



## CURRICULUM

### 4-year professional Core Energetic training

#### CORE I

*The theme for the first year is understanding the personality and the developmental history of a person. The mind, spirit, energy, emotions, personality and defenses are studied based on their interaction with the physiological body. The year is the foundation upon which the knowledge of Core Energetics (CE) is built. In addition, students will learn about themselves, how they block their own creativity, movement, and life force.*

**Energy and Consciousness:** An introduction to the concepts of energy and consciousness and exercises to help the student experience: charge and discharge, expansion, contraction, flooding, leaking, and stasis. Principles of pain and pleasure, including breathing, movement, feelings, grounding, pulsations, life force and streamings.

**Introduction to the Character Structures:** An overview of the character structures. What they are; their relationship to each developmental stage; and how their occurrence affects the energy flow which determines the shape of the body. The relationship of character defenses to psychopathology and personality disorders. Students receive an overall map of the structures; understanding how one follows from the other and their relationship to woundings at vulnerable developmental time periods. Also covered are the mask, lower self, and higher self statements of each structure and the universal life task of each structure.

**Schizoid (Fragmented) Defense:** Understanding the effects of parental hatred or disinterest on a pre-ego development. Observation and the diagnosis of the physical structure of the schizoid defense. Experiential work in pairs concerning the developmental factors responsible for the schizoid personality. Techniques and approaches for working with this defense in the therapy session.

**Oral (Undercharged) Defense:** Understanding abandonment and attachment issues and the resulting neediness or counter-dependence. Observation and diagnosis of the physical structure of the oral defense. Experiential work in pairs concerning the developmental factors responsible for orality. Approaches and techniques for working with this defense in the therapy session.

**Orientation to the Body - The Segments:** An explanation of Reich's seven body segments (ocular, oral, throat, chest, diaphragm, abdomen and pelvis). The history and evolution of Core Energetics in terms of the expansion and development of Reich's segmental armoring. An exploration of movement and breathing as they relate to the segments of the body (the earthworm). An overview of how the different segments are related to specific character defenses. Introduction to the techniques used in unblocking frozen energy of the segments.

**Masochistic (Overcharged) Defense:** Understanding enmeshment and autonomy issues. Observation and diagnosis of the physical structure of the masochistic defense. Experiential work concerning the developmental factors responsible for masochism. Working with techniques appropriate for the masochistic character structure in the therapy session.

**The Personality:** An overview of the mask (pseudo personality), lower self (destructive forces) and higher self (real self, truth and love). An introduction to the pyramid model of the human being in which mind, body, feelings, will and spirit interact holistically. A description of the Core Energetic model of energy and consciousness. Students work in dyads to experience the interplay of these theories in their own lives.

**Psychopathic (Upper Displacement) Defense:** Understanding the role of seduction and betrayal in the developmental wound. Observation and diagnosis of the physical structure of the psychopathic defense. Experiential work concerning the developmental factors responsible for psychopathy. Working with this defense in the therapy session.

**Ego Functions and their Relationship to the Core:** An in-depth exploration of the concept of ego in the Core Energetic model, which includes: the body as ego, transforming the ego, principles of self responsibility, the selfish aims of the negative ego, helping the ego to be in the service of the Core and the higher self, ego development and wounding in the different character structures. Emphasis is placed on the little ego and the big ego: the ego as it works for higher good and the ego as it fulfills selfish or unrealistic aims.

**Rigid (Armored) Defense:** Understanding oedipal issues and the resulting split between the heart and the pelvis. Observation and diagnosis of the physical structure of the rigid defense. Experiential work concerning the developmental factors responsible for rigidity. Approaches for working with this defense in the therapy session.

## CORE II

*The second year of training focuses on the techniques and methods of Core Energetics. Students learn theories of energy and specific teachings and techniques for energetic work. The curriculum covers grounding, breathing, as well as more specific body work with the upper and lower segments and the physical aspects of the character structures. The techniques that will be taught this year are for individual settings as for groups.*

**Techniques and working with the Schizoid structure:** Working with the earliest structure asks a lot of time and patience of the therapist. It's mainly subtle work because you work with the baby level of the person. The body of the client needs to learn to trust their own body and the body of the therapist. How to bring the energy down from the head to the body and how to work with the early attachment level. Also how to bring the hatred and anger out that's frozen in a safe way.

**Grounding:** This course emphasizes the theory and concept of grounding and techniques for grounding. Focuses include: working with the feet, legs, eyes and inner eye; grounding the different character structures; grounding in the therapeutic situation; and grounding as the basis for a healthy ego and a healthy life. Grounding is taught as both a physiological concept and a psychological indication of one's ability to make contact with others and be in reality.

**Breathing, Feeling, Movement:** Theories of breathing in Core Energetics. Techniques for using breathing to open physical and emotional blocks. The use of breath for spiritual and psychological development. Breathing differences among the character structures. Using breathing as a diagnostic tool and indicator of growth and change in the therapeutic process. The uses of breath by the therapist to prepare for the session. Particular emphasis on staccato breathing, diaphragmatic breathing and breathwork on the roller.

**Techniques and working with the Oral Structure:** Working with this undercharged structure asks for small and repetitive movements in order to help the body to make the container bigger. The main focus is on the oral, throat and chest segments. The client deals with disbelief whether they can have their needs and whether they will be met. Even whether they can trust their own body. Especially their arms: whether they can use them to fulfill themselves. The mother-child relationship and the attachment is a big part in this. Also the anger towards the caretaker who didn't give enough.

**Energy Economy:** Core Energetics and Reichian concepts such as grounding, flooding, charging, discharging, flow, resistance and containment are taught. Demonstrations illustrate each energetic concept in relation to the different character structures. Physical techniques are provided for working with different forms of energy. Students work in dyads in order to directly experience the concepts and their uses in Core Energetic therapy.

**Techniques and working with the Masochist structure:** Working with this overcharged structure asks for a lot of discharge and stretching. This structure has to learn how to assert themselves. Also how to love themselves and not to make the other person more important than themselves. The main segments here are the throat and diaphragm. In the attachment level is the main focus how can we both equally exist.

**Techniques and working with the psychopathic structure:** How to deal with a defense over a defense and how to build a relationship with this structure were there was so much betrayal. How to show up as your authentic self in order to get a reliable relationship with your client. Techniques emphasizing work with resistance and anger in the upper body. Core Energetic techniques for the head, neck, shoulders, arms, chest, back and diaphragm. The manifestation of anger in this structure is more obvious, because to become vulnerable is a long journey and needs a lot of trust.

**Images and the damage they do:** Theory of images in Core Energetics: All images are frozen energy. Using images to understand acting out behavior, negative behavior patterns and unconscious beliefs. Exploration of how belief systems, visualizations, negative patterns, attitudes and images shape behavior and the energy of the body. How images get formed in childhood. Experiential work to help students understand their own deep images and their effect on their life experiences and energy bodies.

**Techniques and working with the rigid structure:** The main focus in working with the rigid structure is on the heart and pelvis split. This structure has deep fear, pain and hidden aggression. These techniques are applied with the goal of connection and expressing those feelings. The rigid structure needs energy flow, heart/genital connection and relinquishment of pride. The course emphasizes exploration of belief systems developed in childhood and gender and identity issues. Physical techniques for working with the pelvis; techniques for integrating sexual energy in the segments of the body; methods for joining the head, heart and pelvis; and sexual issues in the therapeutic relationship in terms of transference and countertransference are explored.

**Segmental Armoring:** Provides working experience of using techniques in every area or segment of the body (occipital, oral, throat, thoracic, diaphragm, abdomen, pelvis). Discovery of subtle aspects of each segment (skin color, temperature, hairiness, texture of the skin, smell). Specific techniques for each segment of the body depending on the character structure. Experiential exercise involving the entire class based in the 'stations of the cross exercise'.

## CORE III

*The third year of the training represents the year of integration. In addition, the four stages of the therapy, countertransference and transference, and diagnosis, treatment planning and assessment are emphasized. Students integrate and put into practice what they have learned in prior years and develop clinical proficiency. By the end of the year students have experienced each phase of the work and have gained the necessary skills to help others on the passage from mask self through lower self to core self.*

**Presentations:** At the beginning of the this year all students will present their homework done during the summer about techniques and give the class insight and/or an experience of what they have learned.

**Body Techniques to Break Through Resistance (The Mask):** Resistance occurs in all phases of therapy and in all clients, sometimes resulting from a deep seated fear of change and/or of allowing the experience of pleasure. Teachings include: approaches to recognizing resistances (verbal, behavioral and physical), confronting the client with his or her resistance, understanding the concept of negative intent and how to approach it in therapy and physical techniques for working with resistance located in the body. Students learn to perceive resistance in the muscular, respiratory, digestive and other systems, as well as in the context of the skin and blockages in the eyes. Physical techniques for expressing and transforming negative feelings are emphasized, as well as working with resistance in each of the five character structures. Therapists learn to receive the client's resistance as a gift to the therapy rather than as a sign of failure.

**Penetrating the Mask Through Work with Transference:** Explanations of the concepts of mask and transference and their relationship to each other. The purpose and function of the mask in the developing personality. An exploration and understanding of transference as it is displayed by each character structure in terms of mask or pseudo behavior. How to work with transference in the therapeutic setting. Confronting attitudes of denial, negative intent, viscous circles and destructive patterns as they relate to transference issues. The didactic/experiential process helps students understand and expose their transference masks to each other, and practice sessions allow them to penetrate the transference masks of their clients.

**Assessment and Diagnosis:** This class builds on the knowledge from the first and second year to help the student more expertly diagnose, assess, and plan. Focuses include: taking an initial history at the beginning of the process, reading the body, the blocks in the body, the breathing and the energy of the body. The course stresses making initial diagnosis at intake, which can be affirmed or disconfirmed later, and mapping the therapy according to the first bits of knowledge gathered. Emphasis includes the first exposure to the client's body and attaining the history verbally as well as from the body.

**Core Energetic Body Readings:** This class is designed to help students develop and evaluate their skill in reading the body and to discover areas that may need more work. The course emphasizes integration of psychoanalytic theory of development provided by Reich with energy readings of the physical body, the segments, the blocks, the chakras and the aura. The body is introduced with great sensitivity so that students may learn to read the subtleties which provide information concerning the person's wounds and prior history. The body is both the frozen history and the living history of the person. Students explore the meaning implicit in states of the skin, body fat, eyes, height, muscles, bone length, coloring, inhalation and exhalation of breath, segments and overall development, observing the higher self, emotions, spirit, mental images and will within the body.

**The Developmental Movements that Integrate the Body (push and pull patterns):**

A predominantly experiential class that allows participants to experience in their own bodies the early movements of the developing child which form the basis of healthy energy flow and assertion. These movements integrate torso to limbs, head to torso, upper limbs to lower limbs, and the right and left sides of the body. The movements include: cell vibration and breathing; navel radiation; the sucking reflex; creeping and crawling. We will discuss and experience these developmentally driven movements, which have at their basis "push and pull" patterns, and how they underlie many of the Core Energetics exercises and interventions that are designed to restore integration to the body.

**Neuroscience and Core Energetics:** Neuroscience of somatic psychotherapy is about Core Energetic therapy viewed from a neuroscientific perspective. The class will investigate the key ideas of body awareness, vertical integration, and top-down and bottom-up flow in the body, and how all these concepts are crucial to understanding how to achieve wholeness, integration, Love and Core qualities. The students will learn to differentiate between the different brain structures and how to work with that within the container of character structures and the map of personality and the map of consciousness.

**Releasing and Transforming the Lower Self:** An explanation of the theory and meaning of the lower self. The therapeutic effort in making true contact with the lower self. Working with the concepts of evil, denial, destructiveness, cruelty, hate and permission for lower self expression and acting out, and helping the client overcome fears of involuntary movement and aggressiveness. Issues of transference and countertransference in relation to the lower self. Experiential work to help students understand and experience their own lower selves. Practice therapy sessions help therapists-in-training to receive, accept and process the lower selves of their clients, even when that lower self is directed at the therapist.

**Healing distortions / applying Core Energetics in the treatment of mental health diagnoses:** This class covers basic knowledge of mental disorders such as: depression, anxiety, trauma, addictions and eating disorders. Traditional treatments including cognitive behavioral work and medication consults will be addressed. Core Energetic techniques and philosophy that aid in the healing of people with these conditions will be discussed and practiced.

**Foundation of relationship with individuals and groups:** This class is about how to found a relationship with your client. What's needed from you as a therapist to create an alliance with your client and how to make them safe. It's also how to create a working container. This class is also about how to use your senses as a therapist: sensing, seeing, listening, and feed-back.

**The Higher Self:** The theory of the higher self. Finding the client's higher self in an initial consultation. Techniques for accessing the higher self and helping the client meet his or her higher self through lower self release. Using the therapist's higher self in the different stages of the therapy. Working energetically with the client to allow energy to flow into the core. Experiential work to help students understand and experience their own higher selves; practice sessions in higher self work.

**The Universal Life Plan:** The final phase of the Core Energetic process includes the patient's positive intentionality, the concepts of self-responsibility and choice, shaping the ongoing life according to higher consciousness and productivity and working energetically with trust, acceptance and the full embodiment of energy. The transpersonal aspect of transformation is covered, as well as the process of termination: what is the next step for this person in terms of his or her universal life plan.

## CORE IV

*The 4<sup>th</sup> year focuses on trainees developing their individuality as core therapists. Throughout the year they are given opportunities to practice and to learn what qualities they bring to the work. They are encouraged to go deeper into the work and to consolidate the four years of training. Specialized areas emphasized in the fourth year include leadership, individuality, relationships and sexuality. Demonstration and practice sessions are provided so that students may polish their therapeutic skills.*

**Advanced Transference and Countertransference:** An in-depth study of positive and negative transference and countertransference in the therapeutic situation. How to work with transference in the Core Energetic model. The need for supervision for the therapist to see and transform countertransference. Training in how to detect the presence of transference and countertransference. Special issues related to touching in the therapeutic process and the feelings it elicits in the therapist and the patient. Practice sessions concerning these concepts.

**Psychosomatics:** Investigation into theories of development and research regarding the mind/body connection. Understanding psychosomatics as it relates to each physiological system in the body. Ascertaining the diseases for which each character structure is vulnerable. Working with disease, disability and chronic and acute pain. Techniques for working with emotions underlying specific illnesses. The aura in illness and health. Developmental issues connected with various illnesses. Core Energetics as a transformational process with the psychosomatic patient.

**The Art of Leadership:** Unblocking the flow of positive energy and consciousness in the therapist allows true leadership. Exploring issues and images of authority. Experiential work to help students understand the difference between leadership from the core and leadership driven by will. Issues of leadership in the therapeutic setting. How to reflect leadership and authority in situations involving negative transference and resistance. Techniques for aligning with the patient's authority and leadership. Leadership issues as they relate to the character structures of both the therapist and the client.

**Finding Your Individuality as a Core Therapist:** Exploration of the personal goals of the students. The art of the work. Experiential work to release the student/therapist from the bonds of techniques, style and attitudes of their mentors and supervisors. Creating an intentionality to allow the true self of the therapist to come into being and taking the risk to expose it in the therapeutic process. Students share their individual approach to the work through sharing and practice sessions that encourage the real self of the therapist to be revealed.

**The Core Energetic Group Process:** The theory of group therapy in the Core Energetic model. How to work with energy in a group and elevate the energy in a group. Training in interpersonal processes. Working in the here and now. Encouraging safety, trust and the truth. The individual process in the group setting. Working with the mask, lower self and higher self in a group. Physical techniques for working with the energy of the whole group. Rules regarding the structure, membership, ethics, touching, clothing, patients suitable for group and purpose of the group. Students practice leading a group in order to experience these concepts first hand.

**Anatomy:** This class is about the basics of our body: body systems, organs, general functions of the muscles; skeleton; joints; fascia system and movements of the body.

**Transference and Ethics:** All topics in ethics are around boundaries. As a therapist you need to learn that your boundaries can't be too loose or too rigid because that creates difficulties. Core Energetic therapists work from a certain framework that's different from other approaches because we touch. Therefore it is important to focus in this class on the history of touch. Furthermore the focus of this class is on the Do's and Dont's. It will be worked in theory and practice.

**Sexuality in Core Energetic Therapy:** Techniques for working with the different aspects of sexuality. Working with sexual issues in the four phases of Core Energetic therapy. Sexuality and the character structures. Specific techniques for connecting and integrating sexual energy in the body. Transference and countertransference in relation to sexuality. Body work with sexually abused patients. Sexual ethics. The sexual energy of the therapist in session. Practice sessions to help students experience working with sexuality and their countertransference.

**Spiritual Symbolism and the Significance of Sexuality:** An exploration of sexuality and its connection to the life task, intimacy, love and work. Further study of the receptive and aggressive sexual energies. Exploring where and how sexual energy is blocked in the body. Using sexual fantasies and dreams to explore the patient's core issues in the therapeutic situation. Experiential work to help students examine their own issues around sexuality, life force and intimacy.

**Practice Sessions: Oral, Masochistic and Psychopathic Issues:** Dyadic work in order for students to experience sessions with these three character structures. Students work within a fishbowl, surrounded by other students, so that their work is processed and discussed. Emphasis is upon the use of Core Energetic techniques to deal with the resistance, mask and transference of the patient/structure. Students gain a deeper understanding of how to work with the complex issues demonstrated by each of these structures.

**Practice Sessions: Rigid, Schizoid and Masochistic Issues:** Hands-on work in dyads allows students to work with the problems demonstrated by these three character structures. Students work in front of their classmates so that the sessions may be processed and discussed. Emphasis involves using Core Energetic physical techniques to work with resistance, transference and mask issues demonstrated by these three structures.

**Embodying the Therapy - Discussion of Final Projects:** Deep body work is the focus of this final class. All the dimensions of Core Energetics are brought together and integrated to help the students work deeply with the body. Case presentations by the lead teachers with students observing. In addition, students receive teachers comments on their videotaped case presentation, handed in a month earlier for review. Students have the opportunity to observe the transformational process as it takes place at a very deep level within a 50 minute hour.