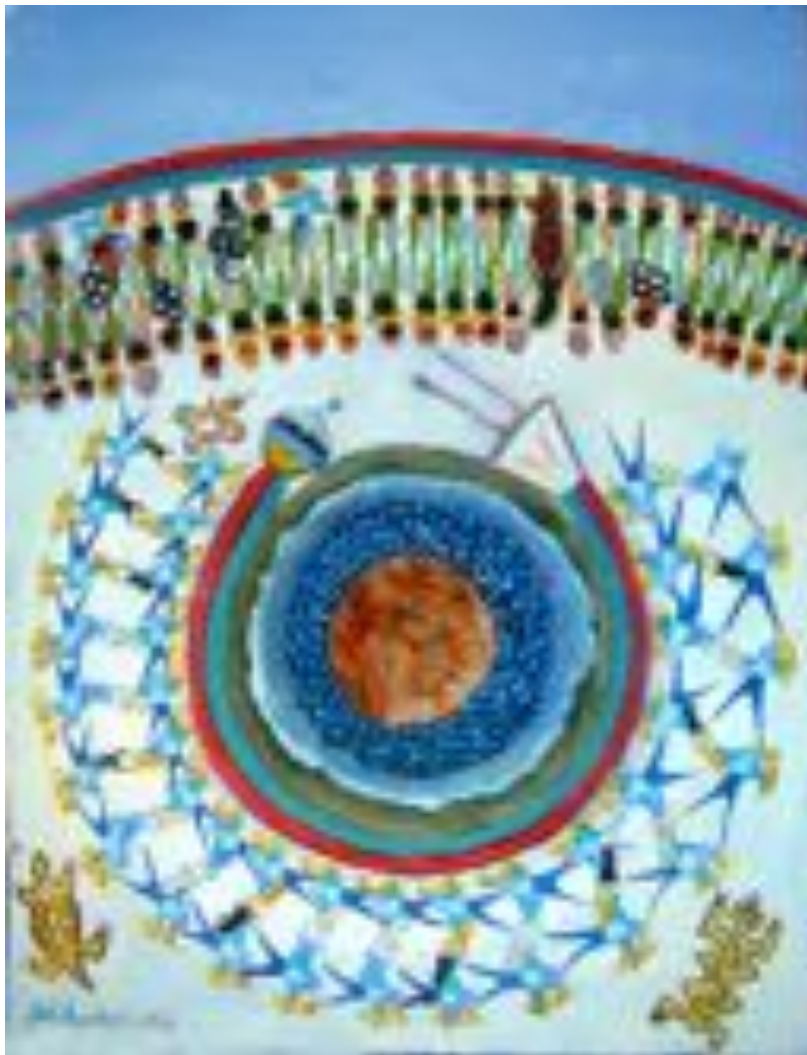


INTERNATIONAL INSTITUTE FOR
CRANIOSACRAL BALANCING®

BEING AND BECOMING

Pre- and perinatal Therapy & Pediatrics in Craniosacral Biodynamics

Continuous education 2021 – 2024



Resolution and integration of early imprints and birth experiences

Teachers
Kavi Gemin
Bhadrena C. Tschumi



We are very happy to offer a cycle in pre- and perinatal training in Czech Republic.

The training introduces a work that we, Kavi and Bhadrana, have been researching and teaching for decades and thereby bears the fruit of this longstanding engagement and experience.

Learning and discovering in the 6 modules will enrich and promote us both as a person and as a therapist.

The skills in working with babies, toddlers and their family system, as well as with adults who deal with their beginnings, are carefully explored, deepened and expanded. The newly learned is immediately applied in practice.

Continuous education for craniosacral therapists
Begin: 17. – 22. September 2021

6 Modules à 5 days: 30 days

Health in the system

1. The prenatal time
2. Birth
3. Bonding und Attachment

Influences on the natural sequence

4. Traumatic prenatal imprints
5. Traumatic birth events

Completion and Integration

6. Being and Becoming in the first year of life

Dealing with therapeutic approaches, which focus on inquiring, solving and integrating pre- and perinatal stress, trauma and early imprints, is fundamentally important for everyone who is dedicated to the craniosacral method.

Early imprints have a major impact on life. Numerous research shows that people “remember” these early times, not as usually memory is described, but through the body, its cells and brain functions. How we organize our sensory impressions and our thinking and thoughts is often shaped by pre- and perinatal memories.

In this advanced training we would like to impart our experience and knowledge of pre- and perinatal Being and Becoming within the environment of craniosacral biodynamics.

The craniosacral approach offers an excellent opportunity to work with infants and children as early as possible before patterns become structurally, functionally and psychosocially condensed and compensations solidify.

Adults also benefit from therapists who know how to work with the early, shaping forces of Health in the here and now and to support them so that resolution and integration of disruptive factors can take place.

The practical inquiries that we make in the 6 courses follow the principles of biodynamics.

They are anchored in “learning by exploring, experiencing and experiencing” and train us to use the body as a resonance instrument and to learn to differentiate.



Each part of the training brings practical exercises and opportunities to deal with your own early beginnings of Being and Becoming, to understand them better and to develop alternatives that can be used creatively today. This in turn enriches the work as a craniosacral practitioner and brings understanding to the process of the clients and ways to better support them on their way to recovery.

Background information on the "Being and Becoming" training

Title "Being and Becoming"

We were inspired by Erich Blechschmidt, the German embryologist, and his book with the same title. Human being and becoming is a topic that has fascinated us for decades and always amazes us.

Prenatal

The prenatal period. The time of conception and formation of the embryo, its growth and development and the time of the fetus.

The prenatal period is related to the pregnancy period. These early times are in the dark of our consciousness and can only be discovered through careful exploration and in cooperation with the body.

Perinatal

The perinatal time describes the time period around the birth: immediately before, during and after birth. Birth events and birth dynamics are taught here in detail and your own birth is explored using clear instructions.

Historical background



There used to be entire tribes that welcomed children before they were conceived and these so-called "primitive" people knew that physical contact is the best thing that can be offered to a baby after birth.

We have to rediscover much of it and at the same time redefine it for a new era.

The "womb-surround" - nurturing, caring for and feeling secure in a nurturing mother's womb - means to create a respectful field of reference and a safe container in our treatments, which will help us to love the origins of our being and to love Health in it, trust in it and be grateful for it.





The basis for processing of early childhood memories was made possible in western civilization by psychoanalysis, which was the first approach to study development and disorders in the first years of life. However, we will not deal with psychoanalysis itself in the training, but with a more recent development: the approach of pre- and perinatal therapy.

While psychoanalysis mainly examines the years after birth, prenatal and perinatal therapy deals with the characteristics of conception, pregnancy and birth and applies body-oriented approaches.

Doctors and Therapists like D. W. Winnicott, John Bowlby, Frank Lake, C.G. Jung, Gregory Bateson, Stanislav Grof, William Emerson and many others who come from the background of psychoanalysis have devoted themselves to understand the impressions of pre- and perinatal experiences. They expanded the therapeutic approach to include and deepen the understanding of the complex phenomenon of the creation of life and its imprint on the psyche, mind, soul and body, the sum of human feeling and thinking.

Related areas and their researchers have contributed to a new understanding of human "Being and Becoming".

This advanced course is enriched by a vast range of research and understandings from the diverse fields of philosophy, psychology, psychotherapy, embryology, pediatrics and biodynamics.

The theory of this advanced course is based in the following fields:

- Craniosacral Biodynamics
- Morphological embryology
- Neurobiology
- Pre- and perinatal psychology
- Pediatrics in the field of craniosacral therapy
- Attachment theory
- Trauma resolution
- Somatic approaches
- Essential psychology of the Diamond Logos Teachings
- Developmental psychology
- Salutogenesis
- Prophylaxis



"The loving heart is filled with an ocean.
In its rolling waves, space gently sways. "
Rumi



Skills

The training is for experienced craniosacral therapists and designed accordingly. Competencies and skills acquired through the 6 modules of joint work expand and promote work in craniosacral biodynamics with infants, young children and their environment and teaches the application of the principles of pre- and perinatal therapy.

At the same time, the guiding principle of the advanced training is the orientation towards the vital forces of health and the restoring forces of primary respiration.

The learning will take place in the craniosacral method and in pre- and perinatal therapy.

Participants will experience exercises and research with each other through partner and group work.

Experience and knowledge are imparted on the cognitive as well as experience-oriented level, so that integrated learning can take place.

Above all, access to holistic, somatic perception is cultivated. The integration of own experiences and acquisition of new skills create new neural pathways that are practiced in an appropriate and precise manner.

Learning goals

Recognizing inherent health and natural regulation in children and adults. Perception of pre- and perinatal issues and trauma. Appropriate cooperation with child and parents to solve and integrate early imprints. Use of craniosacral and other approaches that advance the work with children and adults.

Competences after completion

Craniosacral practitioners apply resource-oriented work with prenatal and birth dynamics in their craniosacral practice. They promote cooperation with primary respiratory and nourish the health in the child, mother and family system.

They work with newborns, toddlers and their caregivers and offer therapeutic support in a systemic way. They enable the integration of healing processes.

They work with adults and their prenatal and birth dynamics in an integrative way.



"Love - gives nothing but itself and takes nothing but itself.
Love does not possess, nor can it be possessed;
Because love is enough for love.
And don't think you can guide the course of love because love
if she thinks you're worthy, she'll steer your run.
Love has no other wish but to be fulfilled."
Khalil Gibran



Brief description of the individual modules

This two-year advanced training is held in 6 parts (30 days).

Module 1 in Sept. 2021, Modules 2 & 3 in 2022, Modules 4 & 5 in 2023, module 6 in 2024.

Each time we start the first day in the evening with dinner and a group meeting and finish on the last day with lunch (around 2 pm).

The training is taught as a closed group. Participation in all 6 parts is required in order to be accepted for the course.

1st year: Modules 1, 2 and 3 are based on Health and provide knowledge, insights and experiences about natural processes and sequences of the pre- and perinatal period.

2nd year: Modules 4 and 5 deal with the interruption of natural sequences and the subsequent stress. Trauma imprints and their possible solutions are being researched in more detail.

Module 6 focuses on how to support healthy development in the first year of life.

Year 1: Health in the system

Module 1 – The prenatal time

Content:

- Craniosacral principles and the prenatal time
- Morphological embryology
- Principles of the prenatal therapy
- The first contact
- Primary Respiration and ignition



Educational objective:

Participants

- develop the body as a therapeutic instrument for resonance and attunement,
- recognize and respond to non-verbal communication and include them in the therapeutic meeting and process,
- perceive prenatal imprints and process them resource and solution oriented,
- communicate and work with child and parents,
- inform and support the parents,
- hold space for more than one person,
- know the importance of support and offer it verbally and non-verbally and
- process their own history.



Module 2 – The birth

Content:

- Craniosacral principles and birth processes
- The different birth stages and their dynamics
- Vector forces and stress elements
- Sequences and recapitulation
- Imprints of stress in the different birth stages and their psychological effects



- Therapeutic principles
- Ignition processes
- Resourced work with child and parents
- Verbal and non-verbal support

Educational objectives:

Participants

- include their own body as tool for self-perception and resonance,
- use communication and coaching principles,
- process their own biography and integrate possible concerns in team work,
- develop a resourced attitude towards technology,
- know about the different stages of birth, recognize them in sessions and offer therapeutic support for resolution and integration,
- develop child-oriented and -appropriate treatment approaches,
- work therapeutically with babies and children in stress and overwhelm and offer solutions and regulation,
- resolve early imprint in a method appropriate way,
- including the parents in the treatment and
- build a professional network.

Module 3 – Bonding and Attachment

Content:

- Neurobiological development and interpersonal neurobiology
- Developmental psychology
- Definition of the bonding theory
- Foundation of a child-parent bonding
- Supporting and empowering bonding and attachment
- Various bonding behavior as a result of unfavorable early imprints
- Developing bonding and attachment in the first 36 months

Educational objectives:

Participants

- recognize and support healthy bonding behavior,
- support the ability to bond of mother/caregiver and child,
- build resources and work resource-oriented with mother/caregiver and child,
- notice difficulties with bonding and help to repair them,
- offer communications styles that foster growth and development





Year 2: Disruptive influences on natural sequences

Module 4 – Traumatic prenatal imprints

Content:

- Trauma in prenatal time
- The stress matrix und trauma resolution
- Medical interventions in the prenatal period
- Chemical imprints and their effect on development
- Solution-oriented approaches
- Effects on the psyche and the formation of the NS

Educational objectives:

Participants

- recognize trauma and stress symptoms in newborns, differentiate the prenatal dynamics and work resource- and potential-oriented,
- know about the various chemical substances and differentiate them during therapeutic work,
- use biodynamic principles to resolve and integrate traumatic imprints,
- strengthen the system, build potency and encourage empowerment,
- work with traumatized children and family systems and apply resource-based approaches in a practical way.

Module 5 – Traumatic birth experiences

Content:

- Birth trauma and its resolution
- Medical interventions in the perinatal time
- Mechanical, surgical interventions: vacuum extraction, forceps, cesarean
- Complications during birth, their effect on health and behavior of the newborn and young children
- Trauma and post-traumatic stress in newborns
- Effect of the different forces on psyche and formation of the NS
- Supporting and strengthening of bonding for resolution of birth trauma
- Clinical work

Educational objectives

Participants:

- recognize the signs of traumatic birth imprints and their corresponding birth dynamics,
- offer possibilities for resolution and integration,
- deepen the resource-oriented work with children and caregivers and
- accompany complex situations and family dynamics.



Completion and Integration

Module 6 – Being and Becoming in the first year of life – healthy development in the first year

Content:

- The spiritual womb and the first months after birth
- The development of the child in the first year
- Supporting mother and child in craniosacral treatments
- Evaluation and treatment approaches
- Completing the series of trainings and integrating

Educational objectives:

Participants

- recognize own competences and the ones of the clients, strengthen those and include them in the therapeutic work,
- recognize and support natural developmental stages,
- apply craniosacral principles with playing and moving children,
- build competence in the work with caregiver and child
- communicate simultaneously on different levels and with different people (child, mother, father...) and include the whole family system
- observe non-verbal signals and learn to read them correctly



Disclaimer

This training does not offer a professional qualification in medical pediatrics or obstetrics. This advanced training supports and enriches the craniosacral practice of the participants. The teachers reserve the right to make changes and additions to the content.



The teachers



Bhadrena C. Tschumi, MA, RCST®, BCST, SE Therapist, PPN Therapist

Founder and director of ICSB, coordinator and educator.

After completing her education in psychology, Bhadrena continued to explore a variety of teachings in related fields of psychotherapy to then devote herself to somatically oriented therapy. She is a body therapist since 1980. She actively worked in the Esalen Institute, the Trager Institute and the Upledger Institute in the US. She originally trained in craniosacral therapy with Dr. John Upledger, DO and in craniosacral pediatrics with Dr. Richard MacDonald, DO. Later she oriented to the biodynamic approach and is instrumental in spreading the biodynamic approach worldwide.

She is trained in prenatal and perinatal therapy with Ray Castellino and William Emerson. She is also trained in trauma resolution work with Peter Levine and Babette Rothschild and in the psychological-spiritual developmental approach of the Diamond Logos Teaching with Faisal Muqaddam.

She is the founder of the ICSB, International Institute for Craniosacral Balancing®, and teaches the work since 1986.

Kavi Gemin, BA, Osteopath, MT, RCST®, BCST, SE Teacher, PPN Therapist

Co-leader Institute ICSB, creative design, Italian coordinator and trainer.

Kavi Gemin received his Master of Arts from Istituto d'Arte in Florence. After his degree, he worked as a designer, art teacher, and art therapist with children and disabled people. Since 1988 he works as a body therapist and practices various modalities. He is specialized in somatic oriented therapies and is a supervisor for Somatic Experiencing® (Trauma resolution) by Peter Levine. He leads seminars in pre- and perinatal work according to Ray Castellino. He also teaches the Diamond Logos Teaching. He is an osteopath and a member of the Canadian College of Osteopathy.

Both **Bhadrena C. Tschumi** and **Kavi Gemin** teach somatic oriented body therapies and spiritual transformation work. They feel it is their mission to help explore the potential that is inherent in every human being.

They feel it is their mission to accompany, help and support individuals in their explorations of their own potential, which is inherent in every human being.

They see it as their mission to supportively accompany and help the exploration of the inherent potential that each human carries within.