

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

**School/Facilitator Training
and Resource Guide**

Florida Society for Bioenergetic Analysis (FSBA)

School/Facilitator Training Guide and Curriculum Structure

FSBA Certification Program Goals

- The FSBA bioenergetic (BE) curriculum is for a *certification* program. The purpose is to train participants in bioenergetics for personal and professional development.
- Personal development is the touchstone of the training and the essence of the core certification.
- There is an additional practitioner track that is an overlay on the last two years of the core training – the purpose of which is to train, psychotherapists, coaches and facilitators to apply bioenergetic principles and practices in their work with clients
- FSBA will offer additional/other non-certification workshops to the public that have a personal growth focus.

The Certification Program

- A four-year certification program
 - First two years are foundational and immerse in the basics of the system, thought, experiences.
 - Second two years are advanced (and may have the practitioner overlay track for those so interested).
- Certification workshops integrate students from all four years,
 - In workshops, have 3rd/4th years work with 1st/2nd years
 - If and when possible, separate 1st /2nd years from 3rd/4th years for some lectures/discussions
- In general, completion of the certification program will involve
 - Certification classes
 - Personal therapy/coaching
 - Mentoring
 - Supervision
 - A final paper
 - Regular self-evaluation by students and developmental discussions with supervisor/tutor/faculty.
- **Readings/content**
 - Readings will be listed by year and are self-initiated. Not directly linked to any given class content.
 - Additional readings (in the master list) can be used at any point to give to people. Of course anyone can read anything any time they wish.
 - Content (readings, webinar, and recorded video/audio) could be available in ongoing way for reference via website – as long as we are within fair use.

- Faculty can/will ask participants to read or practice particular things before that faculty member's training session. These readings/practices are in addition to the general readings to be completed for each year. There may also be additional periodic analytic readings.
- In principle, core topics will be taught *in class* once every other year, which means participant will formally get that topic twice (either years one and three, or years two and four).
 - Core topics would be faculty-centric, with faculty who know the topic well teaching it when they are faculty, again, every other year.
 - We are currently designing the curriculum in a way that is not too "top-down" – to give students a sense of order to the curriculum *while also* drawing on the unique knowledge and style of each trainer
- **Personal therapy/coaching** is encouraged for Core Program participants, but not required. It is required for Practitioner Track trainees.
- **Supervision** is not required for Core Program participants. It is required for Practitioner Track trainees. Supervision
 - Happens during the workshop individually
 - Happens between workshops in groups and individually
 - Coaches and therapists may have different tutoring/supervisory needs
- **In-class demonstration of one-on-one therapy/coaching** is not required for Core Program participants. It is required for Practitioner Track trainees.
- **A final paper** is required at the end of four years for *all* trainees.
- Each four-day workshop has a general flow but is not restricted to it.
- See Student Binder for current documents and expectations given to students

FSBA Readings and Resources

- 1) The **“FSBA Master Resource List by Topic Area”** document is *the most important document* and is a primary document for program readings/resources.
 - **This is an internal document.**
 - Trainers/school can draw from this list as needed for pre-reading or recommended reading. For students who want/need it, we can expose this list if they want reading beyond the requirements in the “by year” document and trainer assignments.
 - Trainers can of course assign *any* reading they wish for pre-workshop reading (whether in this list or not), BUT, some kind of assigned pre-workshop reading is a requirement for trainers.
 - We will add to this list as trainers identify and pass out pre-readings.

- 2) The **“FSBA Training/Content Areas – Survey Results”** (2015) are included to ensure we are meeting student perceived needs
 - **This is an internal document.**
 - This list is more of a resource for the school: a “to do” list to ensure we cover certain topics explicitly, and to make decisions about process/training issues.

- 3) The **“FSBA Bioenergetic Training Program Resources/Requirements by Year”** is a subset of the “FSBA Master Resource List by Topic Area”
 - **This document will go in the student binder.**
 - It will include only the *most important* of the “master resource list” documents.
 - This list is basic and should not overwhelming, but should reflect the minimum required readings - mostly books - with instructions to “read this book this year.”
 - Again, participants will be assigned pre-readings for each training session, TBD by the trainer. Participants may also be given additional periodic analytic or other readings.

FSBA Master Resource List by Topic Area

NOTE – Anything in purple is generally considered “important/essential,” whether it’s in the student “by-year” list or not.

Bioenergetics - Fundamentals

We have agreed that the old **blue-bound FSBA Manual is not a good document** to share in toto or as is with trainees. There are some good articles in it, particularly ones addressing technique, but these should be lifted as individual articles and shared with trainees as and when needed.

Fundamentals of Bioenergetics

- *Bioenergetics* – Lowen. Whole book. (HAVE BOOK)
- *The Language of the Body: Physical Dynamics of Character Structure* – Lowen. Whole book. (HAVE BOOK)
- *Joy* – Lowen – Whole book. (HAVE BOOK)
- *Fear of Life* – Lowen. Book – pages on Neurotic Character, Fate and Character, Being and Fate, authenticity. (HAVE BOOK)

Later

- *Character Styles* – Johnson. Whole book. (HAVE BOOK)
- *Voice of the Body*- Lowen. Book. (HAVE BOOK)
- *Character Analysis* – Reich. Whole book, but at least read some. (HAVE BOOK)
- *Man in the Trap* – Baker. Whole book, but at least read some. (HAVE BOOK)

Additional Basics of Bioenergetics

- *Modern Bioenergetics: An Integrative Approach to Psychotherapy: Strong Affect, Deep Bodywork – Psychic and Interpersonal Dynamics* – Baum et al. - NYSBA -Monograph-July 2015. (HAVE PDF). Good first reading in BA.
- *Breathing, Movement, Feeling: The Basis of Bioenergetic Analysis* – Lowen. Chapter 3 of *Voice of the Body* and also a BE Press Monograph before it was part of a book. (HAVE PDF)
http://www.bodymindcentral.com/pdf/pubs/LewisPub_TheClinicalTheoryofLowen.pdf
<http://www.bioenergetics-nyc.org/NYSBA-Monograph-July2015.pdf>
- *The Clinical Theory of Lowen, His Mentor Reich and Possibly All of Us in the Field, As Seen from a Personal Perspective* – Lewis. Article. (HAVE PDF)

History, Roots, Overview

- *The Body in Psychotherapy* - Edward Smith – Book is an overall excellent and mostly nonsectarian approach to somatic psychotherapy theory and practice. (HAVE BOOK)

- "The Tradition of the Body in Psychotherapy" – excerpt (pp 14 - 18) from *The Body in Psychotherapy* - Edward Smith. Overview of the differences between Reich and Lowen. (HAVE PDF).
- *What Is Body Psychotherapy? A European Perspective.* – Young. Article. (HAVE PDF)
- *The History and Development of Body-Psychotherapy: The American Legacy of Wilhelm Reich* – Courtney Young. Article. (HAVE PDF).

Additional

- *Body Psychotherapy: An Introduction* – Totton – Book. Not for distribution but perhaps copy chapters. OPTIONAL. (HAVE PDF).
- *New Dimensions in Body Psychotherapy* – Totton – Book.
- *Emergence of Somatic Psychology and Bodymind Therapy* – Barnatt. Book. Not for distribution but perhaps copy chapters. OPTIONAL. (HAVE PDF).
- *Contemporary Body Psychotherapy: The Chiron Approach* - Linda Hartley. Book. Not for distribution but perhaps copy chapters. OPTIONAL. (HAVE PDF).
- *Bioenergetics in Search of a Secure Self* – Lewis – Article – (HAVE PDF)
- *Body psychotherapy* - Staunton – 2002. Book. (HAVE BOOK).
- *Relational Somatic Psychotherapy* - Robert Hilton. Book.

Character Structure

- *Bioenergetics – Lowen – entire book (HAVE BOOK)*
- *Language of the Body - Lowen- entire book (HAVE BOOK)*
- *The Intricacies and Wonders of Character Structure* – Lowen quotes (HAVE PDF)
- *Character Structure Chart* – Anonymous (HAVE PDF)
- *Character Structure -Techniques for Working (Collection) - Diamond* (HAVE PDF)
- *Character Structure Energy Chart* – Greenlee (HAVE PDF)
- *Character Structure - "Personal Energy Dynamics"* from *The Body in Psychotherapy* – Smith. Good and easy to understand. (HAVE PDF)
- *"Character Structure"* from *Hands of Light* - Barbara Brennan (HAVE PDF)
- *"Character Structure Archetypes"* - Anonymous – Paper on Jung and Millon themes
- *The Body Reveals* – Kurtz and Pretera - entire book (HAVE PDF)
- *Eastern Body Western Mind* (Character Structure Chart) – Anodea Judith. Book. - Mapping of Character Structure and its maturity in individual with Chakra System. (HAVE PDF)
- *Hakomi Therapy, 1994* – Ron Kurtz – pages that Eric handed out (HAVE THOSE PAGES, NOT IN PDF)

Later

- *Character Styles – Johnson – Book – entire book (HAVE BOOK)*
- Other Stephen Johnson books (HAVE BOOKS)
 - *Characterological Transformation: The Hard Work Miracle*
 - *Humanizing the Narcissistic Style*
 - *The Symbiotic Character*

Bioenergetics - Tools and practices

Bioenergetic Techniques

- *The Way to Vibrant Health* – Lowen and Lowen. Whole book. (HAVE BOOK)
- *Bend Into Shape* by Vincentia Schroeder and Barbara Thomsen Whole book. (HAVE BOOK)

Body Reading – and types of Information to listen for during session

- *Reading the Body* – Smith. Chapter from *The Body in Psychotherapy*. Book. Has some information for non-character-focused body reading. (HAVE BOOK)
- *Walk Around the World of Character Types of Lowen* – paper by Laurie Ure – At the end, it includes questions to ask self and client (HAVE PDF)
- *Other Considerations Regarding Bioenergetic Character Structure* – Ure. Article. Appended to end of her paper *Walk Around the World of Character Types of Lowen*. An excellent set of questions to keep in mind when taking in client. (HAVE PDF)
- *The Body Reveals* - Kurtz and Prester. Book. The entire book is awesome for body reading. Chapters 3 (*Basics* which begins on page 17) and Chapter 4 (*Body Parts* which begins on page 42) are very helpful. (HAVE PDF)
- *Lowen Memorial DVD* – Video trailer – YouTube. Lowen talks about reading the body: https://www.youtube.com/watch?v=LNan6VYt_Ug

Bioenergetic Interventions

- *Soft Techniques* – Smith. Chapter in *The Body in Psychotherapy*. Book. (HAVE BOOK. HAVE PDF OF CHAPTER)
- *Hard Techniques* – Smith. Chapter in *The Body in Psychotherapy* book. (HAVE PDF of chapter and BOOK)
- *Expressive Techniques* – Smith. Chapter in *The Body in Psychotherapy* book. Mostly Gestalt integration in somatic work but helpful (HAVE PDF of chapter and BOOK)
- *Bioenergetics Stool: Its Use as an Integral Part of the Process in Bioenergetics* – Green . BA Journal. Article. (HAVE PDF)
- *How to Build a Bioenergetic Stool* – Anonymous. Article. (HAVE PDF)
- *Bioenergetic Therapy Techniques* - Robert Glazer. DVD. <http://www.bioenergeticspress.com/newteachingdvdbioenergetictherapytechniques.aspx>. (HAVE DVD)
- *Introduction to Bioenergetic Sessions* (Part 1, Part 2) and *Sessions Series* (Volume One) - Frank Hladky. DVDs. <http://riolibravisions.com/buy-dvd>

Breathing

- *Breathing, Movement, Feeling: The Basis of Bioenergetic Analysis* – Lowen. Chapter 3 of *Voice of the Body* and also a BE Press Monograph before it was part of a book. (HAVE PDF)

- *Breathing*. Chapter Three In *Way to Vibrant Health* – Lowen. Book. (HAVE BOOK and PDF OF BOOK)

Grounding

- *Grounding*. Chapter Two in *Way to Vibrant Health* – Lowen. Book. (HAVE BOOK and PDF OF BOOK)
- *Getting the Head to Really Sit on the Shoulders - a First Step to Grounding the False Self* - Robert Lewis. BA Journal. Vol 2(1) Summer. (HAVE PDF).
- *Grounding and Its Variations* – Odila Weigand. ARTICLE. USABPJ Vol. 7(1), 2008. (HAVE PDF)
- *Core Energetics Concepts of Grounding* – Jerry Nabb. Article.

Biological foundations

Anatomy and Biology

- *Bent Out of Shape* – Michel – whole book. Required. (HAVE PDF)

Additional

- *Body Stories* – Olsen. Book. Or some other book listed in *Bent Out of Shape*.
- *Energy and the Nervous System in Embodied Experience* -Kepner. Article. (HAVE PDF). Not required by a good additional resource.
- *The Somatics of Touch* – Marcher, Jarlmaes, Münster, and Dijke. Article. (HAVE PDF).
 - [http://www.ibpj.org/issues/usabpj-articles/\(6\) Marcher et al. The Somatics of Touch. USABPJ 6.2 2007.pdf](http://www.ibpj.org/issues/usabpj-articles/(6) Marcher et al. The Somatics of Touch. USABPJ 6.2 2007.pdf)
- *The Psoas* – Koch. BOOK. (HAVE PDF). Whole book or excerpts.

Neuroanatomy, development, and stages

- *Shapes of Experience: Neuroscience, Developmental Psychology and Somatic Character Formation* – Bentzen – Article, from Bodydynamics perspective – (HAVE PDF)
- *In an Unspoken Voice* – Levine. BOOK. (At least the chapters on neurophysiology for the biological foundations)

Pain, medication, body-mind medicine, other biological considerations

- Need resources

Kinesiology of movement, physical conditions, contraindications, disability, adaptations

- Need resources

Psychological foundations of individual and group work

Principles of Psychoanalysis (and Bioenergetics)

- *Freud and Beyond* - S. Mitchell and M. Black. Book. (HAVE BOOK). Read entire book across the four years. This provides orientation to PA theory
- *Introduction to the Practice of Psychoanalytic Psychotherapy* – Lemma. Book. (HAVE PDF). Entire book can profitably be read across the four years (though it is not about bioenergetics specifically. This book provides an orientation to practice-related issues and would *most* benefit practitioners.
- *The Somatic-Energetic Point of View: Towards a Bioenergetic Character Analysis* - Philip M. Helfaer. USA Body Psychotherapy Journal. 10!). 2011. Article. (HAVE PDF).
- *Long-Term Psychodynamic Psychotherapy* – Gabbard (HAVE PDF). Give following individual key chapters as needed to supplement Lemma book.
 - **Chapter One: Key Concepts**
 - Chapter Two: Table of defense mechanisms
 - **Chapter Five: Goals and Therapeutic Action**
 - **Chapter Six: Working with Resistance**
 - Chapter Seven: Use of Dreams and Fantasies in Dynamic Psychotherapy
 - **Chapter Eight: Identifying and Working with Countertransference**
- *Textbook of Psychoanalysis* – Gabbard, Litowitz, Williams. Book. (HAVE PDF). Give following individual key chapters as needed to supplement Lemma book.
 - Chapter Six: Countertransference – An Instrument of Analysis – Brown
 - Chapter Eight: Intersubjectivity – Spezzano
 - **Chapter Ten: Gender and Sexuality – Dimen and Goldner**
 - Chapter Fifteen: Relational Psychoanalysis – Aron and Lechich
 - **Chapter Seventeen: Infant Research and Adult Psychotherapy – Seligman and Harrison**
 - Chapter Eighteen: Transference, Countertransference, and the Real Relationship – Harris
- *Psychoanalytic Psychotherapy: A Practitioner's Guide* – McWilliams. Not basic enough or with enough orientation to practice. Some good chapters worth giving out as needed.
- Additional readings (from Scott)
 - *A Primer for Psychotherapists* by Kenneth Colby - Chapters 1-3. (HAVE PDF)
 - *Psychoanalytic Technique and Psychic Conflict* by Charles Brenner. Introduction and Chapter 1. (HAVE PDFs)
 - *What is Bioenergetic Analysis?* – Lowen. Article. It discusses the four dimensions to Bioenergetic Analysis. (HAVE PDF)
 - *Language of the Body* – Lowen. Chapter 1. Speaks to the evolution of psychoanalysis and Bioenergetic Analysis offers to that evolution - a unitary conceptualization that underlies the mind-body dualistic approach of psychoanalysis. (HAVE BOOK)
 - Scott has suggested *Freud and Beyond* and *Drive, Ego, Object, Self*, plus ongoing readings for each class
 - *Drive, Ego, Object and Self* - Fred Pine. Book. (HAVE BOOK)

- Chapter Two (The Four Psychologies) and Seven (Some Psychoanalytic Sessions) are the best. This is a heavy book and may not be the best for intro material. Consider instead something from *Textbook of Psychoanalysis*, e.g. Chapter on *Theories of Motivation*.

Additional analytic readings/resources

- *An Elementary Textbook of Psychoanalysis* – Brenner – whole book (HAVE BOOK). This is not the basic PA text for the course but a very good resource for extra readings. Basic is something more modern like Gabbard's *Long Term Psychodynamic Psychotherapy*.
- *Psychoanalytic Technique and Psychic Conflict* – Brenner – whole book (HAVE BOOK). This is not the basic PA text for the course but a very good resource for extra readings. Basic is something more modern like Gabbard's *Long Term Psychodynamic Psychotherapy*.
- *Psychoanalytic case formulation* – McWilliams (HAVE PDF). Note this is a valuable, but not basic resource.
- *Psychoanalytic Psychotherapy: A Practitioner's Guide* – McWilliams (Only in Epub format). Good book, but not *basic*, as are Gabbard or Lemma.

Attachment

- *Infant Research and Adult Psychotherapy* – Seligman/Harrison. Chapter from *Textbook of Psychoanalysis* – Gabbard et al.

Basics

- *The Body as Container of Instincts, Emotions and Feelings* – Brantbjerg . Article. (HAVE PDF). Good article that refines use of the word "feelings." Includes techniques as well.
- *Psychological Birth of the Human Infant* – Mahler. BOOK. (HAVE BOOK)
 - *OR Mahler, Kohut and Infant Research: Some Comparisons* – Shane and Shane. Article (HAVE ARTICLE). [Note: choose an article over the book. Perhaps an articles from the Textbook of Psychoanalysis]
- *Attachment Transference and Countertransference* – Tonella. Article. Links attachment styles to character types. (HAVE PDF)

Contact, Client-Therapist Relationship

- *Bioenergetics as a Relational Somatic Psychotherapy* – Hilton. Article in *The USA Body Psychotherapy Journal*. Vol 7(1). 2008. *I'd make this core.* (HAVE PDF)
- *The Recovery of Self and the Client/Therapist Relationship in Bioenergetic Analysis* - Robert Hilton. *BA Journal*. Vol 7(1). Fall, 1996. Article. Goes beyond transference/countertransference and moves closer to the relationship that can take place between client and therapist. (HAVE PDF) **Consider as basic reading.**
- *Misconceptions and Problems* – Hladky. 2008. Article. Speaks to "Contact with Client", "Getting What Bioenergetics Is", and the "Therapeutic Relationship" that is different than with an analyst. (HAVE PDF)

- “Meeting the client where they are” and “holding” and “presence” –handout from Laurie Ure.
- *Hakomi Simplified* – Keller – with comments by Kurtz. Article. (HAVE PDF)
 - <http://hakomi.com/wp-content/uploads/2010/02/Comments.pdf>
- *Readings in the Hakomi Method of Mindfulness-Based Assisted Self-Study* written and compiled by Ron Kurtz January 2010 (HAVE PDF)
 - <http://hakomi.com/wp-content/uploads/2009/12/Readings-January-2010.pdf>

Psychopathology

- Need resources on basics.

Dreams

- *Long-Term Psychodynamic Psychotherapy* – Gabbard – Chapter on Dreams and Fantasy in Psychotherapy.
- *Let Your Body Interpret Your Dreams* – Gendlin. Book.
- *The Dreaming Body* – Mindell

Bioenergetic Exercise Class

- *What is a Bioenergetic Exercise Class? or What a Bioenergetic Exercise Class Is Not.* Article. From Bioenergetic Journal Vol 4, #1, Summer, 1990 (HAVE PDF)
- *Leading A Bioenergetic Exercise Class* – Munroe. Article. (HAVE PDF) <http://www.nanziba.com/resource-library/EXplan-2.pdf>

Group work

- *Principles, Values, and Ethics of the (FSBA) Training Workshops* – In binder
- *The Interpersonal Approach and Group Theory* – Kline. Book chapter. (HAVE PDF). THIS SHOULD BE REQUIRED PREREADING WHEN WE EXPLICITLY COVER GROUPS IN CLASS. May also want to share sooner or at another time. This can supplant Yalom reading and includes Yalom.
- *Body in Groups* – Alves. (HAVE BOOK). This can be a fine *additional* resource for when we cover the Group theme.
- *Positive Development for Persons with Trauma Spectrum Disorders* – Helfaer. ARTICLE. On trauma, but talks about the role of the group. USABPJ Vol. 9,(2), 2010. (HAVE PDF)
- *The Body of Shame in the Circle of the Group* – Hadar. Article. (HAVE PDF)

Working with the person of the therapist and professional issues

Personal growth and professional development

- *Bioenergetic Fundamentals: A Self Exploration Manual* – Michael Maley. Article –For work on the self. It's part of their basic binder reading/work.
 - [http://michaelsmaley.com/Somatic Psychotherapy files/BIOENERGETIC FUNDAMENTALS .pdf](http://michaelsmaley.com/Somatic_Psychotherapy_files/BIOENERGETIC_FUNDAMENTALS.pdf) (HAVE PDF)
- *Reflections on Learning and Teaching Bioenergetics* – Stiel. Article. BA Journal. Vol 8(1). Winter, 1997. (HAVE PDF)
- *Live Supervision* – Weigand. Article. UNKNOWN SOURCE. (HAVE PDF)
- *Reichian Growth Work* - Totton and Edmondson. Book. (HAVE PDF)

Additional

- *Becoming and Being a Bioenergetic Analyst: Alexander Lowen's Influence in My Life* - Helfaer. *USA Body Psychotherapy Journal*. 2008, Vol 7(1).
 - [http://www.ibpj.org/issues/usabpj-articles/\(4\) Helfaer P. M. Becoming and Being a Bioenergetic Analyst. US ABPJ 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)
- *The Clinical Theory of Lowen, His Mentor Reich and Possibly All of Us in the Field, As Seen from a Personal Perspective* – Lewis. Article – (HAVE PDF)
- *Honoring the Body* – Lowen – Book. (HAVE BOOK). Probably optional. But good to read.

Ethics

- *Touch in Therapy and the Standard of Care in Psychotherapy and Counseling* – Zur. Article. (HAVE PDF)
 - [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)
- *Ethics Guidelines: The U.S. Association for Body Psychotherapy* (HAVE PDF)
 - <http://usabp.org/wp-content/uploads/2013/12/USABPethics2.pdf>
- *The Ethical Use of Touch in Psychotherapy* – Hunter and Struve. Book.
- *The Continuing Evolution of Touch in Psychotherapy* – McRae. *The USA Body Psychotherapy Journal*. 2009, Vol 8(2). Article. (HAVE PDF)
- *The Ethics of Body-Oriented Psychotherapy* – Smith. Chapter from *The Body in Psychotherapy* book. (HAVE BOOK)
- *The Power of Touch in Psychotherapy* – Young. Article. (HAVE PDF)
- *Informed Consent for Bioenergetic Analysis* - North American and New Zealand Institutes for Bioenergetic Analysis. Form. We may not use for our training, but can be a resource for trainees. (HAVE PDF)
 - <http://www.nanziba.com/BioAnalysis.pdf>

Clients for Bioenergetic Therapy

- *Some Criteria to Consider in Choosing Clients Most Appropriate for Bioenergetic Therapy* - Handout from Laurie Ure

Use of Transference/Countertransference

- *Introduction to the Practice of Psychoanalytic Psychotherapy* – Lemma. Book. (HAVE PDF). Read entire book across the four years. This provides orientation to practice.
 - Chapter on *Transference and Countertransference*
- *Textbook of Psychoanalysis* – Gabbard, Litowitz, Williams. Book. (HAVE PDF). Chapters on
 - *Transference* - Goldberg
 - *Countertransference: An Instrument of the Analysis* - Brown
- *Transference and Countertransference* – Lowen. Article. 1994. (HAVE PDF)
- *Transference and Countertransference with a Borderline Patient* - Odila Weigand. BA Journal, Vol 3. #1, Summer 1987. (HAVE PDF).
- *Working with Sexual Transference* - Virginia Wink Hilton. BA Journal, Vol 3, #1, Summer 1987. (HAVE PDF).
- *Transference and Countertransference in the Here and Now Therapies*. Feinstein. Article. (HAVE PDF)
- *Attachment Transference and Countertransference* – Tonella. Article. (HAVE PDF)
- *Transference, Countertransference and interpretation: the current debate* – Falchi et al. Article. European Journal of Clinical Hypnosis. 2009 volume 9(1). (HAVE PDF)
- *Embodied countertransference* - Michael Soth. 2004. Article. VERY GOOD. (HAVE PDF)
 - http://www.integra-cpd.co.uk/wp-content/uploads/writing/Soth2005_Embodied_Countertransference.pdf

Additional

- *Countertransference and Related Subjects: Selected Papers* - Searles. Book. Bob recommended, but may be too expensive.

Attitudes/Qualities Needed

- *Becoming and Being a Bioenergetic Analyst: Alexander Lowen's Influence in My Life* - Helfaer. *USA Body Psychotherapy Journal*. 2008, Vol 7(1).
 - [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)
- Need resources on fundamentals of self in therapy/relationship
 - Role of and practices for self-knowledge, growth
 - *Presence*, empathy, relationship, contact
 - Burnout, self-care

Professional Issues

- Need resources on such topics as
 - Scope of practice, professional limits

- Referrals, dual roles
- Setting up a practice

General orientation/attitude

- 1) In the *Body in Recovery*, Conger writes: "As psychological body therapists our task is not to address character in isolation, but rather in relationship to the core self, which becomes personified in the divine child and the hero and heroine in mythology. The core self slays the dragon. It lies partially hidden as potential in the vital body of our imaginative being and finds voice in dreams and myth."
- 2) The article attached below on ***Learning and Teaching Bioenergetics*** has an intriguing "Personal Stories" idea for first year trainees. I also like her approach of "shifting the emphasis on the therapeutic encounter from one of manipulating energy and blocks, to one in which I participated in a shared relationship as a reality mutually constructed by myself and the other. For me, this way of proceeding created "seamless" body interventions that flowed naturally out of the interaction between myself and the client or trainee, rather than superimposed upon the session..."

New approaches and related topics in BE and somatic therapy

Other approaches to body psychotherapy

- *The Body in Psychotherapy* – Smith – whole book – nice overview of somatic therapy that includes a model that is not specifically bioenergetic, but broader. (HAVE BOOK).
- *The Emergence of Somatic Psychology and Bodymind Therapy* – Barratt – Book – (HAVE PDF)

Mindfulness

- *Mindfulness and Psychotherapy* – Siegal et al. - Book or specific chapters. (HAVE BOOK) – Essential for Mindfulness/Presence theme. Also good for psych foundations.
- *Therapy has no goal* – Totton – Article. (HAVE PDF)

Spirituality

- *Spirituality of the Body* – Lowen – Book. (HAVE BOOK)
- *Embodied Spirituality in a Sacred World* – Washburn – Book. (HAVE PDF)

Sexuality and Gender

- *Gender and Sexuality* – Dimen, Goldner. Chapter in *Textbook of Psychoanalysis* – Gabbard et al.
- *Standing on Both Legs: A Bioenergetic Perspective on the Family, Gender Roles, and the Development of the Self in the 21st Century* – Cockburn – Article – (HAVE PDF)

Trauma

- *The Revolutionary Trauma Release Process (TRE)* - Bercelli
- *Human Trauma* - Robert Lewis – Paper on Levine, SE in BA context. ARTICLE. (HAVE PDF)
- *Facing the Trauma: How the Face Reveals and Processes Unexpressed Suffering* – Sharon Stanley. ARTICLE. USABPJ Vol. 9(2), 2010. (HAVE PDF)
- *An Introduction to the Somatic-Energetic Point of View in the Therapy of Trauma* – Helfaer. ARTICLE. (HAVE PDF).
- *Sensorimotor psychotherapy: Interventions for trauma and attachment*. Ogden, P. and J. Fisher (2014). NY: W.W. Norton & Co. BOOK.
- *Modulation, mindfulness, and movement in the treatment of trauma-related depression*. Ogden, P. (2010). M. Kerman (Ed.) In *Clinical pearls of wisdom: 21 leading therapists offer their key insights*. NY: W.W. Norton. ARTICLE IN BOOK.
- *Emotion, mindfulness, and movement: Expanding the regulatory boundaries of the window of affect tolerance*. Ogden, P. (2009). In D. Fosha, D.J. Siegel, & M. Solomon (Eds.) *The healing power of emotion: Affective neuroscience, development & clinical practice*. NY: W.W. Norton. ARTICLE IN BOOK.

- *Trauma and the body: A sensorimotor approach to psychotherapy.* Ogden, P., Minton, K. and Pain, C. (2006). New York: W.W. Norton & Co. BOOK.

Related/additional approaches - Possible resources

- *Eastern Body, Western Mind* – Judith – Book. (HAVE BOOK)
- *Core Energetics* – Pierrakos - Book. (HAVE BOOK)
- *Body in Recovery* – Conger - Book. (HAVE BOOK)
- *Dreaming While Awake* – Mindell - Book. (HAVE BOOK)
- *Hakomi Simplified* – Keller – with comments by Kurtz. Article. (HAVE PDF). – Good material on presence, process of therapy. Should be required when we get to Mindfulness/Presence theme, but would also be good for psychological foundations at any point.
 - <http://hakomi.com/wp-content/uploads/2010/02/Comments.pdf>
- *Readings in the Hakomi Method of Mindfulness-Based Assisted Self-Study* written and compiled by Ron Kurtz January 2010 (HAVE PDF)
 - <http://hakomi.com/wp-content/uploads/2009/12/Readings-January-2010.pdf>
- Need list of possible additional resources for students. Don't need the resources themselves. For example,
 - Somatic Experiencing
 - Chinese medicine, chi kung, tai chi
 - Structural integration, Feldenkrais

FSBA Training/Content Areas – Survey Results (2015)

TOPIC	Related and notes	Summary of scores and notes	Required resources
Introduction to the training	During the first workshop to dedicate some time at the beginning of the workshop to talk about how the training is conceived, about confidentiality, responsibility of each trainee to have their own therapist during the training, bibliography, supervisions, evaluations, ethics, etc.	10 Include in binder an overview and all suggested resources	Materials are in the binder at this point.
Bioenergetic and Psychoanalytic fundamentals - Includes Theory, background, context for BE and PA work			
Bioenergetic Principles	Understanding the body of knowledge that is the source of Bioenergetics	<ul style="list-style-type: none"> • All Lowen from the first year • All early Reich • All Stephen Johnson • Articles in the Bioenergetic journals. From the beginning. 	Currently in the reading lists
	Basic principles and concepts of BE - Body-mind, energy, flow, charge, discharge. Freud, Reich, Lowen, flow. Energy from the BE perspective.		Plenty in the reading list
	Making BE and PA meaning of events in session	10 Need to practice in training how to make BE and PA sense of events	
	<ul style="list-style-type: none"> • Framework/course of PA and BE session • Elements to consider in a long term therapy with a client 	7	

Psychoanalytic Principles	<ul style="list-style-type: none"> • Basic and progressively advanced topics in psychoanalysis • Oedipal process beyond Freud • Attachment process in childhood and adulthood • Transference and countertransference – and from a body perspective • Therapy process • New developments in psychoanalysis • Unconscious theory • Why the bodywork • Sexuality – VERY important – childhood, by character, have them write about it 	10 <ul style="list-style-type: none"> • Emphasize all 4 years • Read psychoanalytic primer/article • Some Freud from 1st year • Beyond Freud • Kernberg, Winnicott and Bowlby Second year • Kohut. Second year 	
	<ul style="list-style-type: none"> • Ability to formulate verbal interventions • Ability to work with transference/countertransference • Working with dreams from BE perspective 	10 Needs to be explicit. Practice. Explain.	Some readings in list now.
	<ul style="list-style-type: none"> • Ongoing training and experience in relating traditional PA concepts to BE analysis and reading the body. 	8 Will evolve over time	
Character structure	<ul style="list-style-type: none"> • Lowen's theory and others • Character types: key physical features, key struggle, key growth areas physically, emotionally and relationally. Very foundational and helps a counselor create hypotheses, gather new info, identify interventions, etc. • Knowing when and when not to use character structure 		Plenty in reading lists
	<ul style="list-style-type: none"> • Ability to dx in others - using basic exercises • Learning one's own and comparing with others 	10	

<p>From the perspective of a BE therapist doing a session, how can this client be seen, felt, understood, and sensed?</p>	<ul style="list-style-type: none"> • Types of information to listen for when the client begins to present their story/issue. Guideposts to help know what to attend to from BE perspective. • Also, Diagnosis more generally 	<p>10</p>	<p>Some currently in reading list.</p>
<p>Psycho pathology</p>	<ul style="list-style-type: none"> • Neurotic, borderline, psychotic differences, ICD-10, clinical diagnoses. Understanding of issues with which the client may be dealing as articulated by recognized psychological theory. • Working with issues people bring to therapy - depression, anxiety, fear, relationship issues 	<p>10 DSM V (just to know....) 3rd year</p>	
<p>Biological Foundations - Physical, bodily, mechanical, biological issues</p>			
<p>Anatomy</p>	<ul style="list-style-type: none"> • Basics of bone, muscle, kinesiology. Keep focus on character structure. 	<p>6-7 Agreement that this is relevant. Perhaps best handled as self-study, e.g. via <i>Bent Out of Shape</i>. I would also emphasize experiential learning - e.g., BodyStories</p>	<p>In reading list.</p>
	<p>Additional topics</p> <ul style="list-style-type: none"> • Body relation with health • Energy maps (Chinese medicine or chakra maps) • The work of each organ 	<p>6-7 Doesn't need to be covered in class and can be handled with between session self-study</p>	

Biological issues related to bodywork	<ul style="list-style-type: none"> • Medication, pain, disabilities 		
Be able to work with body in safe way	<ul style="list-style-type: none"> • Mechanics, contraindications, and adaptations of physical postures and movements • Risk of the body work in some situations (physical and psychological situations) 		
Psychological foundations of individual and group work - includes contact, relationship, group process			
Meeting the client where they are Ability to "hold"	<ul style="list-style-type: none"> • Giving what the client needs in the moment must be the goal and not fixing their character structure in one session 	10	
Empathy	<ul style="list-style-type: none"> • Presence • Compassion • Acceptance • Capacity to be there for someone 	10	
Theory of groups	<ul style="list-style-type: none"> • Be able to lead groups (very different from individual therapy) and to lead group process in the room. 		
Experience in group and use of the group	<ul style="list-style-type: none"> • The group work in BE is its greatest strength. Training emphasizes one-on-one therapy, but uses the group. • How to adapt what is learned in group to individual therapy. 	10	Some in reading list now.
Ability to conduct group work	<ul style="list-style-type: none"> • Ability to conduct group exercises • Ability to conduct one-day w/s • Ability to work in and with a group 	10	
Training in specific bioenergetic tools/interventions - includes experience/practice in specific techniques, tools, exercises			

As a therapist, knowing/deciding what to offer that would be the most therapeutic to the client	<ul style="list-style-type: none"> Understanding various bioenergetic interventions (techniques, phrases, types of contact) 		<p>Plenty in reading list.</p> <p>Trained in workshops now.</p>
Body reading	<ul style="list-style-type: none"> Ongoing practice needed. Explicit. Whether in stress positions or everyday movement. 		
	<ul style="list-style-type: none"> Ability to do body reading of specific segments/attributes of person's body that are relevant (tune into more specific energy blocks to that person) 		Plenty on character in reading list.
	<ul style="list-style-type: none"> Physical data to observe without asking client to do anything out of the ordinary. Observe how a client walks to office, breath, posture, gestures, etc. This can be guided and all levels of trainees can participate in this. 		
Specific bioenergetic techniques	<ul style="list-style-type: none"> Have variety and understand different styles so participant can develop own style - i.e., Sessions by different trainers who use different modalities 		Getting variety now.
	<ul style="list-style-type: none"> Specific techniques to be used with individuals, eg., stool, ball, mattress, pressure points, etc. Need <i>practice</i> in workshop 		
	<ul style="list-style-type: none"> Grounding and breathing techniques. 		Currently in reading list.
	<ul style="list-style-type: none"> Charging and discharging exercises. 		
	<ul style="list-style-type: none"> Body segments unblocking. Trigger points, Deep tissue work. Unblocking segments with 	How critical is this?	

	massage.		
	<ul style="list-style-type: none"> Working with emotions - Fear, Anger, Pain, Sexuality. Depression 		Gets trained in ongoing way.
	<ul style="list-style-type: none"> Ability to formulate verbal interventions Ability to use BE and physical interventions 		In training in ongoing way.
Bioenergetic group exercises	<ul style="list-style-type: none"> Distinguish from specific BE techniques, interventions used with individuals. 		In reading list "What is..?"
	<ul style="list-style-type: none"> Have trainees begin to lead parts of exercise group, taking charge in a small way, thinking about why they are doing what they are doing. Move toward the person leading an entire group, doing some part of a session, and then an entire session. 		
The person of the therapist and professional issues			
Ethical Issues	<ul style="list-style-type: none"> Understand the basics of being a BE therapist 	Needs a brief overview at least	Good article or two in reading list now.
	<ul style="list-style-type: none"> Ethics uniquely relevant to being a BE therapist - Touch, constraints 	10 Specifics of ethics of touch	In reading list
	<ul style="list-style-type: none"> Professional limits, self- and objective awareness Know how to assess (diagnose) and when to refer; we have many people without psychology studies and can be dangerous to accept any patient to bodywork. How to know when one doesn't know. 	Related to knowing pathology, etc. Mindfulness of when one is out of one's specialty.	
	<ul style="list-style-type: none"> Respect for boundaries, dual role 		Current ethics articles have content.

Presence	<ul style="list-style-type: none"> Extremely important; not covered in BE. Being present with their emotions within the safe container of a good session. Mindfulness can address the more hidden emotions like fear and guilt which BE does not adequately cover. Meeting clients where they are; BE assessment and intervention TRAINING. Inviting client's essence 	8	
Skills in Mindfulness	<ul style="list-style-type: none"> Mindfulness is the core issue of the work...is good...and safe. Attention, attention, attention. Be awake. Can stop. Silence The most important: Work with the own ego 	10 Here people must read in the 4th year the book "Therapy and Mindfulness" CM note – Ron Siegel)	In reading list.
Person of the therapist. Self-awareness, self-eval, self-management , personal qualities	<ul style="list-style-type: none"> Know own strengths/limitations, personal and professional Understand own character structure, key struggles, and process - and impact on your style of therapy, counter-transference, work with individuals and groups 	10	Emerges through personal therapy/coaching, supervision, and self-eval requirement.
	<ul style="list-style-type: none"> Openness to learning/feedback. Use of supervision. 		
	<ul style="list-style-type: none"> Evidence of desire to increase knowledge (reading, conferences) Be hungry to learn; be humble to work; be generous to share 		
Deep self process in therapy	<ul style="list-style-type: none"> Knowing the BE process from the inside through having done one's own BE therapy work. Knowing one's self as deeply as possible. 		Emerges through personal therapy/coaching, supervision, and self-eval requirement.

Taking care of ourselves as therapists	<ul style="list-style-type: none"> • Burnout. Etc. 		
Setting up a practice	<ul style="list-style-type: none"> • Things to consider in setting up and building a practice • Use of space, tools, sound proofing, etc 		
New/related approaches and issues in BA and somatic therapy - the larger context			
Related somatic and BE subjects	<ul style="list-style-type: none"> • Read <i>The Body in Psychotherapy</i> (or some other book/article) as an overview of body integrated therapy including BE. 	7 At least a brief view of where BA fits in somatic therapies. Either a book or article.	Currently in reading list. See Smith.
Other bodywork traditions	<ul style="list-style-type: none"> • E.g., Hakomi, Somatic Experiencing, Structural integration, Feldenkreis, tai chi • The principal ways to work with body (yoga, biosynthesis, meditation, euthonia, etc) • Awareness of energy patterns (that perhaps is not contained in character structure definitions) 		
TRE and trauma in general	<ul style="list-style-type: none"> • Stress, trauma release, exercises, risks • BE approach to trauma - both developmental and chronic relational, and TRE theory and practice 	7	
Advances in bioenergetics	<ul style="list-style-type: none"> • E.g., contributions from neuroscience; new development in post Freudians theories. 		
Sexuality and gender	<ul style="list-style-type: none"> • Evolution in analytic thought on these topics 		
SCHOOL and INFRASTRUCTURE ISSUES -_To Do's			

<p>Need to identify flow of work, the topics, what is the flow each year?</p>	<ul style="list-style-type: none"> • Who and how to make the choice of the topic... this is a core issue of curriculum. • This includes deciding the <i>required</i> readings, resources, videos, etc. 	<p>Theme related topics should be taught on a 4-year cycle so everyone gets at least once.</p>	
<p>Determine and use a general agenda/flow for training days.</p>	<p>For example,</p> <ul style="list-style-type: none"> • Start at 9:00 am • Check In. Set up a maximum time per person to guarantee that everybody can talk but that it takes max 2 hours. (first morning). • Bioenergetics exercises every day. 10 • Break the group in smaller groups for sessions lead by 3rd and 4th year students. 10 • Group dynamics. Integration. • Theory discussions. Time to develop the theme of the workshop. Trainers could keep the theme in mind all the time, because sometimes it is all about the sessions. 10 • Practical learning of additional topics. Body reading, Massage, body segment unblocking techniques, anatomy, etc. 	<ul style="list-style-type: none"> • Bioenergetics exercises every day. 10 • Break the group in smaller groups for sessions lead by 3rd and 4th years. 10 • Theory discussions. 10 	
<p>From the perspective of seeing the training group collectively, how can the "supportive community of the heart" that emerges in the group be nurtured?</p>	<ul style="list-style-type: none"> • Teaching this as a topic does not make sense. It is something that takes place on its own during the workshop process. However, being mindful of allowing it to emerge seems important. • Team must also be able to hold the learning process - a critical issue. 		
<p>Have a selection process and way to</p>	<ul style="list-style-type: none"> • TBD who defines this and implements. 		

handle not certifying someone			
Curriculum "binder"	<ul style="list-style-type: none"> Participants at the very beginning get a thorough "binder" that includes training process, curriculum, rules, requirements, tutorial process, homework, expectations, resources. Can be added to at each session as well. Binder content can be online in addition or alternatively. 		Done – with some details TBD.
Web-based learning management system	<ul style="list-style-type: none"> Each student can log in and have their own space, where there is a board of announcements of online classes, assignments, webinars, homework, courses, etc. 	How important is this initially?	
Self-evaluations of participants	<ul style="list-style-type: none"> Regular, formal checklists, etc., personal development plan. Strengths/needs working with individuals and groups. 		
Faculty evaluation of participants	<ul style="list-style-type: none"> Regular, formal checklists, etc. 		
Personal therapy	<ul style="list-style-type: none"> Required - should have a list of possible therapists, needn't be exhaustive. Number TBD. 	50 hours individual required	
	<ul style="list-style-type: none"> Personal therapy to be done by someone who is not a trainer nor in any decision-making role of training. If therapy (personal tx, not in-training sessions) is offered at the farmhouse during the training weekend, a therapist should be brought in for the weekend. Good boundaries are needed and limiting the dual relationships is wise. 		

Supervision - individual	<ul style="list-style-type: none"> Required - should have a list of approved supervisors, to be expanded. Number TBD 	25 hours individual required	
Supervision - group	<ul style="list-style-type: none"> Perhaps not required - Can be an alternative to individual supervision - at a ratio TBD 		
Case study (or thesis)	<ul style="list-style-type: none"> In addition to supervision. Each student prepares a case of study (or thesis) before graduating. Having a final individual project or thesis is very important and gives structure. It forces the student to put into practice and into words what they learned in four years. 	Seems like a good idea.	
Peer support - between sessions	<ul style="list-style-type: none"> Make this resource available between sessions via website. Groups can be career focused (TBD) - eg., psychotherapist, coaches, org consultants 	What form would this take?	
Tutoring/Mentoring?	<ul style="list-style-type: none"> Develop a network of trainees of 3rd and 4th year who keep track of the younger trainees of 1st and 2nd year. Each trainee has one or more trainees to be in charge of during the workshops and in between workshops. Responsibilities include emotional support, guidance in understanding the learning method, guidance about doubts that can emerge after some sessions, etc. The 3rd and 4th year trainees will have to make a report to someone specific in the board, with specific information about their "protégées". This can also be part of some requirements for graduation, 	Do we want this? Is this the same as peer support?	

	<p>to be a supervisor to these trainees, forcing them in a way to have their “clients in the training” and keep track of them.</p>		
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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.
- *Introduction to the Practice of Psychoanalytic Psychotherapy* – Lemma. Book. Optional.

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

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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
 - Most of this learning will be experiential the first year.
- **Working with the person of the therapist 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 process
- Become familiar with basic bioenergetic concepts of character structure and muscular interventions
- Again, start working with a somatically-oriented therapist/coach, if you don't already have one
- 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**
 - *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;
 - *Freud and Beyond* - Mitchell & Black.
 - Read Chapter One: Freud; Chapter Two: Ego Psychology; Chapter Three: Sullivan; Chapter Four: Klein; Chapter Five: Fairbairn, Winnicott; Chapter Six: Erikson, Kohut
 - Much of this is experiential the second year
- **Working with the person of the therapist 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 (working with hands and therapist body) and physical interventions
- Begin being able to identify character structures and give at least one trait of each
- Be able to facilitate a person in deepening his/her breath
- Go deeper into your own bioenergetic 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?

- (In your own words) What is the quality of the energy?
- 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? Angular? Roundish?
- What are the eyes like?
- Begin to identify the theme of each session observed and to connect theme of 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
 - *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 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 process. Gain supervision and feedback to learn more about your inner dynamics and their impact on how you work as a BE therapist /coach.
- Begin understanding how your own character structure may influence a session (for better and worse)
- Lead an exercise group for trainees
- 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

- Be a therapist for a trainee and use body in some way to facilitate the session
- 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 issue from observation of the body
- Continue mentoring 1st and 2nd year students
- Begin working with individual clients
- Choose a supervisor and begin supervision hours

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
 - *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 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” the clients. Know and work with own blocks to the same.
- Continued training in bioenergetic and consciousness/mindfulness techniques
- 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
- In a workshop, be a therapist and use the body to facilitate the session(s)
- Be able to hypothesize character structure and corresponding issue from observation of the body
- Be able to identify character structure and/or issues of client and articulate what you were attempting to do in the session and why
- Identify how your own character influenced the session
- Identify the theme of each session observed

- Supervise session between two trainees and give constructive feedback
- Continue/complete your own supervision hours
- Complete either a paper or do a case presentation that demonstrates your learning and integration of the material. Many topics and approaches are suitable for this project.
- Let go of the group