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Code NAF 8559A

## **Student Guide and Certification Requirements**

### **SME & BMC<sup>®</sup> Practitioner training**

*Updated in January 2025*

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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.

## **FACULTY**

Members of faculty (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 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 is 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 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.**

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 interferes 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. Faculty 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 needs to be fulfilled for the student to reintegrate a regular situation.

## THE SCHOOL FOR BODY-MIND CENTERING®

### Requirements for the Somatic Movement Education Program and the Body-Mind Centering® Practitioner Program

*update January 2025*

#### General requirements for the completion of any program include:

1. Satisfactory completion of all courses in that program.
2. Satisfactory evaluation by faculty.
3. Satisfactory completion of homework and required sessions.
4. Satisfactory completion of competency evaluations.
5. Satisfactory completion of required complementary studies.
6. Payment of all fees.

All requirements need to be completed in order to graduate.

Students who do not submit their homework on time and wish to complete their certification, must contact the Program Director so that a probationary period can be agreed upon. This is subject to the student's explanation of exceptional circumstances and their personal commitment to complete. As this process and supervision beyond the given deadlines require extra attention, additional supervision sessions and/or a special fee may be required.

#### Specific requirements for the Somatic Movement Education Program and the Body-Mind Centering® Practitioner Program

In addition to the general requirements, there are also requirements specific to each program. Following are descriptions of the requirements for the Somatic Movement Education Program and the BMC® Practitioner Program.

##### **Homework for Somatic Movement Education Program**

10 Study Sessions  
10 Somatic Movement Education Classes  
5 Guidance Sessions  
3 Personal Sessions (5 recommended)  
Educational/Promotional Project

##### **Complementary Studies**

100 hours Movement Practices  
50 hours Meditative Practices

##### **Additional homework for BMC® Practitioner Program**

+ 28 Study Sessions (total 38)  
+ 12 Somatic Movement Education Classes (total 22)  
+ 14 Guidance Sessions (total 19)  
+ 4 Personal Sessions (total 7)  
15 Case Studies  
Year 4 Presentation and 1 Report on Final Project  
4 Supervision Sessions

##### **Additional Complementary Studies**

40 hours Anatomy  
40 hours Physiology  
30 hours Kinesiology (Functional Anatomy)  
50 hours Counseling Skills  
+ 100 hours Movement Practices (total 200 hours)  
+ 50 hours Meditative Practices (total 100 hours)

**The Homework is due at different times.**

**1<sup>st</sup> Homework Package: Due 6 weeks before graduating as a Somatic Movement Educator**

**Homework for Somatic Movement Education Program**

10 Study Sessions  
10 Somatic Movement Education Classes  
5 Guidance Sessions  
3 Personal Sessions (5 recommended)  
Educational/Promotional Project

**Complementary Studies**

100 hours Movement Practices  
50 hours Meditative Practices

**2<sup>nd</sup> Homework Package: Due before starting year 3 of the Practitioner Program**

12 Study Sessions (*max. 4 online*)  
6 Somatic Movement Education Classes (*max. 2 online*)  
6 Guidance Sessions (*max. 2 online*)  
2 Personal Sessions

**Additional Complementary Studies**

+ 50 hours Movement Practices (total 150 hours)  
+ 25 hours Meditative Practices (total 75 hours)

**3<sup>rd</sup> Homework Package: Due 2 months before graduating as a BMC<sup>®</sup> Practitioner**

16 Study Sessions – (*max. 6 online*)  
6 Somatic Movement Education Classes (*max. 2 online*)  
8 Guidance Sessions – (*max. 3 online*)  
2 Personal Sessions (*max. 1 online*)  
4 Supervision Sessions (1,5 hours; 2 individual and 2 semi-private)  
15 Case Studies (*max. 4 online*)  
Year 4 Presentation and 1 Report on Final Project

**Additional Complementary Studies**

40 hours Anatomy  
40 hours Physiology  
30 hours Kinesiology (Functional Anatomy)  
50 hours Counseling Skills  
+ 50 hours Movement Practices (total 200 hours)  
+ 25 hours Meditative Practices (total 100 hours)

**Community Service (optional)**

25 hours Volunteer Work (report optional)



## **Description of Homework in all Homework-Packages:**

### **Study Sessions**

Study sessions are a way to help you organize material you have studied and then teach or present it to another person. The focus of these sessions is on the material. You should approach the session as a student sharing the material with another person. You can present a lesson to a friend, a family member or another student in the program. These sessions are informal. Keep an anatomy book or your class notes open if that helps you in your presentation. You can do a broad exploration of a principle or system, or you can take a more detailed approach to some aspect of the subject.

There are two study sessions required for each subject. Cover a different principle and structure for each of the two study sessions. Refer to the Study Session Reports for aspects and principles you might choose from.

Each study session should be approximately 1 to 1 ½ hours long. Because the focus of study in these courses is about presenting material to an individual, most of your study sessions should be with one person at a time. However, up to 20% of your total study sessions may be with two or more people. These are reported to moveus using the Study Session Reports found in the notebook for each course.

### **Somatic Movement Education Classes**

Somatic Movement Education classes are similar to Study Sessions in that you present material you have studied to one or more people. The report you turn in is more detailed and includes information about your students' response and your insights.

## **Outside Sessions with a Certified Practitioner or Teacher include:**

### **Guidance Sessions**

Guidance sessions are a time to receive individual guidance on the material and to get feedback on how well you understand and embody the important principles and techniques. These sessions can be done individually, with another person, or in a small group as long as each person receives 30 minutes of individual attention in each subject.

You will receive Guidance Session Self-Evaluation Forms for each subject studied. To prepare for the 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 titled, "Self-Evaluation of Your Understanding of These Principles," putting a check mark in the box that best describes your level of understanding.

Then take this filled out form to your guidance session. The practitioner or teacher you work with will look at it to see where you need the most support. Your session should concentrate on those areas. The teacher or practitioner should put a check mark in the appropriate boxes, indicating which principles were covered in the session and sign and date the form. This is not an evaluation by the teacher or practitioner.

The Guidance Session Self-Evaluation Forms are an important tool to help you organize your learning. They do not list all of the principles that will be presented in class and in the notebooks. However, the principles on these forms will be used in the program as the basis for evaluating your understanding and embodiment. These are reported to the School using the Guidance Session Reports found in the notebook for each course.

### **Personal Sessions**

Personal sessions are individual sessions in which a Practitioner or Teacher works with you. The focus of the session is about you. It can be a particular physical or body-mind problem or concern you might have, questions you have about the material or about any other things that you want to work on. These sessions are reported on the Personal Session Report.

## **Complementary Studies**

Complementary Studies provide a necessary background in associated areas for students wishing to complete the program. Complementary Studies are done outside the School. Complementary Studies done before beginning the program are acceptable.

### **Movement Practices**

This requirement includes conscious practice of any movement form that provides greater kinesthetic understanding and experience. Examples: dance, yoga, Alexander Technique, Feldenkrais, Rolfing Movement, Continuum, martial arts, tai chi, athletics and others.

### **Meditative Practices**

This requirement includes practices which focus on awareness, calm the mind and bring a sense of harmony and presence. Sitting meditation, prayer, authentic movement, tai chi, and others.

## **Educational/Promotional Project**

A printed or online publication about Somatic Movement Education - This can be an article, a flyer, a workshop-announcement etc. – to challenge your process of going out with the work.

## **Description of additional Homework-requirements for package 2 and 3:**

### **Case Studies**

In doing Case Studies, you work with an individual and write a more detailed report about the experience. Case Studies are client focused rather than material focused and are not required until after Year 3 of the program.

### **Year Four Presentation**

In the fourth year of the practitioner program, each student does a presentation to the group on a BMC related topic. It can be a particular aspect of the work, an application of BMC to another discipline or simply a question you want to explore. It does not need to be a “completed” piece. It may be something that is in process, something you are still exploring. There are two parts to the presentation: the presentation itself (15 - 20 minutes) and a one-page written summary of the presentation.

## **Outside Sessions with a Certified Teacher**

### **Supervision Sessions**

Supervision Sessions are an opportunity to receive direct feedback about your hands-on work with another person. Supervision Sessions are required for students in the four-year Body-Mind Centering® Practitioner Program.

## **Complementary Studies**

The following **complementary studies** are required for the Body-Mind Centering® Practitioner Program. These should be submitted with your last homework package. However, it is strongly recommended to do these studies before or during year 3.

You may take these courses for credit or audit them. They are reported to Soma by submitting either a transcript or a letter of completion from the teacher or from the school where they were taken. If submitting a letter, it should also include a description of the course and what was covered.  
(Contact Soma about possible home study courses.)

### **Human Anatomy (40 hours)**

### **Human Physiology (40 hours)**

You may take a combined anatomy/physiology course or separate courses. The courses should address human anatomy and physiology and should cover all the major body systems (not just muscles and bones). These should be college level courses or the equivalent (massage school, acupuncture school, etc. or a correspondence or home study course).

## **Human Kinesiology (30 hours)**

Kinesiology courses seem to be of two types: 1) biomechanics oriented, which focuses on the forces that affect joints, and 2) muscle oriented, which focus on muscles and how they move our bodies. Biomechanics oriented courses are not suitable for the type of study you will be doing at moveus. You should take a course that gives you a foundation in muscles and how they move our bodies. It should cover all the major muscles and include origin, insertion and action (and if possible, innervation) of those muscles. As with the Anatomy and Physiology courses, this should be a college level course or the equivalent (massage school, acupuncture school, etc. or a correspondence or home study course).

## **Counseling Skills (50 hours)**

This requirement should provide you with ways of meeting others verbally as personal issues arise in the course of working with them. You may choose almost any type of approach. It should be one that you feel comfortable with and that will provide you with some practical techniques and principles for dealing with some of these issues. The type of training or course should be one that covers basic verbal skills. You may have to find weekend workshops or ongoing trains in order to fulfill the counseling requirements. Approaches that students have chosen in the past have included Somatic Experiencing, Gestalt Therapy, Hakomi, Re-evaluation Counseling, Psycho synthesis, Neuro-Linguistic Programming and general counseling skills. Counseling or psychotherapy you have undergone as a client does not fulfill the counseling requirement.

## **Community Service (optional, suggested 25 hours minimum)**

Volunteering is a service to your community. It is an opportunity to gain experience in areas that interest you, bringing BMC<sup>®</sup> to populations that might not have access to it. It is a way of bringing about change in the world.

You can offer your service to individuals or groups, and apply BMC<sup>®</sup> principles and practices to issues, problems or situations you are passionate about. Some examples of possible activities are: offering classes or working with people in senior centers, nursing homes, prisons, hospitals, women's shelters or children's centers, as well as with people with limited mobility or learning disabilities. You could also work individually with people who cannot afford this type of service.

You can use these sessions and/or individual lessons as Study Sessions, SME classes or Case Studies. Allow the activity to develop from your own embodiment and to feed into your growth towards professionalism and social responsibility.

Please write a short final report on the community service you have provided. The report should be no longer than two typed pages and be handed in with the final homework package. Include the following information:

1. Name
2. Date of Report
3. Type(s) of Community Service
4. Location
5. Dates of Service
6. Number of Hours
7. Description of Activities
8. Results or Response
9. Your Feelings, Insights, Comments

## **Note**

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



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## **THE SCHOOL FOR BODY-MIND CENTERING®**

### **Somatic Movement Education Class Guidelines**

Somatic Movement Education Classes are an opportunity for you to gain practice in planning, organizing, observing, and articulating what happens in a class. Classes may be done with one or more people.

Classes should be approximately 1 hour long. Material can be mixed in each class and different body systems and/or aspects of development can be part of the class.

Please **type** using the Somatic Movement Education Class Report. Include the information listed below. The format can be linear by category or interwoven as best suits your needs. Reports should be brief -- no more than one page.

Information to be included on the Somatic Movement Education Class Report:

7. Your Name
8. Report # (number them consecutively)
9. Date of Report
10. Date of Class
11. Length of Class
12. Number of people in class
13. Student's Initials or First Name (for confidentiality, do not use student's full name)
14. Age of Student(s) (approximate if you do not know the exact age)
15. Male/Female
16. Focus of Class: (theme of class)
17. Category of Approach (for example, skeletal, BNP, organ)
18. Material covered: (what you did)
19. Methods of Approach: (how you did it, i.e., movement, hands-on, verbal dialogue, voice, etc.)
20. Response of Student(s): (what you noticed about them and what they expressed; response of family also if student is a child)
21. Comments/Feelings/Insights: (your feelings and insights)
22. Future Considerations: (ideas for future exploration)



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**THE SCHOOL FOR BODY-MIND CENTERING®**

**Somatic Movement Education Class Report**

Your Name \_\_\_\_\_ Report # \_\_\_\_\_

Date of Report \_\_\_\_\_ Date of Class \_\_\_\_\_

Length of Class \_\_\_\_\_ Number of people in class \_\_\_\_\_

Student's Initials or First Name \_\_\_\_\_ Age of Student(s) \_\_\_\_\_ Male/Female

Refer to the Somatic Movement Education Class Guidelines for other information to be included in this report. **Please type.** Make extra copies of this report as needed.



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## THE SCHOOL FOR BODY-MIND CENTERING®

### Case Study Guidelines

In order to deepen your understanding of BMC, it is essential to apply the work individually with others. Case studies are designed to provide you with that experience and to give you practice in observing and articulating what happens in a session.

Sessions should be approximately 1 - 1 ½ hours long. Material can be mixed in each session and different systems and/or aspects of development can be part of the session.

Please **type** using the Case Study Report. Include the information listed below. The format can be linear by category or interwoven as best suits your needs. Reports should be brief -- no more than one page.

Information to be included on the Case Study Report:

1. Your Name
2. Case Study # (number them consecutively)
3. Date of Report
4. Date of Session
5. Length of Session
6. Client's Initials or First Name (for confidentiality, do not use your client's full name)
7. Age of Client (approximate if you do not know the exact age)
8. Male or Female
9. Focus of Session: (client's issue and/or theme of session)
10. Category of Approach (for example, skeletal, BNP, organ)
11. Material covered: (what you did)
12. Methods of Approach: (how you did it, i.e., movement, hands-on, verbal dialogue, voice, etc.)
13. Response of Client: (what you noticed about them and what they expressed; response of family also if client is a child)
14. Comments/Feelings/Insights: (your feelings and insights)
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**Case Study Report**

Your Name \_\_\_\_\_ Case Study # \_\_\_\_\_

Date of Report \_\_\_\_\_ Date of Session \_\_\_\_\_ Length of Session \_\_\_\_\_

Client's Initials or First Name \_\_\_\_\_ Age of Client \_\_\_\_\_ Male or Female \_\_\_\_\_

Refer to the Case Study Guidelines for other information to be included in this report. **Please type.** Make extra copies of this report as needed.



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**Supervision Session Report**

All Supervision sessions should be a minimum of 1 ½ hours each. Supervision sessions are individual sessions when a teacher or practitioner works with you. You receive feedback on your touch and embodiment.

In semiprivate sessions you work together with a co-student on each other and receive feedback from the practitioner or teacher about the work you do and receive.

Sessions must be done with a Certified Practitioner or Certified Teacher who is also a professional member of BMCA. Sessions may be done during the term when there are a number of Practitioners and Teachers to choose from, or during the year at home if you live near or have access to a certified person. Doing them during the term can provide support for your learning and personal process while you are here. Doing them in between terms can provide ongoing support through the year. A list of all active Certified Practitioners and Teachers is available from Soma and can also be found at [www.bodymindcentering.com](http://www.bodymindcentering.com).

Please use this form when reporting your sessions to Soma. Have the Practitioner or Teacher sign the form at the time of the session. This form is to be included in your final homework package.

Student's Name:

**2 Private Supervision sessions**

<b>Date of session</b>	<b>Name of Certified Practitioner or Teacher (print)</b>	<b>Signature of Certified Practitioner or Teacher</b>

**2 Semi-Private Supervision sessions**

<b>Date of session</b>	<b>Name of Certified Practitioner or Teacher (print)</b>	<b>Signature of Certified Practitioner or Teacher</b>





**Association SOMA**  
8 rue Legouvé, 75010 Paris  
[info@soma-france.org](mailto:info@soma-france.org)  
SIRET 490 459 989 000 29  
[www.soma-france.org](http://www.soma-france.org)

N°déclaration activité 117 540 903 75\*  
\*Cet enregistrement ne vaut pas agrément de l'Etat.  
Code NAF 8559A

## **THE SCHOOL FOR BODY-MIND CENTERING®**

### **Personal Session Report**

All personal sessions should be a minimum of one hour each. Personal sessions are individual sessions in which a Practitioner or Teacher works with you. The focus of the session is about you. It can be a particular physical or body-mind problem or concern you might have, questions you have about the BMC® material or about any other things that you want to work on.

Sessions must be done with a Certified Practitioner or Certified Teacher who is also a professional member of BMCA. Personal sessions may be done during the term when there are a number of Practitioners and Teachers to choose from, or during the year at home if you live near or have access to a certified person. Doing them during the term can provide support for your learning and personal process while you are here. Doing them in between terms can provide ongoing support through the year. A list of all active Certified Practitioners and Teachers is available from Soma and can also be found at [www.bodymindcentering.com](http://www.bodymindcentering.com).

You must contact the Practitioner or Teacher yourself to set up these sessions. As outlined in the program information, the cost is not included in your tuition. You should pay the Practitioner or Teacher directly.

Please use this form when reporting your sessions to Soma. Have the Practitioner or Teacher sign the form at the time of the session.

Student's Name

<b>Date of session</b>	<b>Name of Certified Practitioner or Teacher (print)</b>	<b>Signature of Certified Practitioner or Teacher</b>



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## THE SCHOOL FOR BODY-MIND CENTERING®

### 2<sup>nd</sup> Homework Package

#### Homework Submission Sheet

Reports for homework and other requirements must be turned in to Soma **before starting year 3 of the BMC® Practitioner Program**. All written work and reports are to be turned in in a single, complete package. Use this sheet to keep track of the work you have completed and as a cover sheet for your homework package. As you complete requirements, put a checkmark in the box next to that requirement. **All work must be typed. Make copies of all work you submit!**

Name \_\_\_\_\_ Date \_\_\_\_\_

#### Homework

Study Sessions  12 Study Sessions

Somatic Movement Education Classes  6 Reports

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#### Outside Sessions

Guidance Sessions  6 Guidance Sessions

Personal Sessions  2 Personal Sessions

---

#### Complementary Studies

Movement Practices  + 50 hours (total 150 hours)

Meditative Practices  + 25 hours (total 75 hours)

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#### Office use only

Homework reader's comments:

**Incomplete:** Action taken

**Complete:**  Satisfactory  Unsatisfactory - needs to be redone



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**THE SCHOOL FOR BODY-MIND CENTERING®**

**3<sup>rd</sup> Homework Package**

**Homework Submission Sheet**

Reports for homework and other requirements must be turned in to the Soma **two months before graduating as a BMC® Practitioner.** All written work and reports are to be turned in in a single, complete package. Use this sheet to keep track of the work you have completed and as a cover sheet for your homework package. As you complete requirements, put a checkmark in the box next to that requirement. **All work must be typed. Make copies of all work you submit!**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Homework**

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| Study Sessions                     | <input type="checkbox"/> 16 Reports |
| Somatic Movement Education Classes | <input type="checkbox"/> 6 Reports  |
| Case Studies                       | <input type="checkbox"/> 15 Reports |

**Outside Sessions**

- |  |  |
|--|--|
| Guidance Sessions                                | <input type="checkbox"/> 8 Guidance Sessions   |
| Personal Sessions                                | <input type="checkbox"/> 2 Personal Sessions   |
| Supervision Sessions                             | <input type="checkbox"/> 4 Supervision Sessions<br>(1,5 hours: 2 individual, 2 semi-private) |
| Year 4 Presentation & Report on<br>Final Project | <input type="checkbox"/> Presentation & 1 Report   |

**Complementary Studies**

- |   |                                   |
|---|-----------------------------------|
| 40 hours Anatomy                                | <input type="checkbox"/> 40 hours |
| 40 hours Physiology                             | <input type="checkbox"/> 40 hours |
| 30 hours Kinesiology (Functional Anatomy)       | <input type="checkbox"/> 30 hours |
| 50 hours Counseling Skills                      | <input type="checkbox"/> 50 hours |
| + 50 hours Movement Practices (total 200 hrs)   | <input type="checkbox"/> 50 hours |
| + 25 hours Meditative Practices (total 100 hrs) | <input type="checkbox"/> 25 hours |

- |                                     |                                   |
|-------------------------------------|-----------------------------------|
| <b>Community Service</b> (optional) | <input type="checkbox"/> 25 hours |
|-------------------------------------|-----------------------------------|

**Copies:** Please include a copy of the “Letter of Acknowledgement” of each course.

**Office use only**

Homework reader’s comments:

- Incomplete:** Action taken  
 **Complete:**  Satisfactory  Unsatisfactory - needs to be redone