



Association SOMA
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SIRET 490 459 989 000 29
N°déclaration activité 117 540 903 75*
*Cet enregistrement ne vaut pas agrément de l'Etat.
code NAF 8559A

PROFESSIONAL BODY-MIND CENTERING® PROGRAM

1st Cycle: Somatic Movement Education

Educational directors: Janet Amato, Lulla Chourlin
Updated November 2024

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 exploration supports the process of embodiment that BMC® proposes.

Who is the SME 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.



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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 young children, around special needs,
Geriatrics,
Medical staff, Psycho therapists,
Physical therapists, osteopaths,
Manual Therapists, Massage Therapists,
High level sportsmen,
Sports teacher

Prerequisites for the SME program

BMC® programs are conceived for people who already have some movement experience, be it in dance, yoga, martial arts, bodywork or other approaches of body and mind. Students might have different levels of experience. Nevertheless, the following qualities are crucial:

- An interest for the body mind relationship
- An engagement to work on the material outside of class
- An open mind to learn and be responsible of one's own process
- Be able to relate with students, teachers and assistants within the community

Our main focus is on movement facilitation, hands on work complements movement. You should be interested and open for this touch-based approach.

People with specific needs, reduced mobility, fatigability, visual or auditory are invited to contact us. We can then check our capacity to accompany them.



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SME Program

The training consists of 525 hours spread over 2 years.

Session	Module	Title of module	Number of days	Number of hours
1	1	Senses and Perception 1	4	28
	2	Skeleton system	9	63
2	3	Neurocellular Developmental patterns	7	49
	4	Organ System	7	49
3	5	Primitive reflexes, righting reactions and equilibrium responses	6	42
	6	Ontogenetic system	5	35
4	7	Endocrine system	5	35
	8	Nervous system	7	49
5	9	Fluid system	6	42
	10	Ligamentous and fascial system	7	49
6	11	Muscular system	9	63
	12	Competency	1	7
	13	Professional issues 1	2	14
TOTAL			75	525



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The Aims of the SME Program

After the training, you will be able to:

- Understand and embody the organization of the body in movement.
- Differentiate the different systems of the body (skeletal, organ, muscular, endocrine ...) and their role in the initiation and expression of movement.
- Demonstrate the stages of the development of movement in a human being.
- Explain the aim of somatic movement education and verbally expose the major BMC® principles.
- Guide a group through an exploration of the body using movement and touch.
- Apply BMC® to your work.
- Get certified as a Somatic Movement Educator.

Educational requirements for SME

- Movement is the base of our learning: free or guided movement, with a partner or a group, with music or in silence, with eyes sometimes closed, based on the study of anatomy and physiology and in relation with our senses and perceptions.
- Touch is the other aspect of our pedagogy: in BMC® somatic touch supports the sense of self as well as the vitality of the tissues. The material is demonstrated and guided by the teacher. Touch is done in mutual respect, listening with kindness and discernment. We don't do manipulations on the body.
- Breathing and voice are often put in the foreground.
- Working with a partner is proposed regularly, be it as a witness of an experience or as support of the practice itself. We learn from each other's experiences.
- Discussions with your partner or in small groups, later with the whole group support the integration and the reflection about the exploration.
- The anatomy and physiology introduced during class are an invitation to deepen your theoretical knowledge during your personal work.
- Use of videos and books.
- For each module, you receive a notebook with all the major principles, practical descriptions and valuable information for the student to continue to explore on their own.



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Assessment procedures

For each training module :

- Compulsory attendance at all classes with make-up procedures in the event of absences of more than 10%.
- On the last day of training, demonstrations by trainees in movement and/or by touch and/or through teaching a 10-minute lesson, in the presence of a teacher.
- Trainee evaluation form completed at the end of each module by the teaching team.

For the ESM course as a whole

Students are assessed on the basis of personal work that they must complete and send to a supervising teacher of their choice. This teacher will provide the student with personalised support throughout the course. The teacher reads the assignments and gives the student feedback on his or her work.

Personal work includes :

- 5 guidance sessions with a BMC® Practitioner who is up to date with his/her BMCA membership fees
- 3 individual sessions minimum with a Practitioner, 5 sessions recommended
- 10 study sessions
- 10 Somatic Movement Education classes
- 100 hours of movement
- 50 hours of meditative practice
- A promotional educational project

Obtaining the ESM certificate

To obtain your certificate :

1/ All modules must be passed: S&P1, Skeleton, Organs, SNF, RRR, Ontogenetics, Endocrine System, Nervous System, Fluids, Ligaments and Fascias, Muscular System, Professional Issues, Learning Assessment.

2/ You must be up to date with your tuition fees.

3/ You must do the personal work described above.

The Tuition Guide describes how to obtain the certificate. It can be downloaded from our website: www.soma-france.org, 'practical information' tab, then 'documents to download'.



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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 approximatively to:

- 400€ to graduate as a Somatic Movement Educator.



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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, the teachers' training, 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 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 joint 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 Art du mouvement experimental 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.



Detailed program for the modules of the 1st year

Modules of the 1st year

Senses and perception 1

4 days, 28 hours

In the beginning, the senses exist only as a potential, then they develop in response to stimulation and experience. The sense of touch and movement are present in the whole body and in each single cell. Vision, hearing and taste are located in the head area. It is through the senses that we receive information from our internal environment (ourselves) and from our external environment (the others and the world).

How we filter, modify, deform, welcome, reject and use this information is part of our act of perceiving. Perception is a global experience, a psychophysical process consisting in the interpretation of information based on past experiences, present circumstances and future expectations. When we accept an incoming information, we bond with this specific aspect of our environment. When we refuse the entry of this information, we adopt a defensive position. Learning is the process by which we can change our reactions in response to an information based on the context.

This course includes:

- The exploration of the six senses (movement, touch, taste, smell, hearing and vision)
- Analysis of the perceptual-response cycle as a process of perception
- Bonding, defending and learning as a psychophysical process based on your perceptions.

Objectives for the Sense and Perception 1 course

At the end of this course, you will be able to:

- To become aware of the different senses and of their perception
- To explore how they are perceived in the human body.

Skeletal system

9 days, 63 hours

Composed of bones and joints, this system is our basic supporting structure. Bones, supporting the weight of our body are in relation with gravity, act as levers of movement through space and shape our movements. Joints provide the possibility for movement and are an axis around which movement occurs.

The skeletal system gives us our basic form through which we can locomote through space, act upon our environment and shape our movements through space. By embodying the skeletal system, the mind becomes structurally organized, providing an anchor for our



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thoughts as well as the articulation and the spaces for our ideas, necessary for the formulation of our ideas and the understanding of their relationships.

This course includes:

- Skeletal principles producing effortless movement.
- The relationship between bones and joints and how they integrate through the whole body.
- Observation and repatterning of skeletal alignment and movement imbalances.
- Techniques facilitating the repatterning of the internal structure of the bone.

Objectives for the skeletal system course:

At the end of this course, you will be able to:

- To become aware of the bone tissue, the bones and the joints.
- To explore their interrelations with the whole body.

Organ system

7 days, 49 hours

Organs are both vital and alive and give a sense of self, of full-bodiedness, and an organic authenticity. Organs are the contents of the skeletal-flesh container and carry on the functions of our internal survival such as breathing, nourishment and elimination. Organs are the primary habitats or natural environments of our emotions, aspirations and the memory of our profound reactions to our personal histories. They support our postural tone and our feelings, and they give volume to our movement.

This course includes:

- Initiating breath, voice, movement and touch from the organs.
- Analyzing the imbalances in individual organs and in the organ system as a whole.
- Techniques to facilitate access to the organs and balance them.

Objectives for the organ system course:

At the end of this course, you will be able to:

- To become aware of the organs in the thorax and the abdomen.
- To support the vitality in their interrelationship within the human body.

Basic neurocellular patterns

7 days, 49 hours

In humans, the development of patterns parallels the evolutionary development of movement in the animal kingdom. The basic neurocellular patterns are the words of our movement, the building blocks for the phrases and sentences of our activity. They are the base of our



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perceptual relationships (including body image and spatial orientation), for our learning and our communication.

The basic neurocellular patterns are the foundations of BMC® and are interwoven with embodied anatomy (body-systems material) later on. They have extensive applications in the areas of movement and psychophysical expression. Done in sequence, BNP's can be a basis for a movement practice.

This course includes:

- Exploration of the successive stages of the prevertebrate patterns: vibration, cellular breathing, sponging, pulsation, mouthing, and prespinal.
- Exploration of vertebrate patterns: spinal, homologous, homolateral, and contralateral.
- Distinguishing and integrating the actions of yield, push, reach and pull.
- Combination of the vertebrate patterns that facilitate their integration.
- Facilitating developmental repatterning in yourself and in others.

Objective for the Basic neurocellular patterns course:

At the end of this course, you will be able to:

- To distinguish the different processes at the origin of the phylogenetic (animal) and ontogenetic (human) development.
- To relate the different Basic Neurocellular Patterns to the human body.

Primitive reflexes, righting reactions and equilibrium responses

6 days, 42 hours

If the basic neurocellular patterns are the words, the reflexes, righting reactions and equilibrium responses are the fundamental elements, the alphabet, of our movement. Underneath all successful and effortless movement are reflexes, righting reactions and equilibrium responses. Reflexes are the most primitive patterns occurring in response to specific stimulation and establish basic survival patterns. Righting reactions help to establish a vertical alignment against gravity and a continuous head-torso axis. The equilibrium responses maintain the balance of the whole body in the dynamic relationship between the shifting of one's center of gravity through space and one's base of support.

This course includes:

- The fundamental building blocks of human movement (the alphabet of movement)
- Postural tone, physiological flexion and extension
- Differentiating between the different reflexes, righting reactions and equilibrium responses in relation to the three planes of movement (horizontal, frontal, sagittal)
- The roles of reflexes, righting reactions and equilibrium responses in establishing a relationship, connecting to earth and to heaven, gathering and reaching, catching something and letting go, bearing the weight, rolling, standing upright, moving and finding one's balance.



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Objectives for the RRR course:

At the end of this course, you will be able to:

- To discriminate the underlying presence of primitive reflexes, righting reactions and equilibrium responses in the modulation of tone.

Ontogenetic development

5 days, 35 hours

The period from intrauterine life to approximately 12 months of age is an extraordinary formative time for humans. Our basic movement patterns and habits emerge in utero, are present at the moment of birth and continue to develop through the first year of our life. During this time, we build our foundation for our movement and our future perceptual skills, as we pass through the milestones of our development.

This course includes:

- Developmental milestones: fetal movement, nursing, head control, hands-eye coordination, rolling, circumduction, crawling, quadrupedal creeping, transitioning from sitting to standing (kneel-sitting, kneel-standing, half kneel-standing, squatting, standing, cruising, walking).
- The sequence of development supporting the baby to progress through each level of development.
- Movement patterns that inhibit an efficient development of skills.
- Facilitating integrated movement and inhibiting patterns which limit full development.

Objectives for the Ontogenetic course

At the end of this module, you will be able to:

- To demonstrate the different stages of human development, from conception through the first year of life.
- To integrate the more primitive (older) developmental patterns as a foundation for the following patterns.



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Modules of the 2nd year

Endocrine system

5 days, 35 hours

Endocrine glands are the major chemical governing system of the body closely aligned with the nervous system. Their secretions pass directly through the blood and their balance or imbalance affects all the cells in the body. Glands are the keystone between the organs and the nervous system and between the nervous system and the fluids. They create crystalline psychophysical states.

It is the system of internal stillness, of chaotic explosions and of a state of balance, as well as the crystallization of energy into archetypal experiences. Endocrine glands underlie intuition, the perception and the understanding of the universal consciousness.

This course includes:

- Initiating breathing, voice and movement from the following glands and bodies: coccygeal body, gonads, adrenals, pancreas, thoracic body, heart body, thymus, thyroid, parathyroids, carotid bodies, pituitary gland, mammillary bodies and pineal gland.
- Localize their reflex points
- Align the energy centers along the spine
- Establish their relationship with bones and joints
- Analyze the glandular support of spine and head.

Objectives for the Endocrine Course

At the end of this course, you will be able to:

- To become aware of each gland, of their respective reflex points and their relation.
- To relate the endocrine system with the skeletal system and with the energy centers along the anterior part of the spine.

Nervous system

7 days, 49 hours

All experience happens first on a cellular level. The nervous system is the body's recording system and records and organizes our experiences. It can then recall an experience and modify it by integrating the set of past experiences. The nervous system is the last to know, but once informed, it becomes the major control center of psychophysical processes. It can lead to the learning of new experiences through creativity and play. The nervous system underlies alertness, thought and precise coordination and is the base for our perceptions and interactions of both our internal and external environment.



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This course includes:

- Distinguishing experientially the different ways to organize the nervous system: central/ peripheral nervous system, somatic/ autonomic, motor/ sensory.
- Integrating the psychophysical differences between the enteric nervous system of the gut, the sympathetic and parasympathetic pathways, and the somatic nerves.
- Assessing and releasing blockages in the nervous pathways (brain and spinal cord, autonomous nerves, major somatic and autonomic plexuses and their peripheral pathways.
- Understanding the principle of nerve reversal and how to release them.
- To explore balancing the autonomic nervous system as a stable support for intentional movement.
- To understand how intentional movement contains the expression for autonomic movement.

Objectives for the Nervous system course

At the end of this module, you will be able to:

- To distinguish the different aspects of the nervous system including the autonomic, somatic, central and peripheral nervous system.
- To know how to balance the nervous system.

Fluid system

6 days, 42 hours

Fluids are the internal transportation system of the body. They underlie presence and transformation, and set the ground for basic communication and assure the dynamics of flow between rest and activity, between tension and relaxation. The characteristics of each fluid relate to a specific movement, touch and voice quality and mind. These relationships can be approached through movement, mind states or the anatomical and physiological functions.

This course includes:

- The study of the major fluids of the body (cellular fluid, interstitial and transitional fluid, blood, lymph, synovial fluid and cerebrospinal fluid)
- Distinguishing the qualities of each fluid through movement and touch
- Initiating movement from each fluid
- Recognizing the psychophysical characteristics of each fluid and their combinations
- Becoming aware of our own affinities with certain fluids and identifying their embodiment and expression in others

Objectives for the Fluid System

At the end of this course you will be able:

- To embody the different fluids of the body and understand how they support different movement qualities and states of mind.



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Ligamentous and fascial system

7 days, 49 hours

Ligaments determine the boundaries of our movement between the bones. They coordinate and direct muscular responses by guiding the flow of movement from one bone to another and provide the qualities of specificity, clarity, efficiency for alignment and movement between bones. When all the ligaments of a joint are actively engaged, movement becomes very specific and propagates effortlessly to the next joint or to the neighboring tissues. The ligaments support the psychophysical quality of detailed specificity.

This course includes:

- Initiating movement from ligaments
- Facilitating freedom, resilience, strength and integration of the ligaments through touch and repatterning.
- Freeing restrictions from ligaments because of surrounding tissue.
- Integrating ligaments to their corresponding fascial planes.

Objectives of the ligamentous and fascial system:

At the end of this course, you will be able to:

- To discriminate specifically the different ligaments of the body
- To integrate them into the whole body through superficial and deep fascia.

Muscular system

9 days, 63 hours

Muscles establish a tensile three-dimensional grid for the support and the movement of the skeletal structure by providing an elastic force to move the bones through space. Muscles are the dynamic container of the outer envelope of flesh covering the skeletal structure. Vitality and strength are expressed through muscles, and they have a continuous dialogue between resistance and resolution.

This course includes:

- Innovative muscle principles (proximal/ distal initiation, A and B muscles, the 4 stages of muscles action, the 8 functions of the muscle)
- Embodiment of muscles and movement initiation from the molecular level of the muscles (actin and myosin)
- The proprioceptive functions (muscle spindles and Golgi tendon organs)
- The analysis of action of individual muscles or of a group of muscles depending on the position in relation to gravity



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- The interrelationships between muscles from different parts of the body as they pass the different fascial planes
- Techniques of reeducation and training of the muscles

Objective for the muscle course:

At the end of this module, you will be able to:

- To become aware of muscle fibers and of the different muscles
- To integrate them into efficient movement coordination.

Professional issues 1

2 days, 14 hours

What does it mean to be a professional and how can you transition into this role?

This course addresses the major issues for professionals in the field of Somatics such as:

- Student/ Educator relationship
- Responsibilities of being a professional: ethical guidelines and health precautions
- Setting up and managing your time and your space, publicity, the relationship with other professionals, supervision and networking.

Objectives for Professional Issues:

At the end of this course, you will be able to:

- To use what you've learnt in your own activity
- To know the different legal statuses to set up your future professional activity
- To adapt to the needs of different publics, to different contexts, to private or public institutions.

Competency

1 day, 7 hours

Objectives for Competency:

After this module you will be able to:

- To demonstrate that you know and own the material
- To demonstrate the embodiment of different body systems, your understanding of development and your capacity to teach the material to a group.