



INTERNATIONAL INSTITUTE FOR
CRANIOSACRAL BALANCING®

**ICSB,
International Institute for Craniosacral Balancing®**

**Craniosacral biodynamics –
in contact with the forces of health**



Information

The International Institute for Craniosacral Balancing® has been founded 1986.

It offers a thorough foundation training over 3 years to support and guide students through different stages of learning and development.

The craniosacral model presented in our training, is based on an understanding of the natural life forces, which organize and maintain our form and function.

This approach sustains the organism in self-regulation and reorganization and supports the forces that underlie the function of systems.

Our studies over the last 25 years in this field allowed us to deepen the work and expand it to a comprehensive practitioner training, also accredited by the association Cranio Suisse® of Switzerland, with equivalent standards to the craniosacral associations of the UK, USA, Canada and Italy.

The method is inspired by the teachings of the originator of cranial osteopathy, Dr. William Garner Sutherland, and his pioneering approach with the Breath of Life and primary respiration. We are grateful for the teachings of the many traditions that bring awareness and mindfulness to our work.

The method

The craniosacral method is an approach to bodywork based on the principle of the Breath of Life.

The Breath of Life is the life force, which connects us to our being, our core and inherent health. It is a therapeutic force expressing itself as slow and self-directed tidal movement. This subtle motion resembles a deep inner breath and is therefore also called primary respiration (PR).

It is observed that the motion of primary respiration can be sensed through the whole body and witnessed as an ordering and organizing principle, an inherent intelligence of the body-mind.

To contact and cooperate with the intelligence of primary respiration for the benefit of the client, a practitioner needs to develop a finely tuned perception, a capacity to listen with the hands and with a compassionate, friendly heart, an open non-judgmental mind and an ability to be patient and still.

The trained practitioner can perceive primary respiration and use it as a guide to evaluation and treatment.

In this professional training the fundamental principles and concepts are taught and extensively practiced.

The teachings include embryology, anatomy, physiology, holistic studies and principles of trauma resolution.

The studies of these subjects have the purpose to provide the student with the necessary tools to recognize and support the expression of inherent health of the organism.

A practitioner can work with different ages and expressions of health to support maintenance and an inner equilibrium of the organism.

Who is this training program for?

It is for bodyworkers, therapists and healing professionals. For interested lay people in a time of reorientation.

For anyone interested in self-exploration and inquiry through body-mind-spirit awareness.

It is also for craniosacral therapists who want to be trained in the resource-oriented fluid and potency approach.

Highly recommended before entering the program:

- Experience in a body-oriented therapies
- Personal experience of the craniosacral method as a client
- Experience of other holistic forms of therapy

Studies of basic anatomy, physiology and pathology are needed.

Extra tuition is required, if there is no training in these subjects.

For different countries, different regulations exist. More information is available for specific foundation trainings.



Course curriculum ICSB

The craniosacral training of ICSB is a comprehensive training program.

Three distinctly different parts are forming the course curriculum:

- 1) Method: Seminars and teaching program (class room hours)
- 2) Practice: Practice sessions, accompanied practice, supervision, receiving sessions (between seminars)
- 3) Self-study: writing reports, protocols, thesis (between seminars)

1. Method

The training extends over three years and 500 class room hours.

The teaching hours in class contain:

- Principles and theory of the method
- Practical application
- Method specific basic knowledge in
 - o embryology, anatomy, physiology, pathology, neurology
 - o psychosomatics, trauma resolution
 - o resource oriented-case history intake, evaluation, ethics, hygiene

The program has 8 seminars, including final exams and graduation.

2. Practice

- 150 practice sessions between seminars, written up and documented.
Practice sessions are given outside of class with non-paying clients, which the students organize by themselves.
- 2 case studies à 6 sessions each
- 10 hrs. supervision (paid directly to supervisor)
- 16 hrs. accompanied practice (group practice days under supervision, paid directly to mentor)
- 3 feedback sessions given to mentors (paid to the mentor)
- Receiving sessions
 - o 24 sessions from 3 different craniosacral practitioners (paid to practitioner)
 - o 24 sessions as intervision with peers (exchanges between colleagues)

3. Self-study

- Designated homework: reports, drawings, protocols
- Reading of method related specific literature
- Studies of the course material (workbooks, audio, dropbox material)
- Studies of method-specific anatomy
- Completion of a written, creative research project (a small 25 pages thesis)

Practice and self-study outside the teaching hours are part of the course curriculum.

ICSB Training in Goa 2021 – 2023

The training in Goa is offered over three years:

2021 Module 1: Seminar 1 – 3, 7 days each

2022 Module 2: Seminar 4 – 6, 7 days each

2023 Module 3: Seminar 7 – 8, incl. exams and graduation

Between modules:

There will be 4 internet-based group supervisions with the teacher between the modules, included in the course fee.

In addition (to be paid individually):

- find a mentor for between the modules (assistant/supervisor: a list of people will be made available)
- take supervisions (either in person or via internet)

Give practice sessions to clients at no fee after first module



Student skills and educational objectives are evaluated through:

- Feedback sessions, tutorials and supervision
- Discussion of the documented sessions, case studies and homework

Training methods

This training does not only teach anatomy or impart scientific knowledge and clinical and practice-oriented skills, but also provides opportunities for personal experience and growth.

All students experience the work on themselves. Therefore, the learning occurs largely via observation and exploration. It is from this inner learning and knowing that we meet the clients.

The training methods include:

- Teaching and lectures
- Exercises in mindfulness, awareness and perception
- Visualizations and meditations to enhance the learning process
- Movement exercises and creative expression
- Use of visual teaching aids
- Session demonstrations
- Guided practical exercises
- Practice sessions
- Feedback sessions
- Exploration and inquiry practices, either verbal or hands-on
- Small group feedback, debriefing, reflection and sharing



Content and learning objectives of teaching program

Seminar 1

The biodynamic principles

Introduction to the primary respiratory system

Seminar 1 is resource and health oriented.

It addresses the state of the practitioner and development of perception.

Students learn the necessary skills to come into appropriate relationship with the health of the human organism and with its expression, the primary respiration.

The emphasis is on facilitating the vitality within each of us, encouraging a fuller expression of life and of our potential as physical and spiritual human beings.

Content

- Introduction to the method
- History and evolution of craniosacral work
- The state of the practitioner
- Self-regulation skills
- The three Neutrals
- Developing perceptual and listening skills
- The matrix of health
- The Breath of Life
- Primary respiration
- The Tides
- An overview of the neurocranium
- Stillness

Educational objectives of Seminar 1

After seminar 1 the student will be able to:

- Negotiate contact and safety in a therapeutic relationship
- Establish a welcoming and respectful session environment
- Support self-regulation
- Practice different listening positions
- Perceive and recognize health in the system
- Support and invite stillness for wholeness and regeneration



Seminar 2

Embryology and the wholeness of the fluid body

The cranial concept

Seminar 2 introduces further fundamental principles of the approach.

Embryology is taught as a phenomenological approach to understanding forces in action.

The-art of listening is practiced and refined.

The importance of systemic neutrality is taught in different contexts.

When the primary respiratory system settles, it reaches a state of unity. This state supports the relationship between the body and the organizing forces of health.

The practitioner learns to deepen the settling processes.

Content

- Neutral as a process
- Embryology as an entrance to unity and wholeness
- Refine perceptual skills and sensory awareness
- The fluid body and its expression, the fluid tide
- Health expressed through primary respiration
- Longitudinal and lateral fluctuations
- Fluid skills
- Mobility and motility of structures
- Reciprocal tension membrane
- Structural and functional inter-relationships between the bones of the neurocranium
- The felt sense as a tool to support autonomic nervous system regulation
- Stillness and the exhalation process
- Inherent treatment plan part 1: Settling and remembering wholeness

Educational objectives

Having completed seminar 2 the student will practice simple, yet profound health oriented perceptual exercises where self-regulation and regeneration is supported.

After seminar 2 the student will be able to:

- Differentiate aspects of unity and neutrality
- Recognize and interact with different manifestations of soma, fluids, forces and stillness
- Perceive tissues, fluids and potency as a unit of function
- Sense and define mobility and motility of structures
- Recognize potency in action and the forces of health in the body
- Facilitate the regulatory forces of the autonomic nervous system (ANS)
- Practice the principles during individual sessions
- Perceive regulatory changes in the client's system



Seminar 3

Matrix of health and individual history

- Evaluation and therapeutic principles
- Natural and inertial fulcra
- State of Balance
- Embryonal development of the spine
- Relationship between dural tube, spine and cranium
- Relationship occiput, atlas, axis
- Horizontal fascia layers
- Inherent treatment plan

The main subject of seminar 3 is the exploration of the different midlines and their relevance in organizing and maintaining unity and wholeness.

The embryological model is at the basis of the understanding of the forces that underlay the expressions of life in structure and function.

The teaching program will follow the structures from the core to the periphery.

In the practice sessions we develop skills and tools to support resolution of patterns and strains of the spine and the fascia system.

Additional tools for the resolution of trauma will be presented and practiced.

The biodynamic view, which treats the individual and not the symptom, allows the organism to resolve its issues in a holistic way.

Educational objectives

After seminar 3 the student will be able to:

- evaluate of the quality of fluid body and its patterns
- apply therapeutic principles appropriately
- support normalization of patterns
- practice the state of balance on joints and fascia structures
- support normalization of vertebrae patterns
- recognize processes of stillness



Seminar 4

The venous sinus drainage

The cranial base and reflections of the whole

The TMG

Seminar 4 deepens the studies of classical approaches while keeping the orientation to the expression of life forces and wholeness. The influence of birthing factors, trauma impacts and clinical issues relating to cranial and pelvic patterns are presented.

The sphenobasilar junction (SBJ), a natural fulcrum for the primary midline, allows physiological compensatory adjustments that reflect the history of the individual.

In this seminar the student learns tools to work with the different patterns of the cranial base and its relationship with the temporomandibular joint and the pelvis.

Content

- Inertial forces and their effect on the foramen magnum and jugular foramen
- Venous sinuses and drainage
- Physiology and anatomy of the cranial base
- Classical dynamics of the temporal bones, occiput and sphenoid
- Patterns of the SBJ
- Pelvis and sacrum in relationship to cranial base
- Temporomandibular joint
- Additional tools for trauma resolution: activation and discharge of the ANS
- The inherent treatment plan, part 3

Educational objectives

After seminar 4 the student will be able to:

- Recognize stagnation in fluids and facilitate drainage and flow
- Perceive and recognize physiological cranial base patterns and support their resolution
- Understand and work with the relationship between cranium and pelvis
- Work with the mandible to support resolution of related TMJ issues
- Deepen the understanding of trauma and facilitate the self-regulatory capacities of the ANS



Seminar 5

Interaction with the world

The viscerocranium

The ventricles

In this seminar we will study the dynamics of the face, hard palate and stomatognathic system. The viscerocranium is the part of our cranium, which grows and transforms the most from childhood to adult life. Its balance is essential for the full expression of health.

The laws of the tidal body and the expressions of the tide are deepened. Orientation toward field phenomena supports the building of potency for the healing process. We will learn to recognize and appreciate-igniting forces of potency and their vitalizing action.

The work with the motility of the CNS and of the ventricle system is explored from an embryological point of view. It is an important approach for the expression of the vitality and for the embodiment of the human being.

Contents

- The stomatognathic system: anatomy, physiology and therapeutic approaches
- Embryology and the pharyngeal arches
- Neurocranium and viscerocranium
- The relationship between structures of the viscerocranium, motility and mobility
- Resolution of inertial patterns of the facial structures
- PR and motility of the CNS and the ventricular system
- Resource oriented case history intake
- The inherent treatment plan, part 4: Orientation to the tide and the tidal body

Educational objectives

After seminar 5 the student will be able to:

- Recognize inertial patterns of the face and stomatognathic system and support resolution
- Compile case history intakes in a resourceful way
- Relate to the field of the tide
- Perceive and interact with the motility of the CNS and ventricles
- Recognize processes of ignition and support embodiment of life forces
- Work according to the principles of the inherent treatment plan



Seminar 6
Interpersonal neurobiology
Anti-dotes to trauma in craniosacral biodynamics

The orientation towards health is our guide to work with the functions of the NS. Various levels of facilitation in the nervous system will be looked at in local and systemic approaches. De-facilitation allows the NS to perform its functions of communication, regulation and integration according to the project of the original matrix.

Content

- Interpersonal neurobiology
- The triune brain
- Trauma resolution skills
- The psycho-physiology of trauma
- The social nervous system
- Polyvagal theory
- Practice of verbal communication skills
- The tide as an antidote to trauma

Educational objectives

After seminar 6 the student will be able to:

- Recognize the onset of trauma affect in a session and effectively support the client towards resolution and integration
- Support discharge and normal response to nervous stimuli
- Help the clients to contact inner resources and to recognize and enhance their relationship to health, even if traumatic issues are present.
- Offer antidotes to the after-effect of traumatic events



Seminar 7

Deepening and completion

Seminar 7 intends to ground the students in their knowledge and skills and to further their competences for individual practice. The study program is completed with specific principles of evaluation and work related to complex situations.

Content

- Sequences and transitions
- Continuity and coherency
- From stillness to motion
- Ignition processes, processes of embodiment
- Extremities and their natural fulcrums
- Ethics
- The inherent treatment plan as evaluation and treatment, part 6

Educational objectives

After seminar 7 the student will be able to:

- Sense continuity and coherency in the system
- Work with sequences and transitions
- Appreciate the forces of the tide
- Be comfortable with different treatment approaches
- Use different skills according to the inherent treatment plan
- Support the reconnection with their inherent health and reorient to a deeper connectedness to self.

Content and sequence of material can change, according to the needs of the class and development of skills.

Seminar 8

Exams, presentation of thesis, graduation



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Certification

Prerequisites for graduation and certification:

- Completion of course curriculum
- Competences and skills assessed and evaluated
- Written project presented
- All exams passed

A certificate as craniosacral practitioner is issued after completion of all prerequisites.

We support self-study and practice, with the intention that they can all be completed at the end of the program.

Students may also elect to not acquire a practitioner certification. Practice and self-studies between seminars are still part of the program and necessary to be able to follow the curriculum.

Certification Options

All graduates can apply for membership with ICSB, the International Institute for Craniosacral Balancing® and are permitted to use the name Craniosacral Balancing® and the logo.

For a nominal yearly membership fee, certified practitioners can then be listed in the international practitioner registry.

Graduates can become known as

BCST (Biodynamic Craniosacral Therapist)

BCST comes from ICSB as part of its membership in IABT (International Affiliation of Biodynamic Trainings) and requires no renewal; once attained, it is permanent.

BCST can register with the North American Craniosacral Association BCTA/NA and receive an RSCT®.



Directors and Instructors

Bhadrena Tschumi Gemin, MA, BCST, RCST®, PPNP, SEP

Founder of ICSB

Bhadrena has been working in the field of Human Growth and Healing Arts as a therapist and teacher since 1976. Born in Switzerland, she was educated as a teacher and psychologist, lived and trained in the USA and worked internationally as a lecturer and teacher for over 30 years.

Her work has been informed by the early Human Potential Movement, Gestalt Therapy, Body-Centered Psychotherapy, meditation, Trauma Resolution, Pre- and Perinatal Therapy, Diamond Logos Teachings and Systems-Centered Therapy.

She teaches Craniosacral Trainings since 1986 and has been essential in developing and spreading the method. Her Institute ICSB, International Institute for Craniosacral Balancing® is accredited in Switzerland to educate complementary therapists.

Kavi Alessandro Gemin, Osteopath, BCST, RCST®

Osteopath and Master of Arts, his early calling was in art and art therapy. He practiced art therapy with adults, children and physically and mentally challenged people for several years.

Kavi continued his training in somatic methodologies with traditional massage, deep tissue and fascia work, craniosacral, as well as other psychodynamic approaches such as NLP, primal and co-dependency therapy. As an osteopath, Kavi is in continuous professional evolution, deepening his studies and practice in Biodynamics.

He is faculty member of Somatic Experiencing®, the trauma resolution method founded by Dr. Peter Levine and is trained in prenatal and birth work with Ray Castellino.

Since childhood, Kavi has been interested in discovering the true nature of things, searching for the glowing spark of life behind every manifestation. He has found that path to essence in the Diamond Logos Teachings® developed by Faisal Muqaddam. He is in ongoing training and exploration of the essential domain, as well as a teacher in the work.