

**Florida Society for Bioenergetic Analysis
(FSBA)**

Participant Training Manual

The Florida Society for Bioenergetic Analysis (FSBA)

Who We Are

The Florida Society for Bioenergetic Analysis (FSBA) is an educational institute that offers training and resources for experiencing and applying bioenergetic analytic principles in one's life and work, both personally and professionally. The bioenergetic work and training is based in a tradition that builds on Alexander Lowen's work in Bioenergetic Analysis while integrating continuing developments in somatic approaches to psychotherapy and coaching.

The FSBA offers

- (1) Personal growth workshops
- (2) Professional skills training workshops
- (3) Bioenergetic exercise groups
- (4) Access to bioenergetic therapists and coaches
- (5) A Bioenergetic Certification Program for those interested in ongoing immersion in bioenergetic work – and for therapists, coaches and facilitators who want to work with clients using bioenergetic principles and techniques

As noted, the work of FSBA and the training program build on Lowen's Bioenergetic Analysis and include key insights and practices from Wilhelm Reich's somatic analytic therapy, Frank Hladkey's work in bioenergetics, Core Energetic work, recent developments in somatic psychotherapy, as well as current work in trauma release, neuroscience, and other somatic, psychological and energetic traditions.

Bioenergetics helps people feel better, happier, and more connected to both themselves – their real selves –and to others. It contributes beneficially to individual lives as well as the collective consciousness in both apparent and subtle ways through deepening individual awareness, increasing their energy, and empowering them to make decisions for themselves in way that serves them and those around them.

FSBA

Bioenergetic (BE) Certification Program Overview

The FSBA Bioenergetic Certification Program is a training program addressed to both personal development via bioenergetic work, as well as the professional development of psychotherapists, coaches and facilitators who want to use BE principles in their work with their clients. The goal of the program is to deliver the necessary knowledge and techniques for responsible use and practice of Bioenergetic Analysis - developed by Alexander Lowen – and related somatic approaches.

The FSBA strives to cultivate within the individual trainee an awareness, understanding and functional use of the bioenergetic work in a manner that can bring about dynamic personal development as well as transformational and beneficial changes for clients. This process of training and growing as a bioenergetic professional takes place through a combination of (1) the professional's own growth as a person through experiencing bioenergetic principles and practices, (2) the content and processes of training (both explicit and implicit) which are delivered by our gifted and diverse leaders, and (3) the supportive community of the heart that emerges from the training group. These components bring about the spirit of our training.

Although there are core bioenergetic principles and practices taught in the FSBA's certification program, the faculty – with their diverse backgrounds and experiences – bring a rich mix of perspectives to the training. Ultimately, each trainee will develop their own approach to the bioenergetic work, even as they build on the foundation common to all who are in the training.

Core Training and Certification

The FSBA Bioenergetic **Core Certification Program** is a four-year training program that involves two phases: (1) the fundamentals phase, which prepares the student in foundational bioenergetic experiences, ideas, and practices, and (2) the advanced phase, which brings further experience and more advanced studies in bioenergetics.

The first two years involve group learning about the basics of Bioenergetic Analysis, its history, techniques and relationship to other fields of knowledge. In the second two years, trainees learn more about processes and techniques in bioenergetic work, with an emphasis on self-awareness and developing sensitivity to relationship and processes in individual and group work.

These four years are the core of the training program - successful completion of which earns a ***Certification in Bioenergetics Principles and Practices***. Students do enter the program with different goals for the training and also with different professional backgrounds. Those entering for personal growth and immersion in bioenergetic work will find the training experiences and study in the core training program - and this final certificate - are all they need.

There are also a variety of resources to be drawn upon outside the in-class training, including readings, audio-video material, peer-support, and mentoring available for "between workshops" learning.

Practitioner Training and Certification

For those intending to use bioenergetic analytic principles and techniques in working with others professionally in one-on-one helping (e.g., as a psychotherapist, coach, or facilitator), there is an additional FSBA **Certified Practitioner** track that is an overlay on the second two-year phase. This overlay requires additional hours of practice, supervision, and personal therapy/coaching that are not requirements of the core program. Successful completion of these additional requirements earns a certificate in keeping with the individual's professional background (e.g., ***Certified Bioenergetic Psychotherapist; Certified Bioenergetic Coach; Certified Bioenergetic Facilitator***). This program is *not* a psychotherapist or coach training program and practitioners must operate within the scope of their local laws, rules and regulations regarding coaching, psychotherapy or other practice. The decision to pursue this additional track can be made at entry into the first year, or at entry into the second two-year cycle.

Details of both the Core Training and Practitioner Training can be found in the next pages, along with requirements for completion of those certifications.

FSBA

Bioenergetic (BE) Certification Program Detail

Core Training and Certification

First two years – Fundamental Bioenergetic Principles and Practices

The trainee learns about the basic Bioenergetics approach, theories and techniques. The personal development of the trainee and the knowledge about Bioenergetic Analysis' theoretical basis are the focus of this training period. During the two-year training period the participant will:

- Demonstrate an intellectual, emotional and practical grasp of basic bioenergetic principles and practices
- Participate in all workshops or equivalent.
- Participate in individual workshop sessions as a bioenergetics client
- Demonstrate understanding of relevance of bioenergetic principles/concepts in their own psychology – and demonstrate increased awareness, understanding and development with regard to their own personal growth
- Demonstrate effective learning and applications of the learning in their own field
- Assist in some portion of group exercise sessions

Simply completing tasks is not enough for final certification. The school training team will evaluate and make recommendations on all certification decisions of trainees.

Second two years - Advanced Bioenergetic Principles and Practices

The trainee will go deeper into the personal experience of bioenergetics– as well as develop greater understanding of bioenergetic analytic ideas, approaches and techniques. The learning focus will be on continued personal development as well as greater depth of knowledge and experience in application of bioenergetic processes with individuals and groups. To reach the certification level, the trainee has to:

- Have successfully completed the first two-year cycle.
- Participate in all workshops or equivalent.
- Demonstrate ongoing understanding of relevance of bioenergetic principles/concepts in their own psychology –as well as continued personal growth in psyche-soma awareness, and personal application of the bioenergetic work
- Continue to demonstrate learning and applications of the learning in their own field
- Continue to participate in individual workshop sessions as a bioenergetics client
- Lead in some portion of group exercise sessions

- Demonstrate ability and willingness to serve in a modeling and mentoring role to newer students
- Be able to provide appropriate feedback to newer trainees
- Complete a paper that demonstrates your learning and integration of the material. Many topics and approaches are suitable for this project. Please discuss ideas you have with the Director of the school.

Successful completion of the **Core Certification Program** (four years) earns a ***Certification in Bioenergetics - Principles and Practices*** and depends upon

- 1) **Successful completion of all certification workshops** – Five four-day trainings per year.
- 2) **Personal therapy/coaching is strongly recommended but not required** – During the trainings, facilitators will work with individuals to demonstrate bioenergetic work. This is also an opportunity for participants to “work on themselves” That is, these are opportunities for personal growth. In addition to this, it is highly recommended that participants engage in some form of ongoing individual therapy/coaching with a bioenergetic practitioner. *As noted, this additional individual work is not required, but is strongly recommended.*
- 3) **A final paper** - Completion of a paper that demonstrates your learning and integration of the material. Many topics and approaches are suitable for this project. Ideas for the paper should be discussed with the Director of the school.

The standard of certification is established and discussed by the training team of the school.

Simply completing tasks is not enough for final certification. The school training team will evaluate and make recommendations on all certification decisions of trainees. The training team has the right to request additional time be given to particular learnings or processes, e.g., more learning on a particular topic, therapy/coaching hours.

Practitioner Training and Certification

Those seeking Practitioner Certification must successfully complete all of the requirements for both the first and second two-year cycles. In addition, **during the second two-year cycle, they must also:**

- Meet all personal therapy/coaching, and supervision requirements.
- Demonstrate learning by working in the group training sessions as an individual facilitator/therapist/coach.

Successful completion of these additional requirements for Practitioner Certification can earn a practitioner certificate in line with the trainee's professional background, e.g., a certificate with the title of ***Certified Bioenergetic Psychotherapist, Certified Bioenergetic Coach, or Certified Bioenergetic Facilitator*** and depends upon

- 1) Successful completion of all certification workshops** – Five four-day trainings per year
- 2) Completion of a minimum of 50 hours of personal therapy/coaching** –This can have begun before the first year or at any time. Practitioners need to have had personal ongoing experience of bioenergetic work and visceral insight into their own body-mind reality and relationships. This is a requirement and can come from a combination of work with different therapists/coaches.
- 3) Completion of 25 supervision hours** - Candidates will see clients during the second two-year phase and must complete 25 hours of supervision before they can be certified as a Certified Bioenergetic Psychotherapist, Coach, or Facilitator. Supervision can be a combination of individual and group supervision. This program is *not* a psychotherapist or coach training program and practitioners must operate within the scope of their local laws, rules and regulations regarding coaching, psychotherapy or other practice.
- 4) A final paper** - Completion of a paper that demonstrates your learning and integration of the material. Many topics and approaches are suitable for this project. Ideas for the paper should be discussed with the Director of the school.

Through observation, practice, and supervision, practitioner trainees will be guided to reach optimal levels of competence in applying bioenergetic principles in working with others. This program is *not* a psychotherapist or coach training program and practitioners must operate within the scope of their local laws, rules and regulations regarding coaching, psychotherapy or other practice.

Again, the standard of certification is established and discussed by the training team of the school. Simply completing tasks is not enough for final certification. The school training team

will evaluate and make recommendations on all certification decisions of trainees. The training team has the right to request additional time be given to particular learnings or processes, e.g., more learning on a particular topic, additional therapy/coaching, or supervision sessions.

General Notes Regarding Program Structure

Learning in the program occurs through a variety of methods and channels, intended to help student integrate the work both personally and professionally. The training program includes:

- **Certification workshops** – five four-day trainings per year. Certification workshops, include lecture/discussion, group exercise sessions, and experience and observation of individual and group bioenergetic work
- **Study** – The program does involve some reading and practice between workshop sessions.
- **Writing** – Students are encouraged in workshops to take time and space to integrate their experiences and understanding, both by reflecting on them and through taking notes. A final paper in the fourth year also helps students integrate their experiences, insights, and knowledge.
- **Mentoring** - Trainee will be able to take part in informal mentoring opportunities throughout and between workshops – to help participants maintain a sense of continuity and ongoing development throughout the program. There will also be guidance and feedback from the trainers and other students during the workshops.
- **Therapy/coaching and supervision** – Regular individual bioenergetic therapy/coaching is strongly recommended for all participants. Those in the Practitioner Track have therapy/coaching and supervision requirements.

Additional processes

- **Ethical context.** Ethical considerations will be an ongoing topic during the training program.
- **Combined didactic and experiential training.** All activities are focused on the integrated development of the trainee as a person and professional. Thus, the approach to training provides both intellectual content as well applied/experiential work to ensure optimal learning.
- **Integrated group and group processes.** All levels of training will share the workshop experience, with occasional use of subgroups to facilitate training processes. We

strongly believe in the importance of the group experience and its role in the personal and professional development of the trainee.

This training is a commitment – and it is expected that students enrolled in the certification program will make every effort possible to attend all the sessions in each year. The program, group learning, and the student’s professional development build on the foundation of a continuous training experience. For some trainees, the time to Certification (whether Core or Practitioner) may take a bit longer than four years due to missed sessions, life circumstances, and/or extra time needed to acquire therapy/coaching and supervision hours.

Note: This document outlines the framework for optimal training of most students. Based on individual cases, there may need to be alterations to a requirement that is not sensible for, or in the best interest of, an individual student or of the training group. Therapeutic, ethical, and commonsense considerations will guide such alterations and exceptions – and such changes/exceptions will be decided by the FSBA school training team.

The FSBA Core Curriculum: Areas and Topics

There are five ongoing topic *areas* that span the four years

- There are five core topic areas (noted below) in the bioenergetic work. These topics are touched on over and over again throughout the training.
- For each of the core topic areas, there are general foundational readings for each year. These readings are progressive and students are responsible for each year's readings. Required readings and experiences - by year - can be found later in this binder, along with an extended list of additional readings and resources.
- Training *sessions* are typically oriented thematically (e.g., the neurotic conflict, trauma, sexuality, joy). The core topic arenas are addressed through the lens of the workshop theme.
- In addition, prior to each workshop, facilitators will commonly suggest pre-reading that fits the theme of their workshop.

Core topic areas

1) **Bioenergetics – Fundamentals**

- History, basic concepts (Freud, Reich, Lowen) and new developments in bioenergetics and somatic work
- Energetic processes, continuity of psyche, soma, energy, feeling, relationship
- Bioenergetic view of individuality, culture, defense, healing
- Character structure – somatic and psychological manifestations

2) **Bioenergetics - Tools and practices**

- The bioenergetic therapy/development process
- Assessment, body reading, character
- Use of exercises: grounding, breathing, movement, to address client issues
- Use of physical manipulations, stool, roller, mattress, racquet, and so on
- Integration of analytic themes and processes into the work

3) **Biological foundations**

- Study of anatomy, movement, breathing
- Neurophysiology of emotions, neuroanatomy of development and trauma, affect regulation/dysregulation

4) **Psychological and psychoanalytic foundations of individual and group work**

- Foundations of psychodynamics and psychoanalysis. Drive, defenses, conflict, relationship, self. Role of ego, body, sexuality, relationship, unconscious.
- Developmental tasks and stages (prenatal to adulthood), including needs, deficits, trauma, attachment
- Centrality of presence, relationship and contact in facilitation
- Working with resistances, defenses, transference and countertransference
- Exercise groups versus process groups, experiential group exercises, learning to run group exercises, stages and processes in group development

5) Working with the person of the therapist/coach and professional issues

- Explore own energetic process and character structure. Personal therapy/coaching and ongoing experiential bodywork as foundational.
- Presence, mindfulness, use of countertransference
- Ethics, the use of touch, integrity, power differential in working with others, the challenge of multiple relationships

Related topics and new approaches in bioenergetic and somatic work are covered in the training as well. Additional topics and themes will be integrated throughout the training, and may include related somatic therapy fields and techniques (e.g., TRE) and related subjects (e.g., adult development, sexual abuse, PTSD, mindfulness, spirituality).

WELCOME ABOARD!

An Introduction to Some Specifics of the Trainings

Welcome to the Florida Society for Bioenergetic Analysis (FSBA) Bioenergetic Certification Program! You are embarking on a process that will not only deepen your ability to help your clients, patients and coachees, but will also grow you in ways you can't even imagine.

The program has a significant amount of core content in which you will be immersed, and as noted, there are core topic areas that are covered throughout the year. In addition, each faculty member brings their own unique background, expertise and approach to the training.

The training process – in spite of our intent to transmit core content – will often feel unstructured. This may seem especially true for the hours before and after the core training days. The purpose of this section of the binder is to introduce you to some of the practicalities of the workshops and the ongoing training experience. In the next few pages, you'll find information on:

- Travel, what to bring, and living arrangements
- Details of the training weekend
- Overview and general structure of the four-day trainings, as well as some principles, values, and ethics for the workshop experiences

TRAVEL, WHAT TO BRING and LIVING ARRANGEMENTS

TRAVEL

Getting to Alachua is easy. The closest airport is in Gainesville, FL. However, you will likely get better flight rates if you fly into one of the larger cities in Florida – Jacksonville, Orlando, Miami or Tampa. From each of these cities, you can rent a car and drive the rest of the way.

Approximate travel times from the airports to the farmhouse in Alachua are as follows:

Jacksonville – 1.25 hours

Orlando – 3 hours

Tampa – 2.5 hours

Miami – 6.5 hours

Address for your GPS – 19802 Old Bellamy Road, Alachua, FL 32615

The FSBA will help you coordinate travel with other trainees and, as you build relationships with the other trainees, you can coordinate travel arrangements such as sharing a rental car. They may also arrange for you to be picked up/dropped off by another trainee or by someone else.

The training setting is in rural Florida on a dirt road. Most trainees wonder what in the world they are getting themselves into when they drive from the airport out into this rural area. However, it is safe and “town” is 10 minutes away! Additionally, you will have the opportunity to enjoy nature and wildlife in this quiet setting. Bird calls, frog and cricket serenades and deer are a common part of the training experience!

WHAT TO BRING

Always check the weather before you travel. The weather in Florida is generally warm but training in the early months of the year (January and February) can be quite unpredictable.

During the training day you will need comfortable clothes that you can easily exercise and move in without constriction. Sometimes when learning how to “read the body”, trainees will find it helpful to have something to wear that can show more of their body shape. It’s helpful to pack something (e.g., bathing suit, shorts, sports tank/top) you’d be comfortable changing into if the trainer decides to work in this area.

For the majority of lunches and dinners, trainees are on their own. Trainees will often choose to go to lunch in small or large groups, but participants also often choose to spend this time on their own to integrate their learning and experiences.

You may want to bring casual clothes into which to change for these outings to local restaurants, particularly dinners. It's very typical for people to go to lunch in their training clothes. Saturday night is a group dinner at a local restaurant. Each training group has its own personality and may choose to dress very casual or to dress up. You are free to decide what works for you.

There is a pool at the farmhouse. You are welcome to bring a swimsuit and enjoy it. Additionally, the dirt road is excellent for walking/running.

LIVING ARRANGEMENTS

There are two "houses" trainees share. One is called "the Farmhouse" and the other "the Tractor Barn". Both have single beds, bathrooms and kitchens.

The Farmhouse is where training occurs every day so it is much bigger and is literally a farmhouse. It has several bedrooms, living room, workroom with computers, kitchen/dining area as well as the pool out back. Trainees are assigned a bedroom to share with others of their same gender. Bathrooms are shared by all. The Tractor Barn has 2 rooms and 2 bathrooms. The front room has 3 beds as well as the kitchen and a bathroom, while the back room has 3 beds and a bathroom. The Tractor Barn is all one gender while the Farmhouse is usually a mix of men and women.

There is food and water on a table and in the refrigerator in the kitchen of the Farmhouse that is shared by all trainees regardless of where they sleep. You are also free to buy your own groceries and cook for yourself (and others). Coffee is provided in both the Farmhouse and the Tractor Barn.

Details of the Training Weekends

Every trainer will run the training day in the way that best suits their style. Generally speaking, training will begin at 9am and end between 5 and 7pm with a 1½ hour break for lunch somewhere in between. Multiple short breaks are taken during the day. On Sunday, training ends between 12 and 1pm.

The training room has chairs but you are also welcome to sit on the floor. Feel free to bring pillows, blankets, back rests, etc. into the room to make it more comfortable for you. Having layered clothing and socks can be helpful – especially in the cooler months – to manage your changing body temperature through the workshop. You are also welcome to bring laptops/tablets, paper and writing instruments.

In general, you are free to come and go from the training room as you choose (but it is important to keep the complete group most of the time). Please be considerate of others, especially if there is a session occurring. It is common for emotions to come to the surface during training. Please talk with the trainer or another trainee so that you can receive support as you work through those emotions. We've all been first-year students and understand how disruptive training can be to our normal way of functioning.

On Thursday night, dinner is provided for trainees and this is included in the cost of your tuition. If you have special dietary needs, be sure to let the FSBA know ahead of time. As mentioned previously, the rest of the meals are up to you to arrange. Usually on Saturday night, trainees and trainer go out together for dinner. Arrangements for this are generally made on Saturday through conversations amongst trainees about where to go and when.

Evenings are free time. You can go shopping, visit with other trainees, swap massages, practice techniques or even retreat to your room to rest or read, etc.

The end of the training day on Saturday is when the administrative tasks are done. This includes completing sign in sheets, obtaining written feedback, giving out completion certificates, and giving out contact lists for the training group. **Saturday night** is usually a time when the group as a whole has dinner together – typically at a local restaurant – though you are free to attend to your own needs in this regard.

Sunday mornings usually involve an exercise and/or session, and wrap-up. Generally, the group takes a picture with the trainer and spends time saying goodbyes. You are free to leave on Sunday whenever fits your travel schedule but as noted above, training officially ends between 12 and 1pm.

Overview of Learning in the Certification Program

In this binder, you will find a list of the topics we will be covering in the training program, along with a year-by-year list of readings/resources/experiences for the Certification program. In addition, individual trainers may have a particular set of readings or topics they want you to contemplate or practice prior to coming to their specific workshop. We'll inform you of those when we contact you in advance of individual workshops.

Note that a *substantial* part of your learning will be from, in, and through your experiences in the training sessions – specifically in the training group. There is something quite powerful about having a group of people working together, all of whom have a strong orientation to personal growth, and who appreciate and honor others in their personal work.

This learning is a combination of the conceptual and experiential. The workshops themselves do have a *strong* experiential focus, but there are also times when you'll hear discussion about bioenergetic concepts and models, have a chance to ask questions, and to build a mental understanding of this somatic/energetic approach to development, therapy and coaching.

By the way, **though there is a great deal of work in larger and smaller groups, there are plenty of spaces and times in the workshops to have time to yourself to be quiet**, digest your experiences, journal, rest, and/or to practice on your own. There are also plenty of opportunities to connect with others if you want! Be sure to take care of your needs!

The specific readings and topics for each year are given later in this binder. In addition, you may and will likely have training and learning goals for yourself.

These workshops and this training program are an opportunity for you to work with and learn about your own gifts, as well your painful areas. It's a place where you can grow personally *and* professionally. Definitely take advantage of the opportunities available to you. You can always reach out to the faculty/trainers – and other trainees too of course – to ask questions or to talk about your experiences.

Best wishes for learning and growing!

General Structure and Flow of a Four-Day Workshop

Every trainer will run the training day in the way that best suits their style and the needs of the group. Generally speaking, training will begin at 9am and end between 5 and 7pm with a 1½ hour break for lunch somewhere in between. Multiple short breaks are taken during the day. On Sunday, training ends between 12 and 1pm.

The following chart shows a typical structure for a four-day workshop, though there *will be differences* from trainer to trainer and from session to session. Each group has its own needs, so times are approximate in this flow. *Generally speaking*, each workshop provides some combination of group check-in/processing, group exercises, sessions with the leader, lecture, and breakouts into smaller groups for practice and working sessions.

DAY 1 All day together	DAY 2 After the check-in or group exercises, the group often breaks into smaller groups	DAY 3 After the check-in or group exercises, the group often breaks into smaller groups	DAY 4 All day together
9am-12pm Opening. Check-in. Group exercises.	9am-11:30am Exercise group and/or sharing	9am-11:30am Exercise group and/or sharing	9- 11:30 Check-in, sharing. Closing lecture and discussion Group exercises and/or Individual session(s)
12 -1:30pm Group exercises continued and/or Session with the leader.	11:30am-1:30pm The large group often forms breakout groups, depending on number of facilitators and needs of group (e.g., 1 st /2 nd year students and 3 rd /4 th years) A combination of: <ul style="list-style-type: none"> • Individual sessions with teaching comments 	11:30am-1:30pm The large group often forms breakout groups, depending on number of facilitators and needs of group (e.g., 1 st /2 nd year students and 3 rd /4 th years) A combination of: <ul style="list-style-type: none"> • Individual sessions with teaching comments • Exercises/practice in small groups 	11:45am-12:30pm Closing. End of workshop

	<ul style="list-style-type: none"> • Exercises/practice in small groups • Trio work with supervision • Teaching based on curriculum topic 	<ul style="list-style-type: none"> • Trio work with supervision • Teaching based on curriculum topic 	
Lunch break approximately 1:30pm - 3:00pm (1½ hours)			
3:00-4:30pm Lecture/discussion on the topic of the workshop. Practice.	3:00-4:00pm Lecture and discussion on the topic of the workshop.	3:00-4:00pm Lecture and discussion on the topic of the workshop.	
4:30-5:30pm Work with pairs. E.g., body reading and exercises; or session with 3 rd /4 th year therapist/coach and 1 st /2 nd year client	4:00-5:30pm May form breakout groups depending on flow and needs of the group A combination of: <ul style="list-style-type: none"> • Individual sessions • Topical discussion and/or practice relevant to 1st/2nd years or 3rd/4th years • Practice techniques in pairs/groups • Trio work with supervision 	4:00-5:30pm May form breakout groups depending on flow and needs of the group A combination of: <ul style="list-style-type: none"> • Individual sessions • Topical discussion and/or practice relevant to 1st/2nd years or 3rd/4th years • Practice techniques in pairs/groups • Trio work with supervision 	
5:30-6:30pm Group exercise End of the day.	5:30-6:30pm Group exercise and process (everyone together) End of the day	5:30-6:30pm Group exercise and process (everyone together) End of the day	

Principles, Values, and Ethics of the Training Workshops – And Some Ground Rules in Our Work Together

During the first workshop of the training year (and as needed thereafter), we'll talk about some of the principles and values we hold in this work, as well as some of the ground rules in our work together.

We are here to (1) learn about ourselves, our gifts, and our troubled places, (2) connect with others to learn from, about and with them, and (3) learn how to use bioenergetic principles and practices in our lives and work. In this work we build awareness as well as the capacity to self-express, self-contain, and to connect.

We want to create and maintain a sense that this is a safe (and at times emotional) place to learn and grow, both personally and professionally. Facilitators and trainees both contribute to this atmosphere.

Some ground rules/guidelines in our work together:

- Maintain confidentiality (what is said here stays here).
- *Any photographs, video or recording should be done only with the permission of those involved, and gaining that permission should not interfere with the group or therapeutic process. Please be sensitive.*
- Listen to and respect others' sharing and experiences.
- Everyone has a space to share thoughts, feelings and experiences.
- Give everyone an opportunity to share.
- Everyone has a right not to talk if they do not wish to.
- As you consider sharing and/or responding to someone else, we also encourage you to tune into your present experience and to consider how your experience of someone else may be in part a result of your own history.
- Silence mobile devices.
- No interrupting others when they are talking.
- Be as genuine and honest as you can be at the time.
- All feelings and thoughts are acceptable! Acting on all of them or acting all of them out is not. We need to find the right balance of containment and expression. This happens through awareness and practice.
- Please treat the premises with respect and clean up after yourself.
- If you need something, ask for it.

Personal Therapists and Coaches for FSBA Trainees

One's own personal work and experience with bioenergetic principles/practices are an important part of learning and development in the bioenergetic work. Participating as an individual client in training sessions gives good experience and insight into one's dynamics. As noted, individual bioenergetic coaching/therapy is strongly recommended - but not required - for the Core Certification program. Those pursuing the additional Practitioner Certification must have fifty hours (50) of personal therapy or coaching to receive that certification. It is recommended that this coaching or therapy work begin as soon as possible once training has begun.

There are many fine therapists and coaches, and no list could exhaustively cover them all. Therapy/coaching is an individual experience - and a sense of chemistry with one's therapist/coach is important. We may find ourselves drawn to different therapists/coaches over time and thus change over the course of our training and lives. In addition, it's often very important to work *with* one's current therapist/coach when difficult feelings or experiences arise - even with the therapist/coach themselves. Ultimately, one must trust one's own intuition and process to determine which therapist/coach to work with, and how long to work with them.

Therapists/coaches **who have been through the FSBA training program are listed on the FSBA site (www.bioenergetics-society.com)**. Other ways to access a professional would be to explore:

- Affiliate schools of the FSBA (see the FSBA site)
- The International Institute for Bioenergetic Analysis (IIBA) website - www.bioenergetic-therapy.com
- The Core Energetics website - www.coreenergetics.org
- Websites of other bioenergetic-related schools

Whatever therapist or coach you choose should have significant knowledge and experience with bioenergetic work. If you need suggestions or are wondering about the qualifications of a particular professional you are considering, do not hesitate to ask FSBA faculty/trainers or the school director.

Approved Supervisors for FSBA Certification

As noted, a minimum of twenty-five (25) individual supervision hours are required to complete the Certified Practitioner track (complete during the second two-year segment of the program) in order to receive the designation of *Certified Bioenergetic Psychotherapist, Certified Bioenergetic Coach, or Certified Bioenergetic Facilitator*.

Coaches and therapists may have different needs for supervision; please talk with FSBA faculty/trainers and school director to discuss your specific needs.

Supervisors can be core faculty, trainers, or therapists who have skill and experience in the domain of bioenergetics. Supervision may be carried out through a combination of in-person and virtual (e.g., Skype) live sessions, and can sometimes be arranged with trainers to be carried out before or after workshops.

Since your supervisor should have knowledge of bioenergetic work, please talk to the FSBA faculty/trainers and school director for suggestions for supervisors or to help evaluate if someone would be a good supervisor for you.

TAB
FSBA Bioenergetic Training Program Requirements by Year

FSBA Bioenergetic Training Program - Required Resources

This is a list of foundational resources to own (or to have access to) during your training. Required readings by year will come from the resources in this list.

Bioenergetics - Fundamentals

- *Bioenergetics* – Lowen. Book.
- *Joy* – Lowen. Book.
- *Fear of Life* – Lowen. Book.
- *The Language of the Body: Physical Dynamics of Character Structure* – Lowen. Book.
- *The Body in Psychotherapy* – Smith. Book.

Bioenergetics – Tools and practices

- *The Way to Vibrant Health* – Lowen and Lowen. Book.

Biological foundations

- *Bent Out of Shape* – Michel. Book.

Psychological foundations of individual and group work

- *Freud and Beyond* - Mitchell & Black. Book.
- **Optional:** *Introduction to the Practice of Psychoanalytic Psychotherapy* – Lemma. Book. **This book is not a requirement for Certification, but can profitably serve as a foundation** for students' work beginning in the second year. The book provides a good overview of psychoanalytic theory and practice (though not bioenergetics specifically). It would be especially valuable for those in the Practitioner Track.

FSBA Bioenergetic Training Program Requirements by Year

Reading/resource requirements listed reflect the *general* requirements and expectations for each year. *These resources should be read during the year indicated* whether or not they are covered in a particular training. They are foundational and provide context for the work we do.

Note that individual trainers will commonly – prior to their sessions – ask you to review resources and/or practice on topics other than the ones listed here

++++

FSBA Readings/Resources - Year One

- **Bioenergetics - Fundamentals**
 - *Modern Bioenergetics: An Integrative Approach to Psychotherapy* – NYSBA article - In binder
 - *Joy* – Lowen
 - *Bioenergetics* – Lowen
 - *The Body in Psychotherapy* – Smith.
 - Read Chapter One: *The Tradition of the Body in Psychotherapy*
- **Bioenergetics - Tools and practices**
 - *Way to Vibrant Health* – Lowen – Start reading. No hurry.
 - Much of this is experiential the first year
- **Biological foundations**
 - *Bent Out of Shape* – Michel – Start reading. No hurry.
- **Psychological foundations of individual and group work**
 - Read *Principles, Values, and Ethics of the Training Workshops* – In binder
 - *Freud and Beyond* - Mitchell & Black.
 - Read Chapter One: Freud; Chapter Two: Ego Psychology
 - Most of this learning will be experiential the first year.
- **Working with the person of the therapist/coach and professional issues**
 - Start working with a somatic therapist/coach, if you don't already have one.
 - Begin doing informal bioenergetic and awareness work on your own. It is not required reading, but the paper *Bioenergetic Fundamentals: A Self-Exploration Manual* by Maley (included in this binder) can be useful, as is the book *Way to Vibrant Health* by Lowen.

Experiences/Practices/Skills – Year One

- Meet peers and begin to develop relationships in the group
- Get comfortable with the training process and living arrangements
- Gain experience working in large and small groups

- Begin learning self-observation
- Gain experience in bioenergetic group exercises/movement
- Go deeper into your own bioenergetics therapy/development process
- Become familiar with basic bioenergetic concepts of character structure and muscular interventions
- It is strongly recommended that you start working with a somatically-oriented therapist/coach, if you don't already have one. This is a requirement for those seeking practitioner certification.
- Learn how to do for yourself basic bioenergetic exercises: bow, bent-over grounding, hitting/striking with tennis racket, kicking (laying down)

FSBA Readings/Resources - Year Two

- **Bioenergetics - Fundamentals**
 - *Fear of Life* – Lowen
 - *Language of the Body* – Lowen. Read Part One.
 - *The Body in Psychotherapy* – Smith.
 - Read Chapter Two: Personality Dynamics; Chapter Three: Psychopathology; Chapter Four: Psychotherapy.
- **Bioenergetics - Tools and practices**
 - *Way to Vibrant Health* – Lowen – Continue reading. No hurry.
- **Biological foundations**
 - *Bent Out of Shape* - Michel – Continue to read. No hurry.
- **Psychological foundations of individual and group work**
 - *Freud and Beyond* - Mitchell & Black.
 - Read Chapter Three: Sullivan; Chapter Four: Klein; Chapter Five: Fairbairn, Winnicott; Chapter Six: Erikson, Kohut
 - Much of this is experiential the second year
 - *Optional - Introduction to the Practice of Psychoanalytic Psychotherapy* - Lemma.
 - Read Introduction: Psychoanalysis in the Twenty-First Century; Chapter One: An Overview of the Schools of Psychoanalysis
- **Working with the person of the therapist/coach and professional issues**
 - Continue to work with your own therapist/coach.
 - Continue to explore and practice informal bioenergetic and awareness work on your own, perhaps using the Maley paper or Lowen's *Way to Vibrant Health*.

Experiences/Practices/Skills – Year Two

- Continue to gain experience via training in large and small groups
- Build experience in using touch techniques and physical interventions
- Begin being able to identify character structures and traits of each
- Be able to facilitate a person in deepening his/her breath
- Go deeper into your own bioenergetic development/therapy/coaching process
- Have a basic understanding of your own character structure and/or character issues
- Begin to know what it means through your personal work to bring your presence to the work in groups and with others, being aware of the core part of you, your defenses, and what it means to work with and from the real self
- Co-lead or lead an exercise group for trainees
- Be aware of and sensitive to the needs of 1st year students; help them to assimilate and acclimate to the training group and process
- Begin to ask yourself the following questions about bodies you observe: How much energy is available to the person? What is the quality of the energy (in your own words)? Where does the energy seem to be located in the body? Where does the body

not seem to have energy? What is the general shape of the body? What are the eyes like?

- Begin to identify the theme of each session observed and to connect the theme of the session to what you see in the body

FSBA Readings/Resources - Year Three

- **Bioenergetics - Fundamentals**
 - *Language of the Body* – Lowen. Read Part Two.
 - *The Somatic-Energetic Point of View: Towards a Bioenergetic Character Analysis* – Helfaer. In binder.
 - *The Body in Psychotherapy* – Smith.
 - Read Chapter Five: Communication with the Body; Chapter Six: Reading the Body; Chapter Seven: Methods for Body Awareness.
- **Bioenergetics - Tools and practices**
 - *Way to Vibrant Health* – Lowen – Continue to read.
- **Biological foundations**
 - *Bent Out of Shape* – Continue to read.
- **Psychological foundations of individual and group work**
 - *Bioenergetics as a Relational Somatic Psychotherapy* – Hilton. In binder
 - *Freud and Beyond* - Mitchell & Black. Read
 - Chapter Seven: Contemporary Revisionists
 - *Optional: Introduction to the Practice of Psychoanalytic Psychotherapy* - Lemma.
 - Read Chapter Two: The Process of Psychic Change; Chapter Three: The Analytic Frame/Attitude; Chapter Four: Assessment and Formulation; Chapter Five: Unconscious Communication; Chapter Six: Defences and Resistance
- **Working with the person of the therapist/coach and professional issues**
 - *Touch in Therapy and the Standard of Care in Psychotherapy and Counseling* – Zur – Article. In binder.
 - Continue to work with your own therapist/coach.
 - Continue to explore and practice bioenergetic and awareness work on your own. You might continue to use the Maley article, Lowen's *Way to Vibrant Health*, or expand into other practices.

Experiences/Practices/Skills – Year Three

- Become more comfortable with the ability to personally experience and lead others in: deep breathing, kicking, stretching, working with the ball, stool, mattress.
- Develop increased capacity to “be with” others, the client, inviting the client’s process, being able to be in silence and to “not do.”
- Continue deeper into your own bioenergetic development/therapy/coaching process.
- Begin understanding how your own character structure may influence your learning and work with others in the group, with others, and/or as a therapist/coach (for better and worse). Take in and integrate feedback about your dynamics.
- Lead an exercise group for trainees
- Be available to be involved as a participant/helper in individual sessions with others

- Be aware of and sensitive to the needs of 1st & 2nd year students; help them to assimilate and acclimate to the training group and process
- Begin to identify the theme of each session observed
- Connect the theme/impression of the session to what you see in the body
- Begin to hypothesize character structure and corresponding dynamics/issues from observation of the body
- Continue mentoring 1st and 2nd year students
- Begin supervision hours if seeking practitioner certification

FSBA Readings/Resources – Year Four

- **Bioenergetics - Fundamentals**
 - *The Body in Psychotherapy* – Smith.
 - Read Chapter Eight: Soft Technique; Chapter Nine: Hard Technique; Chapter Ten Expressive Technique; Chapter Eleven; The Ethics of Body-Oriented Psychotherapy; Chapter Twelve: Personal Energy Dynamics.
 - Consider reading in a BE-related area that interests you, e.g., *Core Energetics*.
- **Bioenergetics - Tools and practices**
 - *Way to Vibrant Health* - Lowen – Finish reading or reread. Consider reading another technique-related resource, e.g., *Bend into Shape* – Schroeter.
- **Biological foundations**
 - *Bent Out of Shape* – Finish reading or reread. Consider reading an anatomy-oriented resource inspired by *Bent Out of Shape* (see list in book).
- **Psychological foundations of individual and group work**
 - *Freud and Beyond* - Mitchell & Black. Chapter Eight; Controversies in Theory; Chapter Nine; Controversies in Technique
 - *Optional: Introduction to the Practice of Psychoanalytic Psychotherapy* - Lemma. Read Chapter Seven: Transference and Countertransference; Chapter Eight: Working with Endings
- **Working with the person of the therapist/coach and professional issues**
 - *Becoming and Being a Bioenergetic Analyst: Alexander Lowen's Influence in My Life* – Helfaer. In binder.
 - Continue to work with your own therapist/coach.
 - Continue to explore and practice bioenergetic and awareness work on your own – expanding your practices.

Experiences/Practices/Skills – Year Four

- Continue to bring awareness, presence and “being with” in your work with others/clients. Know and work with your own blocks to the same.
- Be able to hypothesize character structure and corresponding issue from observation of the body
- Identify the theme of each session observed. Be able to articulate what you or others were attempting to do in a session and why
- Identify how your own character influenced an individual or group session
- Gain some practice in facilitating group process
- Lead an exercise group for trainees if you have not done so
- Be aware of and sensitive to the needs of 1st – 3rd year students; help them to assimilate and acclimate to the training group and process
- Be able to give constructive feedback on a session between two trainees
- Complete either a paper that demonstrates your learning and integration of the material.

- If seeking practitioner certification, (1) in a workshop, be a therapist for an individual client and use the body to facilitate the session, and (2) continue/complete your own supervision hours.
- Let go of the group

TAB
Resources/Reading List - Extended

Resources/Reading List - Extended

This list reflects some extended resources for deeper exploration beyond the required resources and readings. They can profitably be used/read throughout one's training.

- Baker, Elsworth. (1967). *Man in the Trap: The Causes of Blocked Sexual Energy*. College of Orgonomy.
- Bercei, D. (2008). *The Revolutionary Trauma Release Process*. Namaste Publishing: Vancouver, BC, Canada.
- Biel, Andrew R. (1997). *Trail Guide to the Body: How to Locate Muscles, Bones & More*. Books of Discovery.
- Black, Stuart. (2004). *A Way of Life: Core Energetics*. Institute of Core Energetics.
- Brennen, Barbara Ann. (1987). *Hands of Light*. Bantam Books: New York.
- Brenner, C. (1955). *An Elementary Textbook of Psychoanalysis*. Anchor Books: New York.
- Brenner, C. (1976). *Psychoanalytic Technique and Psychic Conflict*. International Universities Press.
- Conger, J. (1994) *The Body in Recovery: Somatic Psychotherapy and the Self*. North Atlantic Books: Berkeley, CA.
- Damasio, Antonio (1999). *The Feeling of What Happens: Body and Emotion in the Making of Consciousness*. Harcourt: Orlando, FL.
- *Ethics Guidelines: The United States Association for Body Psychotherapy*. (2007).
- Gleason, Brian. (2001). *Mortal Spirit: A Theory of Spiritual-Somatic Evolution*. Institute of Core Energetics.
- Fosha, Diana, (2000). *The Transforming Power of Affect: A Model for Accelerated Change*. Basic Books.
- Gabbard, G.O. (2004) *Long-Term Psychodynamic Psychotherapy: A Basic Text.*: American Psychiatric Press: Washington, DC.
- Gabbard, G; Litowitz, B & Williams. P. (2011). *Textbook of Psychoanalysis*. American Psychiatric Publishing: Arlington, VA.
- Gendlin, Eugene (1981). *Focusing*. Bantam Books: New York.
- Gendlin, E. (1986). *Let Your Body Interpret Your Dreams*. Chiron Publications: Wilmette, Illinois.
- Germer, C; Siegel, R. & Fulton, P. (eds). (2005). *Mindfulness and Psychotherapy*. Guilford Press: New York.
- Heller, J, and Henkin W (2004). *Bodywise: An Introduction to Hellerwork for Regaining Flexibility and Well-Being*. North Atlantic Books: Berkeley, CA.
- Hilton, Robert. *Relational Somatic Psychotherapy*. {Note this is out of print and can be difficult to find!}

- Hunter & Struve. (1998). *The Ethical Use of Touch in Therapy*. Sage Publications: Thousand Oaks, CA.
- Hutchinson, Marcia (1985.) *Transforming Body Image*. Crossing Press.
- Janov, A. *Grand Delusions* – An online paper by the author of *The Primal Scream* that critiques all kinds of therapies, including Bioenergetics.
<http://www.primalththerapy.com/GrandDelusions/GDcontents.htm>
- Johnson, Stephen. (1994). *Character Styles*. Norton: New York.
- Johnson, Stephen. (1985). *Characterological Transformation: The Hard Work Miracle*. Norton: New York.
- Johnson, Stephen. (1987). *Humanizing the Narcissistic Style*. Norton: New York.
- Johnson, Stephen. (1991). *Symbiotic Character*. Norton: New York.
- Judith, Anodea. (1996). *Eastern Body, Western Mind*. Celestial Arts: New York.
- Kabat-Zinn, Jon, (1990). *Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness*. Delta Press.
- Keleman, Stanley. (1985). *Emotional Anatomy*. Center Press: Westlake Village, CA.
- Keleman, Stanley. (1975). *Your Body Speaks Its Mind*. Center Press, Berkeley, CA.
- Koch, L. (1997). *The Psoas Book*. Guinea Pig Publications: Felton, CA.
- Kurtz, Ron. (1983). *Hakomi Therapy*. Boulder, CO.
- Kurtz & Prester. (1976). *The Body Reveals*. Harper & Row.
- Lemma., A. (2003). *Introduction to the Practice of Psychoanalytic Psychotherapy*. Wiley and Sons: West Sussex, UK.
- Levine, Peter (1997) *Waking the Tiger: Healing Trauma*. North Atlantic Books: Berkeley, CA.
- Lowen, Alexander. (1967). *Betrayal of the Body*.
- Lowen, Alexander. (1994). *Bioenergetics*.
- Lowen, Alexander. (1993). *Depression and the Body*.
- Lowen, Alexander. (2012). *Fear of Life*.
- Lowen, Alexander. (2004). *Honoring the Body*.
- Lowen, Alexander. (1995). *Joy*.
- Lowen, Alexander. (1971). *Language of the Body*.
- Lowen, Alexander. (1990). *Spirituality of the Body*.
- Lowen, Alexander. (2005). *Voice of the Body*.
- Lowen, Alexander, & Lowen, Leslie. (2013). *The Way to Vibrant Health: A Manual of Bioenergetic Exercises*. Harper & Row: New York.
- Mahler, Margaret. (1973). *The Psychological Birth of the Human Infant*. Basic Books.

- McWilliams N. (1999) *Psychoanalytic Case Formulation*. The Guilford Press: New York.
- McWilliams N. (2004) *Psychoanalytic Psychotherapy*. The Guilford Press: New York.
- Michel, Elizabeth. (2011). *Bent Out of Shape: Anatomy and Alignment for Bioenergetic Trainees*. Bioenergetics Press: Alachua, FL.
- Miller, Alice (1996). *The Drama of the Gifted Child*. Basic Books: New York.
- Mindell, A. (2000). *Dreaming While Awake*. Hampton Roads Publishing: Charlottesville, VA.
- Mitchell, Stephen & Black, Margaret. (1995). *Freud and Beyond: A History of Modern Psychoanalytic Theory*. Basic Books: New York.
- Nathanson, Donald, (1992) *Shame and Pride: Affect, Sex, and the Birth of the Self*. W.W. Norton.
- Ogden, P. and J. Fisher (2014). *Sensorimotor psychotherapy: Interventions for trauma and attachment*. NY: W.W. Norton & Co.
- Ogden, P., Minton, K. and Pain, C. (2006). *Trauma and the body: A sensorimotor approach to psychotherapy*. New York: W.W. Norton & Co.
- Olsen, Andrea. (1994). *BodyStories: A Guide to Experiential Anatomy*. University Press of New England: Lebanon: NH.
- Pierrakos, John C. (2005). *Core Energetics: Developing the Capacity to Love and Heal*. Liferhythm.
- Pierrakos, John C. (2001). *Eros, Love, and Sexuality: The Forces that Unify Man and Woman*. Liferhythm.
- Pine, Fred (1990). *Drive, Ego, Object, Self: A Synthesis for Clinical Work*. Basic Books: New York.
- Reich, Wilhelm. (1972). *Character Analysis*. College of Orgonomy.
- Reich, Wilhelm. (1986). *Function of the Orgasm* College of Orgonomy.
- Reich, Wilhelm. (1988). *History of Wilhelm Reich, Passion of Youth, An Autobiography*. College of Orgonomy.
- Schroeter, V. and Thomson, B. (2011) *Bend into Shape: Techniques for Bioenergetic Therapists*. Published by the authors.
- Sharaf, Myron. (1983). *Fury on Earth*. College of Orgonomy.
- Siegel, Daniel, (1999) *The Developing Mind: Toward a Neurobiology of Interpersonal Experience*. Gilford Press.
- Smith, Edward, W.L. (1985). *The Body in Psychotherapy*. McFarland & Company: Jefferson, NC.
- Staunton, T. (2002). *Body psychotherapy*. Taylor & Francis: New York.
- Tolle, Eckhart (1999). *The Power of Now: A Guide to Spiritual Enlightenment*. New World Library,
- Totton, Nick. (2003). *Body Psychotherapy: An Introduction*. Open University Press: Philadelphia, PA.
- Totton, Nick. (2005). *New Dimensions in Body Psychotherapy*. Open University Press: New York.

- Totton, Nick & Edmondson, Em (1988). *Reichian Growth Work, Melting the Blocks to Life and Love*. Prism Press: UK.
- Wilner, Karyne. (1999). *Beyond talk therapy: Using movement and expressive techniques in clinical practice*. American Psychological Association Publication: Washington DC.
- Yalom, Irvin D. & Leszcz, Melyn (2005). *The Theory and Practice of Group Psychotherapy*. Basic Books: New York.

TAB
FSBA Expectations and Self-Evaluation Form

FSBA Expectations and Self-Evaluation (Instructions)

The following form is to help you consider: **At this time, what are my strengths, needs, concerns, and developmental opportunities in this bioenergetic training work?**

Instructions for completing the form

- **The training year** is from September through June.
- **Please answer these questions (both parts) *at the beginning of the second, third, and fourth years***, to be clear about the opportunities/issues to be addressed during the training period. Thus, you will complete this form three times.
- **Please fill out the form by the end of September of the training year** and send it to the attention of the FSBA training director in preparation for meeting with a mentor and/or supervisor.
- **October/November is when you should meet with your mentor/supervisor** to discuss your form, including learning and developmental opportunities. You'll meet with your mentor/supervisor regularly through the year, but **you should have at least one meeting with your mentor/supervisor later in the training year** to discuss progress, identify difficulties, and seek solutions for topics identified in this self-evaluation.
- **This ongoing self-evaluation of your development and needs** is an important part of your growth in the bioenergetic work. Such work is integral to trainee development and is a component of the training school's understanding of your needs, and your successful progress toward certification.

FSBA
Expectations and Self-Evaluation Form

NAME _____
TRAINING YEAR _____
DATE _____

Part One – ESSAY QUESTIONS

Please respond to the questions below:

- 1) Content/Practices -To what extent do you feel you have assimilated an understanding of the following topics during the previous year?
 - Bioenergetic principles?
 - Bioenergetic interventions/practices?
 - Psychological and analytic bases of individual and group work?

- 2) Personal growth - What have you learned about ***yourself*** in your own experience in bioenergetics? On what do you want to work for personal development in the coming year?

- 3) Group experience - What are your strengths and developmental opportunities in working ***with colleagues*** in the training program?

- 4) Professional development - What are your strengths and developmental opportunities in doing bioenergetic work ***with individuals and groups*** (if relevant)?

Part Two – SELF-EVALUATION OF COMPETENCIES

Please make a quantitative assessment of yourself in these key professional competencies.

	Insufficient	Moderate skill	Enough skill	Good skill	Very good skill
COMPETENCY	1	2	3	4	5
1) Understanding the course of the session in terms of bioenergetic processes (charging, discharging, exhaustion, stop, withdrawal, character, resistance).					
2) Knowledge and understanding of bioenergetic techniques and exercises.					
3) Ability to analyze material that emerges during the session (combining content and giving them meanings).					
4) Ability to formulate verbal interventions.					
5) Ability to work with transference and countertransference.					
6) Ability to be present.					
7) Quality of holding.					
8) Openness to training, learning and feedback.					
9) Ability to work well in a group.					
10) Knowing your professional limitations					
11) Demonstration of initiative to increase knowledge (reading, trainings, etc.).					
12) Use of mentoring and/or supervision (including seeking it).					

TAB
Bioenergetic Fundamentals: A Self-Exploration Manual

NOTE to FSBA students – Please download and read the following article. It contains exercises for you to complete.

- Bioenergetic Fundamentals: A Self-Exploration Manual – Michael Maley.
 - [http://michaelmaley.com/Somatic Psychotherapy files/BIOENERGETIC%20FUNDAMENTALS%20.pdf](http://michaelmaley.com/Somatic_Psychotherapy_files/BIOENERGETIC%20FUNDAMENTALS%20.pdf)

The article provides some useful exercises for self-discovery in the bioenergetic process. ***This article is included to offer one resource for approaching your own ongoing bioenergetic exploration and practice.***

Using this article is NOT a requirement of the program.

IMPORTANT - The text is original to the author and does not directly reflect the reference/reading list for the FSBA. The suggested readings can be useful additional resources.

TAB
Additional handouts

NOTE to FSBA students - The articles listed below are important learning topics for your training. Each article can be downloaded from its link, please take the time to read them.

- *Modern Bioenergetics: An Integrative Approach to Psychotherapy: Strong Affect, Deep Bodywork – Psychic and Interpersonal Dynamics* – Baum et al.
 - <http://www.bioenergetics-nyc.org/NYSBA-Monograph-July2015.pdf>
- *Bioenergetics as a Relational Somatic Psychotherapy* – Hilton.
 - [http://www.ibpj.org/issues/usabpj-articles/\(2\) Hilton R. Bioenergetics as a Relational Somatic Psychotherapy. USABPJ 7.1 2008.pdf](http://www.ibpj.org/issues/usabpj-articles/(2) Hilton R. Bioenergetics as a Relational Somatic Psychotherapy. USABPJ 7.1 2008.pdf)
- *The Somatic-Energetic Point of View: Towards a Bioenergetic Character Analysis* – Helfaer.
 - [http://www.ibpj.org/issues/usabpj-articles/\(8\) Helfaer P. M. The Somatic-Energetic Point of View. USABPJ 10.1 2011.pdf](http://www.ibpj.org/issues/usabpj-articles/(8) Helfaer P. M. The Somatic-Energetic Point of View. USABPJ 10.1 2011.pdf)
- *Touch in Therapy and the Standard of Care in Psychotherapy and Counseling* – Zur.
 - [http://www.ibpj.org/issues/usabpj-articles/\(7\) Zur O. Touch In Therapy. USABPJ 6.2 2007.pdf](http://www.ibpj.org/issues/usabpj-articles/(7) Zur O. Touch In Therapy. USABPJ 6.2 2007.pdf)
- *Becoming and Being a Bioenergetic Analyst: Alexander Lowen's Influence in My Life* – Helfaer.
 - [http://www.ibpj.org/issues/usabpj-articles/\(4\) Helfaer P. M. Becoming and Being a Bioenergetic Analyst. USABPJ 7.1 2008.pdf](http://www.ibpj.org/issues/usabpj-articles/(4) Helfaer P. M. Becoming and Being a Bioenergetic Analyst. USABPJ 7.1 2008.pdf)