



Association SOMA

8 rue Legouvé, 75010 Paris

info@soma-france.org

SIRET 490 459 989 000 29

www.soma-france.org

N°déclaration activité 117 540 903 75*

*Cet enregistrement ne vaut pas agrément de l'Etat.

Code NAF 8559A

Student Guide and Certification Requirements

BMC[®] Practitioner training

Updated in February 2021



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PRESENTATION

The certifying BMC[®] training program offered by SOMA in France is accredited by Bonnie Bainbridge Cohen and by the School of Body Mind Centering[®] in the United States. We follow the official course developed by Bonnie Bainbridge Cohen and by the school's educational team, especially by Myra Avedon.

Soma combines an excellence in teaching and the respect of a rigorous professional ethic in all the three programs (Somatic Movement Education, Practitioner and Certified Teacher of the School for Body Mind Centering[®]).

These programs offer very specific and detailed approaches in order to embody cells, body systems and different developmental patterns. The principles and the techniques that are thought, enhance both personal fulfilment and professional perfection.

The study of Body Mind Centering[®] is a creative process supporting the discovery of self and of others through physical exploration and assimilation. Each person is simultaneously the student and the object of the study. The principles and techniques are thought within an environment of self-discovery and of openness. We learn how to enable the expression of self and of others without judgement, starting from where each one is. This is how we look for the sensation of well-being underlying any kind of transformation.

Since over thirty years, we have been dedicated to share this dynamic research through embodiment with others. People from over 25 countries have taken our courses, workshops, and programs, and we have certified practitioners on four continents.

THE EDUCATIONAL TEAM

The members of the educational team (the teachers) are certified practitioners and have also completed the teacher training with the School of Body Mind Centering[®], as well as an in-depth training to learn how to transmit this work to groups. They have been teaching BMC[®] for many years and also have skills in other fields. The large range of teaching styles is based on their own singular way to embody and to apply this work.

SCHOOL LIFE

Learning and teaching environment

In each module, self-study guides and notebooks help students to start a continuous dialogue for exploring and studying. Class content is based on them, however, since BMC[®] holds a lot of information and is by nature a work of exploration, only a small part of the documents is directly addressed in class. The fundamental techniques and principles are clarified during the training, but not all of the specific points are studied and some other elements might be added. In order to embody the different body systems and



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developmental principles, we use movement, breath, touch, voice, visualization, discussion and other methods. Sometimes the focus is on the practice, other times it is on the theory. BMC® material contains many interpenetrating layers. For example, in the module on the skeleton, it is possible that a specific joint is only seen during one class, but during the whole program we will come back to this same joint in a different context, we will explore the same joint during the module on ligaments and on muscles or during developmental patterns and reflexes. During the short trainings, information from other modules are intertwined in the same way. In each course, teachers put a particular emphasis on the key elements that might be referred to, but that won't be studied in other courses.

Since every person has their own singular way to learn, it is important to become aware of your own preferences and to be open to test a different way to learn. Sometimes the information will be presented from a global point of view, other times it will focus on details. We don't intend to produce a specific type of teacher or practitioner, but want to encourage each person to fully express who they are and to approach teaching/learning from their own nature, while accepting at the same time those who have different strengths than their own. This is why our educational team is very diversified. Each member represents a distinct mode of embodying and learning/teaching. If a student isn't able to understand the information or the teaching style of a team member, it might be partly due to a diverging approach to perceive or to act. If this happens, please ask for advice.

Personal work during the whole year

Students are supposed to continue to explore the material and to study on their own during the whole year. In each module the student receives a lot of information and even though embodiment is guided during the courses, the experience is deepened over time and is the result of a process of personal exploration outside of the school setting, for instance when taking time to study on your own or to share the material with others, allowing hence the experience you lived in class to deepen and to evolve.

School obligations

In order to be certified, each student has to receive a positive evaluation for each course, and to complete successfully all their homework and complementary activities. The final evaluations decide of the success or the failure of a course. The evaluation of a course is based on attendance and on class participation, as well as on the physical demonstration of the transmitted skills.

Participation and satisfactory physical demonstration during class

During the courses, students are asked to be physically present and ready to actively participate in the dynamics of the class, which means that they should participate in discussions, in partnering work and exchange after a practical application or an exploration. Students have to take care of their learning needs by researching additional explanations, asking questions and/or asking the teachers and the assistants for help. Assistants are there to observe the students, support the embodiment of the material and ensure a good



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interaction between students and teachers. If an assistant witnesses a poor participation of one of the students, they will try to find a solution together. If the problem persists, the assistant will notify the course coordinator and hand him/her a written account. All the questions or agreements between the student and the assistant will be enumerated in order to give recommendations to the student on how to correct the problem.

On demand of the assistant, the course coordinator can ask the student to do some additional work, such as take a catch-up session. If the problem persists or if there is a disagreement between the student and an assistant, a meeting will be organized together with the course coordinator in order to address the questions in detail.

WAYS TO CATCH UP FOR MISSED CLASSES

In order to validate a course, the attendees have to assist to at least 90% of the mandatory classes. It is the student's responsibility to know whether they have attended all the mandatory classes, and if not, to make up for any missed classes, and submit the record for missed and caught up classes.

If you miss up to 10% of the mandatory classes

You are allowed to make-up these classes (not exceeding 10%) in an informal manner, by working on the course material with other students and by reviewing the corresponding sections in the notebook. If you want you can also take an individual class with a teacher or a certified practitioner. The organization of these classes is up to you and you have to pay the teacher or the practitioner. Except of the revision and evaluation class at the end of each course, you will not have to give account of how you made up for the missed classes. Follow the below instructions for this course.

If you miss more than 10% of the mandatory classes

You will have to make up for this class during a catch-up session with a practitioner or a teacher (preferably with a teacher or an assistant practitioner from the program, since they are up to date with all the latest research and news from BMC®. You have to organize these sessions yourself. You need a catch-up session of at least 30 min to make up for maximum 2 missed hours. You have to take these catch-up sessions before the end of the training and hand in the account for missed and caught up classes in order to get a passing evaluation for the module. Please hand in two copies of the filled-out forms, one for yourself and another for the School. You will find the two copies in your notebooks.

If you miss the review and evaluation class at the end of the module, you will have to make up for it and hand in a report. As it is a class on evaluation it has to be taken with a member of the present pedagogical team.

You can't miss more than 20 % of the mandatory classes and still validate the course. If you miss more than 20% you will have to redo the course.



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If a student surpasses the amount of tolerated absence for a couple of modules and hence has to take too many individual make-up classes, he will be put on probation and could potentially be excluded from the training.

Make up sessions

Make-up sessions are mandatory if the student has missed more than 10% of the classes of a given module. They are recommended and sometimes even imposed if the student needs more time to clarify certain information.

If a teacher decides that based on a student's physical demonstration in class, a make-up session is needed, he will inform by writing the elements that need to be reviewed, the necessary preparation for the student, the date and the time, as well as a deadline to take this session. These sessions have to be paid for by the student.

If the session was successfully accomplished, the teacher will make a written note and add it to the student file. Students that show up for the session without being ready and haven't done the correct preparation might be asked to take another session or get a formal notification.

The price for the catch-up session by a teacher are:

One student	30€ / ½ hour
1 or more students	60€/ hour

Unfulfilled conditions

The fact of not fulfilling the minimum conditions before the end of the module leads to a label "unfinished". The student has to speak to the course coordinator and decide of the additional work they have to do in order to fulfill the mandatory conditions for the given module. The catch-up work has to be done within four weeks after the end of the course, otherwise the module can't be validated. The student has to pay for any kind of catch-up work or additional time spent with a member of the pedagogical team.

Failure

Every student who fails a course has to redo it, which might delay the continuation of his/her training, if the courses are required to continue to the next level.

Delay in getting certified

Students have to respect a certain rhythm for the homework, for the work concerning each course and the hours of class attendance. If a student has difficulties to keep up with a course or the program, he/she has to inform the coordinator in order to receive advice.

If the program coordinator sees that the student doesn't fulfill the minimum conditions and hasn't come to see him, he will point it out to him/her and they will meet in order to find a solution and evaluate the student's needs in order to continue the program.

The obtention of the certificate could be delayed for the following reasons:



Educational reasons

1. If the teachers, the coordinator and the program director consider that the student doesn't fulfill the conditions of the module.
2. If the student missed more than the allowed 10%.
3. If a student received a warning and didn't take the necessary measures during the imparted time.

Disciplinary reasons

1. If the student's attitude is opposed to the deontology, is unprofessional or infers with the educational process.
2. If a student received a disciplinary warning and didn't take the adequate measures in the imparted time.

Administrative reasons

1. If a student doesn't respect the financial commitment.

Procedure

1. The educational team will inform, if necessary, the program coordinator of any educational or behavioral problems. The administrative director is in charge of the formal financial notice. He takes an appointment with the student, the competent members of the pedagogical team, the coordinators and /or directors in order to identify the required conditions for the student to be able to continue the program. The student will be notified of these conditions in writing and this will be added to his/ her file.
2. Once the conditions are fulfilled, the training coordinator will inform the director that the situation is back to normal.
3. If there is no significant progress after the written notification, this might lead to course failure and/or an educational or financial suspension, or even an expulsion from the training.
4. The program coordinator will briefly explain in writing the deadline and the specific conditions that need to be fulfilled for the student to reintegrate a regular situation.



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Certification Requirements

General requirement to finish the program:

You have to have,

1. Assisted to all the modules of the training.
2. Received a satisfactory evaluation from the educational team.
3. Finished all your homework and required sessions.
4. Passed the evaluations of competences.
5. Finished the required complementary research.
6. Paid all the tuition fees.

In order to get certified, all the above conditions have to be fulfilled. All the homework has to be submitted at least six months after the last module of the training. Not submitting your homework in due time means that you renounce to be certified. If the student however wants to receive the certificate later, he/she can re-enroll to the training, pay the inscription fees and fall under the requirements of the training he/she wishes to re-enter.

Specific requirements for the practitioner program

In addition to the general requirements, there are specific requirements for each program. Underneath you'll find the descriptions of the different requirements in order to enroll into the practitioner training.

Personal work required during the 3rd and 4th year of the practitioner program

28 study sessions: 2 study sessions for each one of the 14 modules
12 movement classes of somatic movement education (for 6 different modules)
14 guidance sessions (on the 14 modules)
4 personal sessions
15 case studies
4th year: final project (oral presentation and written report)
4 supervision sessions

Complementary activities for the 3rd and 4th year

40 hours of anatomy
40 hours of physiology
30 hours of functional analysis of muscles
100 hours of movement practices
50 hours of meditation practices
50 hours of counselling skills



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Description of the personal work

Study Sessions

Study Sessions help you to organize the material by teaching or exposing verbally what you've learnt.

These sessions are based on learnt material that you want to share with another person. You can either teach a class to a friend, a member of your family or to another student from the training. These Study Sessions are informal. You can keep an anatomy book open nearby or use your notes. You can explore a principle or a system widely, or you can choose to study a specific subject in more details.

You need two Study Sessions per course. During each study session, chose a different principle or a different structure from the aspects and principles you'll find in the review for each session.

Each session should last between 1h to 1h30. As the aim of these sessions is to learn how to share what you've learnt with somebody else, it is better to have only one person at a time, but up to 20% of the sessions can be done with more than two people. You have to submit a written report of each session to SOMA and therefore use the form you'll find in the notebook for each course.

Somatic Movement Education Class

Somatic Movement Classes are quite similar to Study Sessions, since you have to share what you've learnt with one or more person. The written report that you have to hand in is a little bit more detailed and has to contain your students' reactions/ responses as well as your own observations.

Case Studies

During a Case Study you work with another person and write a detailed account about your experience. The Case Studies are client based rather than material centered. They are not required until after the third year.

Year 4 final project and presentation

During the 4th year of the practitioner program, each student has to do a presentation on a BMC[®] related topic to the group. It can be a precise aspect of the work, an application of BMC[®] to another discipline, or simply a question you wish to explore. The project doesn't necessarily have to be finished, it might be something in process that you are still exploring. There are two parts to this presentation: the presentation as such (15 to 20 minutes) and the written report of the presentation.



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Outside sessions taken with a practitioner or a teacher include:

Guidance Sessions

Guidance Sessions offer you the opportunity to receive personalized advice on class material and get feedback on your understanding and embodiment of the principles and essential techniques. These sessions can be taken individually, with another student or in a small group, as long as the teacher can give 30 minutes of their attention to each student for each subject.

You will receive Guidance Sessions Self-Evaluation forms for each subject you've studied. In preparation of a Guidance Session, you need to review the material listed on the self-evaluation forms. Do this either by yourself or with another student. Fill out the section "self-evaluation of your understanding of these principles" by ticking the box that best corresponds to your level of integration / embodiment.

Then take this form with you for the Guidance Session. The practitioner or teacher you work with will look at it to know where you need the most support. The practitioner or the teacher has to tick the box of the principles that he/ she reviewed during the session and date and sign the form. In no way is this an evaluation by the practitioner or the teacher.

The Self-Evaluation forms are an important tool to help you organize your learning process. They don't list all of the principles studied in class or mentioned in the notebooks. However, the principles on these forms will be used as a basis for evaluating your understanding and your embodiment. The guidance session self-evaluation forms can be found in the notebook of each course and have to be submitted to SOMA.

Personal sessions

Personal sessions offer you the opportunity to work one on one with a practitioner or a teacher. The focus of the session is on you. You can work on a physical or a body-mind issue, on a concern you might have, on questions you have about the material or any other aspect you want to work on. The report of the individual sessions is done on the sheet for the account of personal sessions. The price for personal sessions depends on the price that each practitioner or teacher charges.

Supervision Sessions

Supervision sessions offer the opportunity to receive feedback on your practice and your ability to somatically reorganize.

Complementary Studies

Complementary studies provide an essential background in related areas for the trainee wishing to successfully complete his/ her training. They are done outside the School. Complementary studies done before the beginning of the training are acceptable. The additional required complementary studies (added to those already required by the program of somatic movement education) for the practitioner program are:



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Movement practices (100 hours)

Any kind of conscious movement practice providing a greater kinesthetic understanding or experience such as dance, yoga, martial arts, Tai Chi, athletics and others.

Meditative practices (50 hours)

Any kind of activity focused on awareness, stillness of mind and bringing a sensation of harmony and presence, such as meditation, authentic movement, Tai Chi, and others.

The following activities are mandatory to graduate as a certified practitioner of Body Mind Centering®. They are only recommended for the Somatic Movement Education Training.

Human anatomy (40 hours)

Human physiology (40 hours)

You may take a combined anatomy/ physiology course or take the two modules separately. These courses should address human anatomy and physiology and cover all the major body systems (and not exclusively bones and muscles). They have to be of college level or the equivalent (medicine schools, massage schools, acupuncture schools, osteopathy schools, etc, correspondence or home study courses).

You can either take the course for credit or audit them. They are reported to the School by sending in your marks or a completion form signed by the teacher or the institution delivering the course. If you hand in an attestation it should include a course and content description.

Functional analysis – human kinesiology (30 hours)

It seems that there are two types of kinesiology courses, the first one is based on a biomechanical approach and focuses on the forces acting on a joint, the other one is based on the muscles and on how they put the body in motion. The biomechanical approach is not relevant for the type of study you'll be doing in your BMC® training. You will need a teaching addressing the fundamentals of the muscular system, like the major muscle principles, where they insert, their action (and if possible, their innervation). Like for the human anatomy and physiology course, the kinesiology course has to be of college level or the equivalent (medicine schools, massage schools, acupuncture schools, osteopathy schools, etc, correspondence or home study courses).

You can either take the course for credit or audit them. They are reported to the School by sending in your marks or a completion form signed by the teacher or the institution delivering the course. If you hand in an attestation it should include a course and content description.

Counselling skills

Is only required in the fourth year of your practitioner training in order to become a certified practitioner of Body Mind Centering®. These skills provide you with tools to verbally approach personal issues that might arise during a session. You can choose any approach



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that suits you as long as it provides you with practical techniques and principles to deal with the issues. The type of course you choose, should cover basic verbal skills. You might have to find week-end courses or ongoing courses in order to fulfill the counselling requirements. Example that students have chosen in the past include psychological reevaluation, Psycho synthesis, Neuro linguistic Programming and general counselling skills. Counselling or psychotherapy you have undergone as a client doesn't fulfill the counselling requirements.

Deadline for turning in homework and reports

All the homework has to be submitted in a single packet before the deadline indicated in the following tables.

Note

Adjustments to program requirements may be made as necessary for educational or administrative reasons.



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Requirements	Amount required	Description	Deadline to hand in the work
Study Session	12	Informal sharing of material with one or more people. Do two sessions for six different modules (which you haven't yet chosen to validate the SME training). Select from the following courses only: Skeletal System, Organ System, Senses and Perception 1, BNP, RRR, ontogenetic development, Fluid System, Ligamentous System, Muscular System, Nervous System, Endocrine System	Before year 3
	16	Informal sharing of material with one or more people. Do two sessions for each one of the following courses: Breathing and Vocalization, Subcellular system, Senses and Perception 2, Immune System, Integration of Body Systems and development movement 1, Embryology, Psychophysical Integration 1, Professional Issues	During year 4
Somatic Movement Education Classes	12	Teach a class to one or more people and write a brief report about it. Teach a somatic movement education class on 6 different courses you have taken but haven't yet chosen during your Somatic Movement Education Program. Select from the following courses only: Skeleton System, Organ System, Senses and Perception 1, BNP, RRR, Ontogenetic Development, Fluid System, Ligamentous System, Muscular System, Nervous System, Endocrine System.	Before year 3
Case Studies	15	Apply the BMC [®] material to working with an individual. These sessions are client focused rather than material focused	During year 4
Year 4 Presentation Report	1	During year 4, do a 15 to 20 minutes oral presentation about a BMC [®] related topic you have chosen as your final project. Write a one-page report about your final project.	During year 4
Guidance Sessions	6	Do one guidance session for each one of the 6 courses you took during the SME program but that you haven't yet chosen. Select from the following list: Skeleton system, Organ System, Senses and Perception 1, BNP, RRR, Ontogenetic Development, Fluid System, Ligamentous System, Muscular System,	Before year 3



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		Endocrine System.	
	8	Do a guidance session on each one of the following: Breathing and Vocalization, Subcellular System, Senses and Perception 2, Immune system, Integration of Body Systems and development movement 1, Embryology, Psychophysical Integration 1, Professional Issues	During year 4
Personal Sessions	2	These sessions are focused on your personal issues and concerns. They last one hour each.	Before year 3
	2	These sessions are focused on your personal issues and concerns. They last one hour each.	During year 4
Supervision Sessions	2	You give a session to a person under the observation of a certified practitioner or teacher. The aim of this session is the receive feedback on your work with a person.	During year 4
	2	You give a session to a person under the observation of a certified practitioner or teacher. The aim of this session is the receive feedback on your work with a person.	During year 4
Movement Practices	50 hours	Conscious practice of any kind of movement providing a greater kinesthetic understanding and experience.	Before year 3
	50 hours	Conscious practice of any kind of movement providing a greater kinesthetic understanding and experience.	During year 4
Meditative Practices	25 hours	Meditative practices focusing on awareness, stillness of mind and bringing a sense of harmony and presence.	Before year 3
	25 hours	Meditative practices focusing on awareness, stillness of mind and bringing a sense of harmony and presence	During year 4
Counselling Skills	50 hours	This training provides you with tools to verbally support personal questions that might arise during a session.	During year 4



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SHEET FOR HOMEWORK REPORTS: STRATING THE TRAINING

Before starting 3rd year

All written reports are to be submitted to SOMA in one single, complete packet. Use this sheet to keep track of the work you have already completed and use it as a cover for your homework packet. As you complete the requirements, put a check mark next to the completed box. **All work must be typed.**

Always keep a copy of your work!

Name _____ Date _____

Homework	
Study Sessions	<input type="checkbox"/> 12 Study sessions
Somatic Movement Education Classes	<input type="checkbox"/> 12 Reports
Outside Sessions	
Guidance Sessions	<input type="checkbox"/> 6 Guidance sessions
Personal Sessions	<input type="checkbox"/> 2 Personal sessions
Complementary Studies	
Movement Practice	<input type="checkbox"/> 50 hours
Meditative Practices	<input type="checkbox"/> 25 hours
Anatomy	<input type="checkbox"/> 40 hours
Physiology	<input type="checkbox"/> 40 hours
Kinesiology (Functional Analysis of Muscles)	<input type="checkbox"/> 30 hours

Office use only

Name of Homework reader : _____

Date of submitting this sheet to SOMA : _____

Comments by the homework reader : _____

Incomplete: Action taken _____
 To be precised : _____

Complete Satisfactory Unsatisfactory – needs to be redone

Date

Signature



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HOMework SHEET: CERTIFICATION

To be handed in 2 months before the last module

All written reports are to be submitted to SOMA in one single, complete packet. Use this sheet to keep track of the work you have already completed and use it as a cover for your homework packet. As you complete the requirements, put a check mark next to the completed box. **All work must be typed.**

Always keep a copy of your work!

Name _____ Date _____

Homework

Study sessions

16 Study Sessions

Outside Sessions

Guidance sessions

8 Guidance Sessions

Personal sessions

2 Personal Sessions

Supervision sessions

4 (1h30, 2 individual, 2 semi-private)

Case studies

15 Case Studies

Final Project: Oral presentation

1

Final Project: report

1

Complementary studies

Movement practice

50 hours

Meditative practices

25 hours

Counselling skills

50 hours

Office use only

Name of Homework reader : _____

Date of submitting this sheet to SOMA : _____

Comments by the homework reader : _____

Incomplete: Action taken _____
To be precised : _____

Complete Satisfactory Unsatisfactory – needs to be redone

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SUPERVISION SESSION REPORT

Four supervision sessions are required for certification. Each session should be 1h30. There are two types of supervision sessions.

In the first type, you'll give a session to another person under the observation of a certified practitioner or teacher. The aim of this session is to get feedback on how you work with someone else. Two sessions of this type are required.

In the second type, you'll work on a certified Teacher or a Teacher Trainee. Here, the focus is to get feedback on your touch and repatterning skills. Two sessions of this type are required.

Please ask the practitioner, the teacher or the teacher trainee to sign this sheet after the session and add it to the homework packet.

Student's Name _____

Date this report is being sent to SOMA _____

Date of session	Type of session	Name of Certified Practitioner or Teacher (in capitals)	Signature of Certified Practitioner or Teacher
	Working with another person		
	Working with another person		

Date of session	Type of session	Name of Teacher or Teacher Trainee (in capitals)	Signature of Teacher or Teacher Trainee
	Working with a teacher or teacher trainee		
	Working with a teacher or teacher trainee		



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PERSONAL SESSION REPORT

All personal sessions should be a minimum of one hour each. Personal sessions are individual sessions where the practitioner or teacher works with you. You are the focus of these sessions. You can work on a physical or body-mind issue, or ask a question about BMC® material or any other question you would like to work on.

Sessions must be done by a certified practitioner or teacher either during the modules, or during the year if you have the opportunity to live near or have access to a certified teacher. Doing them during the modules offers support for your learning process. Doing them in between modules can support your continuous learning process. A list of all active certified practitioners and teachers is available from SOMA or on the website: www.BMCassociation.org

It's up to you to contact a practitioner or teacher and book your sessions. As stated in the program information, the cost is not included in the tuition. You should pay the practitioner or teacher directly.

Please use this form to report your sessions to SOMA and ask the teacher to sign it after the session.

Student's name _____

Date this report is being sent to SOMA _____

Date of session	Name of certified practitioner or teacher (in capitals)	Signature of Certified Practitioner or Teacher



Association SOMA
8 rue Legouvé, 75010 Paris
info@soma-france.org
SIRET 490 459 989 000 29
www.soma-france.org
N°déclaration activité 117 540 903 75*
*Cet enregistrement ne vaut pas agrément de l'Etat.
Code NAF 8559A

COMPLEMENTARY STUDIES REPORT

Name _____ **Date report is being submitted** _____

The following complementary studies are required for being certified as a Practitioner in Body-Mind Centering®.

- | | |
|---|------------------------------------|
| Anatomy and physiology | <input type="checkbox"/> 80 hours |
| Kinesiology, functional analysis of muscles | <input type="checkbox"/> 30 hours |
| Counselling skills | <input type="checkbox"/> 50 hours |
| Movement | <input type="checkbox"/> 100 hours |
| Meditative practices | <input type="checkbox"/> 50 hours |

Please describe how you completed each requirement (number of hours, dates, description of study, place where you've studied).



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CASE STUDIES REPORT

In order to deepen your knowledge of BMC[®], it is essential to practice, to teach or to share the material with another person. Case studies are an opportunity to practice observation and the articulation of a session. Reports for Case Studies are similar to reports for Somatic Movement Education classes. The difference lies in the fact that in Somatic Movement classes the focus is on the material whereas in Case Studies the focus is on the client.

Each study session should last 1h-1h30. Material can be mixed, and you can use different systems and developmental aspects during one session.

Please use the same presentation with the below mentioned information for each case study. Depending on your needs, the format can be linear, by category or intertwined. The reports should be rather brief – no more than 1 page.

The information that has to be included in your case studies:

1. Your name
2. Case Study number
3. Date of Report
4. Date of the Case Study
5. Length of the session
6. Clients initials or first name (for confidentiality reasons don't use the client's full name)
7. Age of Client (or approximatively, if you don't know their age)
8. Male or Female
9. Focus of the session: (Clients' issues and/ or themes of the session)
10. The approaches used (such as, the skeleton, the patters, the organs)
11. The content of the session (what did you do)
12. Your Method (How did you do the session, did you include movement, dialogue, voice et ...)
13. The Client's reactions (what did you notice and what did he/ she express, reactions of the family if you are working with a child).
14. Comments, feelings, insights
15. Future Considerations (ideas for future explorations)



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CASE STUDIES REPORT

Your name _____ Study Case # _____

Date of report _____ Date of session _____ Length of session _____

Client's initials or first name _____ Age of Client _____ Male / Female

Refer to guidelines for Case Studies for more information that should be included into the report.

Please type your answers and make additional copies of this sheet if needed.



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YEAR 4: PRESENTATION REPORT

Name _____ Date report is being submitted _____

In the fourth year, each student has to do an oral presentation on a BMC[®] related subject to the group. It can be a particular aspect of the practice, an application of BMC[®] to another discipline or simply a question you hold and you wish to explore. Your work doesn't necessarily have to be finished, you can share a part of your work in process or of your field of exploration. The presentation is made of two parts: the oral presentation itself (15-20 minutes) and a written summary of the presentation.