



Association SOMA
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N°déclaration activité 117 540 903 75*

*Cet enregistrement ne vaut pas agrément de l'Etat.
code NAF 8559A

PROFESSIONAL BODY-MIND CENTERING® PROGRAM **2nd Cycle: Practitioner in Body-Mind Centering®**

Educational directors: Janet Amato, Lulla Chourlin and Anne Garrigues
Updated July 2021

Body Mind Centering®

Body-Mind Centering® is an approach of somatic reeducation through movement and touch. Developed by Bonnie Bainbridge Cohn, BMC® is an experiential study of the body in motion: mainly through explorations based on movement and touch, but also through the study of anatomy and physiology. This work invites you to discover the different body systems (skeleton, nervous system, muscular system, ...) inviting the emergence of various body states, movement qualities and a specific mind.

BMC® offers to revisit the different stages of a child's development and become aware of your movement habits and thereby extend the range of your choices.

Through movement, touch, voice and images we refine how we feel and move our tissues and body systems. As we learn, we enhance our capacity to open up to change and to support others to find new choices. This type of explorations supports the process of embodiment that BMC® proposes.

Body-Mind Centering® has an unlimited number of professional applications. It is currently being used in different areas: dance, yoga and other body practices, in various artistic practices (theater, music, performance), in occupational and physical therapy, in osteopathy, psychotherapy, medicine, in education, by people supporting the development of the child, as well as in sports or psychophysical areas.



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Participants of the BMC® Practitioner program

This program builds on the program of Somatic Movement Education. It offers more subtle and complex material and interrelates at different levels the various principles and aspects of Body-Mind Centering®.

Oriented towards personal sessions, it provides you with more skilled and refined BMC® tools with a particular emphasis on touch. It provides you with skills to support the psychological equilibrium, as well as health and vitality.

This training integrates the complexity of movement. It combines all the body systems with the developmental patterns that counter-support one another mutually. It also broadens your teaching skills, providing the practitioner with tools to teach and apply BMC® to different publics and to all contexts.

Who is the Practitioner program for?

Body-Mind Centering® has an unlimited number of professional applications. It is currently being used in different areas: dance, yoga and other body practices, in various artistic practices (theater, music, performance), in occupational and physical therapy, in osteopathy, psychotherapy, medicine, in education, by people supporting the development of the child, as well as in sports or psychophysical areas.

Professionals who could benefit from BMC®

Dancers, choreographers,
Artists, actors, singers, musicians,
Dance or yoga teachers, somatic practitioners
Or practitioners of other body practices,
Occupational therapists, psychomotor therapists
Teachers,
People working with toddlers, children with special needs, Geriatrics,
Medical staff, Psychotherapists, psychologists
Physical therapists, osteopaths,
Manual Therapists, Massage Therapists,
High-level sportsmen,
Sports teacher

Prerequisites for the Practitioner BMC® Program

In order to enroll: You have to be a certified Somatic Movement Educator, to have completed a two-year training program. You have to submit all the homework required to enter into year 3. Everything is explaining in the Student Guide for Practitioner, which you can download from our website.



Practitioner Program

518 hours spread over 2 years.

Title of the course	Number of days	Number of hours
Systems and development 1	7	49
Embryological development	4	28
Immune system	3	21
Senses and perception 2	6	42
Breathing and vocalization	6	42
Subcellular system	3	21
Psychophysical integration 1	6	42
Professional issues 2	3	21
Systems and development 2	6	42
Client assessment and therapeutic approaches	6	42
Teaching skills	6	42
New frontiers	3	21
Student presentations	3	21
Client assessment and therapeutic approaches	4	28
Psychophysical integration 2	4	28
Competency	1	7
Professional issues 3	3	21
TOTAL	74	518



The Aims of the Practitioner Program

At the end of the program, you will be able to:

- Deepen the understanding of the BMC® tools acquired during the first two years of the Somatic Movement Education Program.
- Cross-reference the awareness of the different body systems with the various stages of motor development.
- Integrate the specific BMC® approach to more complex themes such as the immune system, the embryological development, the subcellular dimension, breathing and voice.
- Relate body and mind when working with a client and be able to listen to a client.
- Structure a personal session around a chosen issue.
- Refine your quality of touch by directing your intention.
- Teach a group using the numerous tools and techniques offered by BMC® such as somatizations, facilitation through movement, touch, voice and breathing to a wide range of people including people with special needs.
- Develop a personal vision of BMC® based on your own experience and exchange with other trainees.

Educational Requirements for the Practitioner Program

- A refined sense of movement through a subtler awareness of fine internal movement. Students become experts in feeling and sensing which is the support for a defined and precise expression.
- A deepened practice of touch, which is the major skill that is developed during these two years. You will have a lot of opportunity to practice touch under the supervision of teachers. The supervised personal sessions prepare the students for their future professional practice.
- Breathing and Voice become a major asset in BMC® and a whole course is dedicated to them. They underlie the vitality of our tissues and our teaching skills.
- This program is aimed to teach you how to work with clients. The understanding of emotional and psychological processes is explored in interpersonal relationships and group dynamics.
- The teaching accompanies more and more the students' personal questions. Certain classes are organized around themes and issues chosen by the group. The content becomes more personalized.
- Video Support and Books
- For each module, you'll receive a notebook with all the major principles, practical descriptions and valuable information for the student to continue to explore on their own.



Certification requirements for the Practitioner Program

The student guide describes all the requirements for being certified. You can download it from our website: www.soma-france.org, tab “practical information”, and then ‘download documents’.

1. You can enroll into the 3rd year after having finished the first 2 years of SME. You have to do Guidance Sessions and Study Sessions on all the courses from the 1st cycle.
2. In order to be certified, you have to validate all the courses from year 3 and 4.
3. Tuition fees have to be paid.
4. You have **to submit your homework**:
 - 28 study sessions on 14 courses
 - 14 guidance sessions
 - 12 Somatic Movement Education classes
 - 15 case studies
 - 4 personal sessions with a Practitioner
 - 4 supervision sessions with a teacher
 - A final project, presented verbally to the group

Your homework is supervised by a teacher who gives you feedback. The cost for guidance and personal sessions is not included in the tuition fees and they are only required if you want to be certified. The cost for guidance sessions is between 30€ and 35€ and between 50€ and 60€ for personal session, the price depends on the practitioner or teacher.

5. You have to **validate certain complementary courses and activities**
 - 100 hours of Movement Practices
 - 50 hours of Meditative Practices
 - 40 hours of Anatomy
 - 40 hours of Physiology
 - 30 hours of Kinesiology/ Functional Analysis of Muscles
 - 50 hours of Counselling Skills

INFORMATION ABOUT ADDITIONAL EXPENSES

If you want to be certified, you have to do a number of Guidance and Personal sessions with a BMC[®] practitioner, member of BMCA. The cost of these sessions is not included in the tuition fees. The amount is not paid to SOMA but directly to the practitioner you chose to work with.

The total amounts approximately to: 700€ to graduate as a BMC[®] practitioner.



Evaluation Modes

- For validating the program, you have to be present to all the classes. You have to catch-up the classes if you miss more than 10%.
- For validating the course, the last day of each course is dedicated to demonstrations of the material thought and to feedback from the teachers.
- An oral statement of each student at the end of the course, a written self-evaluation sheet.
- Guidance sessions: students fill out a guidance self-evaluation sheet before each 30 min session with a certified BMC[®] practitioner.
- Trainee's evaluation sheet filled out by the educational team at the end of the course.
- Personal sessions supporting individual issues, questions, or the integration of the educational material.
- Supervision sessions with a teacher in order to accompany and to evaluate the student.
- Each student chooses a teacher to supervise his/ her homework. There is personalized exchange during the time of the program. The supervisor reads and evaluates the homework.



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The teachers

All the Teachers of the Somatic Movement Education Program are certified Body-Mind Centering® teachers. They took a post-program with the School of Body-Mind Centering® in order to teach in the programs. They have thought many hours within French and European programs and have a solid and versatile professional experience integrating BMC® to the field of Somatics and to different body techniques. Janet Amato, Anne Garrigues and Lulla Chourlin are the pedagogical directors of the program.

Janet Amato is a co-director of SOMA. She also directs the program in Greece. Since 2005 she has been teaching in many professional BMC® programs in Europe: Germany, Scotland, Italy, Poland, England and also all through France.

Dancer and choreographer, she danced at the National Opera of Athens from 1982 to 1991. In 1987, she joined Vasso Barboussi's Okyroï Company for a tour of festivals in Greece performing contemporary dance and improvisation, video dance and multi-media art.

Since 1992, she lives in Paris, where she teaches and also continues her research and personal dance creations. Her artistic path was widely nourished by her encounters with Jerome Andrews (dancer and choreographer, student of Joe Pilates), Solange Mignoton and Bonnie Bainbridge Cohen (founder of BMC® in the United States). She is certified in Pilates and Reiki II. She has a large range of experience as a dancer and Pilates teacher and as a practitioner of BMC®.

Lulla Chourlin is a co-director of SOMA. She was trained in BMC® in the United States and became a certified practitioner in 1998. From 1998 to 2014, she created and directed the experiential art movement program together with the association Astragale, based in Besançon, and worked on the interrelation between somatic practices and dance. On a regular basis she teaches BMC® and improvisation for dancers in a large number of cities in France. She also teaches at the Regional Conservatory of Besançon. Furthermore, she is a choreographer for the company Astragale and creates interdisciplinary pieces and performances. She also works on instantaneous composition with a group of amateurs and professionals.

Anne Garrigues is a co-director of SOMA. She regularly teaches in the main Programs of the School of Body-Mind Centering® all over Europe. In Grenoble, she is an active practitioner giving personal sessions to clients of all age, to families with their babies and to children with special needs. In September 2017, she created the space "Jardin et Mouvement" where she welcomes classes and workshops of various somatic practices and conscious movement.

After a 25 yearlong artistic and choreographic career, she continues to practice and to teach dance with a strong somatic orientation to professional and amateur dancers, to children and to a vulnerable public. Committed to pair exchange she actively participated in two European Projects: SPARKS, a somatic approach for Special Needs and LEAP on teaching dance.



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Detailed program for the 2nd Cycle

3rd Year Courses

Integration of body systems and development 1

7 days, 49 hours

In parallel to the progression from one basic neurocellular pattern to the next, there is a progression through the different physiological systems. In the successive emergence of patterns, each pattern shows specific affinities with certain characteristics from the different body systems. These affinities underlie changes in the quality of presence in the tissues, in movement, in perceptions but also in interpersonal relationships.

This course will include:

- Personal expression of the interrelation between body systems and the motor developmental process.
- An understanding of how physiological systems are expressed through the developmental process.
- The skill to awaken these interrelations in others.
- Deepening of the somatic repatterning skills through touch and through the integration of body systems and developmental patterns.

Objectives for the Integration of Body Systems and Development 1 course:

- To relate body systems with the motor developmental process.
- To understand how physiological systems express themselves through the developmental process.
- To skill to awaken these interrelations in others.
- To deepen of the somatic repatterning skills through touch and through the integration of body systems and developmental patterns

Senses and perception 2

6 days, 42 hours

This course builds on Senses and Perception 1. In order to perceive clearly, attention, concentration, motivation and desire need to be actively guided towards what we are perceiving in the here and now. This process influences how we interpret the sensory information, and without an active focus, perception is unorganized. The active aspect of perception can be explored theoretically or experientially, alone or in relationship with development. The interrelationship of the senses provides more options to respond to ourselves, to others and to the world.



This course will include:

- How senses and perceptions support the development of the Basic Neurocellular patterns.
- The progression and the integration of the development of the senses.

Objectives for Senses and perceptions 2:

- To understand and exploring the active dimension of perception such as attention, concentration, desire.
- To learn the anatomy of the sense organs and their embryological development.
- To integrate how senses and perceptions support the basic neurocellular patterns.

Breathing and vocalization

6 days, 42 hours

Breathing and vocalization are part of one same mechanism. Breath gives strength to the voice, and our voice reflects how we breathe. Together they express a certain state of mind and reflect our health.

This course will include:

- Embodiment of the anatomy and of the physiology of the different breathing and vocalization structures.
- The role of the pharynx and of the other body cavities for the production of resonance and of sound.
- The distinction between the different structures of the larynx and their role in the production of sound.
- Becoming aware of our own breathing and vocal patterns and acquiring skills to repattern somatically another person.
- Exploration of the psychophysical aspects of breathing and vocalization.

Objectives for the Breathing and vocalization course

- To be able to adapt your breath to your needs of talking.
- To learn how to project your voice in a large space without straining your voice.
- To be able to modulate the vocal tone in relation to the material you teach.
- To learn the vocal system function in order to warm up and practice efficiently.

Immune system

3 days, 21 hours

The Immune system plays a major role in the maintenance of our health and well-being. The mind has a powerful effect on the immune system and on the psychophysical states. It can directly influence the functioning of this system. This course addresses immune processes, as well as immune organs and the functioning of this system.



This course will include:

- Elements and basic functions of the immune system.
- Homeostasis and returning to balance.
- Adaptation to a constantly changing environment
- Ways to consciously support the immune system in an agitated environment.
- Interactions between immune system and other body systems.

Objectives of the Immune System:

- To understand the elements and the basic notions of the immune system.
- To develop one's skills to adapt to an ever-changing environment.
- To relate the immune system with the other systems of the body in oneself and in others.

Embryological Development

3 days, 21 hours

The patterns and relationships emerging during this early time of our development impact our health and our general sense of well-being. It is during this period that all our different body tissues and physiological systems emerge. This course explores the relationship between yolk sac, amniotic sac, neuro-enteric canal and the autonomic rhythm of the fluids as the ectoderm, endoderm and mesoderm appear.

Objectives for the embryological development course:

- To Understand the different stages of the development of the embryo, especially during the first weeks.
- To become aware of the early phases in our adult bodies.
- To be able to support the potential of vitality of these very first movements in another person.

Subcellular system

3 days, 21 hours

The cells of the body carry a living, active intelligence. They have the skill to know themselves, to initiate actions and to communicate with other cells. Relating to cellular presence provides the base to find the source of the complex manifestations of our physical, psychological and spiritual dimensions. Subcellular structures function at a microscopic level in the same way as the body systems themselves function at a macroscopic level.

This course will include:

- Interrelations between systems and tissues of body with cellular and subcellular structures.



- The layers of the plasmic membrane: inner and outer focus and balance between inner and outer environment.
- The cellular fluids: extracellular, intracellular and transitional. Introduction to cellular breathing.
- Fluid/ Membrane Balance.
- Tensegrity and continuity of the cytoskeleton.
- External and internal breathing and underlying support of the organelles supporting cellular breathing.
- Exploration of the organelles implied in protein synthesis and other digestive functions.

Objectives for the subcellular system course:

- To relate to the living intelligence of cells, of their membrane and organelles.
- To become aware of the subcellular structures working on the microscopic level in the same way as the body systems operate on the macroscopic level.
- To perceive them experientially and exploring their psychophysical qualities

Psychophysical integration

6 days, 42 hours

Finding psychophysical homeostasis implies to learn how to react to circumstances in order to maintain and restore health and balance. Body-Mind Centering® proposes options to learn to transform your psychophysical habits, and know how to use your full potential and broaden to new possibilities of choice. In order to be the actor of your own transformation, you have to constantly make conscious decisions, and be highly present to yourself, to others and the group.

This course will include:

- Advanced explorations of the psychophysical aspects of body systems and developmental movement patterns.
- Use the senses and perception to identify the fields of psychophysical expression.
- Interconnection of psychophysical structures in the expression of a person.
- Recognizing blockages of the nervous system and support their repatterning through different tissues of the body.

Objectives for the Psychophysical Integration Course:

- To recognize and transform your psychophysical habits.
- To identify and accompany the expression of a person, of the others or the group through the use of psychophysical structures.



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Professional Issues 2

3 days, 21 hours

This course builds on Professional Issues 1. How to become a Practitioner of BMC® whilst remaining who you are and to relate presence, resonance, intuition, knowledge and experience? Professional skills are also mentioned.

This course will include:

- The student/ practitioner relationship
- Techniques to organize your notes in order to track the progress of your students.
- A reflection around continuous professional training, research and the vaster field of Somatics.

Objectives for the Professional Issue course:

- How to become a BMC® practitioner based on your own embodiment.
- To combine your knowledge and intuition.
- To cultivate the quality of being present whilst keeping a professional distance.
- To reflect upon the fields of applications and the larger context of Somatics.



4th Year courses

Integration of body systems and development 2

6 days, 42 hours

Drawing on the previous Integration of Body Systems and Development I, this course proposes to explore the more complex relationships between experiential anatomy (body systems) and developmental movement. In order to become a practitioner of BMC®, it is important to assimilate and embody these principles.

This course contains:

- The key relations between experiential anatomy and developmental movement.
- The study of more subtle fields of physical exploration for oneself and for accompanying the somatic repatterning in others.
- Advanced integration of body systems and development.

The objectives for the Integration of Body Systems and Development course:

- To assimilate the more complex relationships between experiential anatomy and movement development.
- To understand the key relationships between motor development and the development of the brain.
- To apply all the different layers of BMC® to oneself and be able to facilitate movement in another person in a subtler manner.

Assessment and therapeutic approaches 1

6 days, 42 hours

Body-Mind Centering® approaches health from a multilayered holistic perspective including development. This perspective supports our understanding of more general patterns leading to traditional syndromes. The reading of the body is a continuous process providing the starting point and the focus, when we work with the principles and techniques of BMC®.

This course will include:

- The process of reading the body.
- Applications of Body-Mind Centering®.
- The different approaches of Body-Mind Centering®.
- The traditional syndromes.
- Precautions and counter-indications.



The objectives for the Assessment and Therapeutic Approaches I course:

- To develop your skills to read the body of another person.
- To practice active listening of a person with empathy and discernment.
- To be able to use the different approaches of Body-Mind Centering® : Movement, touch, breathing, voice, verbal exchanges.

New Frontiers

3 days, 21 hours

Introduction to the latest research of Bonnie Bainbridge Cohen and to recently developed elements. The material contains the recent scientific discoveries such as Steven Porges' Polyvagal Theory or the Bonghan circulatory System.

This course studies:

- How we can apply these newest researches to the practice of embodiment and somatic education.

Objectives for the New Frontier Course:

- To discover Bonnie Bainbridge Cohen's newest research.
- To know the latest scientific research and relate to the BMC® approach.

Teaching Skills

6 days, 42 hours

This course focuses on the skills and basic tools of teaching BMC®, such as: phrasing and structuring of a class, the different stages, the use of educational material and props, group dynamics; logistic patterns and class organization based on body systems and movement development.

This course will include:

- Teaching skills
- Organizational skills
- Group dynamics
- Embodiment and transmission
- The use of BMC® principles as a base for teaching
- Support and feedback on your teaching skills
- Discussion with the teachers and other students about teaching and professional issues.



Objectives for the Teaching Skills course:

- To acquire skills and basic tools to teach BMC® to groups.
- To develop your skills in organizing the content of your classes and the different layers of a class.
- To facilitate group dynamics.
- To observe and analyze models of transmission.

Client assessment and therapeutic approaches 2

4 days, 28 hours

This course deepens all the aspects studied in the Client assessment and therapeutic approaches 1.

Objectives for this course:

- To deepen the understanding of Client assessment and therapeutic approaches 1.
- To be aware of the precautions you need to take and any counter-indications.
- To organize a session based on a first evaluation and on an aim, you gave yourself.

Psychophysical Integration 2

4 days, 28 hours

This course builds on the previous course, Psychophysical Integration I. Finding psychophysical homeostasis implies being able to react to circumstances in order to maintain and restore health and balance. Body-Mind Centering® proposes options to learn to transform your psychophysical habits, and to know how to use your full potential and open to new possibilities of choice. In order to be the actor of your own transformation, you have to constantly make conscious decisions, and be highly present to yourself, to others and the group.

This course will include:

- The advanced exploration of the psychophysical dimension of body systems, motor development and perceptions.
- Find the psychophysical dimension in others and be able to repattern in movement.
- The interconnexion of the psychophysical structures in expression.
- Recognizing nerve reversal and supporting repatterning through the different tissues of the body.

Objectives for Psychophysical Integration II:

- To deepen of the understanding of Psychophysical Integration I.
- To learn how to react to circumstances in a way to maintain and restore health and balance.



- To consolidate your skills and open your possibility of choice.
- To invite another person to make a conscious decision in order to be the leader of their transformation.

Professional Issues 3

3 days, 21 hours

Builds on Professional Issues 2

How to become a Practitioner of BMC® while remaining who you are and to relate presence, resonance, intuition, knowledge and experience? Professional skills are also mentioned.

This course will include:

- The student/ practitioner relationship
- The responsibilities of a professional, the code of ethics and health precautions.
- Building and directing a professional practice: finances, advertising, time and space, management, promoting, communication with other professionals, supervision and networking.
- Techniques to take notes to track your students'/ clients' progress
- A reflection on continuous training, research and the larger field of Somatics.

Objectives for the Professional Issues 3 course:

- This course builds on Professional Issues 2.
- To know your responsibilities as a professional, the code of ethics and health precautions.
- To reflect about creating a joint practice or working with other structures: finances, legal status, time and space management, advertising, communication with other professionals, supervision, networking and finding partners.

Student Presentation

3 days, 21 hours

Each student has to present their final project to the group. He/she can choose a specific aspect of his/her work, an application of BMC® to another practice or simply explore a question they have. Each presentation should last between 15 to 20 minutes and be followed by a brief exchange.



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Objectives for the Student Presentation course:

- To show your personal and singular pathway with BMC® and create a final project presenting your personal research to the team and to your classmates.

Competency

1 day, 7 hours

Final Evaluation.

Objectives for the Competency course:

- To validate the capacity of the person to become a practitioner during a personal interview with the directors of the program.