

SCHOOL FOR SELF-HEALING 2016 CATALOG

SCHOOL FOR SELF-HEALING

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The School for Self-Healing
Catalog for
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Programs of Instruction in the
Meir Schneider Method of
Self-Healing Through Bodywork and Movement

“This first step towards making the world a better place to live must be to improve everyone’s health. The only way to rid humanity of disease is for each person to become healthy. That process involves becoming our own healers. When we are free from preoccupation with painful or ailing bodies, we can focus our attention on deepening the awareness of our own strength. From this foundation of inner knowledge and each individual’s learning to care for one’s own health, we can create a new world. We need to free the mind, so that it will not inhibit the body from realizing its true potential.”

Meir Schneider, Ph.D., LMT

MEIR SCHNEIDER'S METHOD OF SELF-HEALING THROUGH BODYWORK AND MOVEMENT

This unique course combines natural vision improvement, kinesthetic awareness through breathing and movement, sophisticated bodywork techniques that can regenerate bones, muscles and nerves and aid in circulation. It is different from other courses in that it combines all of this knowledge in a unique way. This course stems from the life experiences of Meir Schneider, who rehabilitated himself from being legally blind for life and was able to build up functional vision; it is also the result of Meir’s knowledge of rehabilitating others. After the amazing experience of improving his vision from 1% to 5%, 20%, 50%, and finally 70% of normal vision, Meir has dedicated over forty years of his life to expanding his knowledge and teaching others. Meir holds a PhD for his work in the treatment of muscular dystrophy and the efficacy of specialized exercises and massage techniques that have proven extremely beneficial in overcoming its devastating effects. The many students of this work—such as Beatriz Nascimento, who overcame muscular dystrophy—further shaped this course. This method is sorely needed today, as people who study the healing arts usually attempt to specialize in only one field, which is generally separated into Massage, Bodywork and Movement Exercise, or Natural Vision Improvement. Self-Healing training is defined by combining all of the teaching from these various methods into one powerful healing course.

Mission Statement

The Non-Profit School for Self-Healing (SFSH) was founded by Meir Schneider, Ph.D., LMT, in 1984, under its parent entity The Self-Healing Research Center. We offer students a warm and nurturing environment for the study of Self-Healing through Bodywork and Movement. We have a strong commitment to empower each individual to take charge of his/her own healing. Self-Healing, with its home exercise programs and emphasis on self-care and subtle awareness of movement was created to help clients become more independent and motivated to stay well. Training in the Meir Schneider Method of Self-Healing through Bodywork and Movement prepares students to improve and maintain their own health as well as to work with clients with degenerative conditions and people whose occupations create stress or require skilled physical activity. This training also emphasizes accessing one's own creativity and inventive abilities.

It is our mission to bring awareness to the world in the part we play in our health and illness and teach people how to create balance in their bodies and their lives by tapping into the body’s innate ability to heal itself and to teach the world that vision can and does improve when practicing the methods of natural vision improvement.

In order to accomplish this we have created learning tools through audio, video and printed materials and training courses in the Meir Schneider Method of Self-Healing Through Bodywork and Movement. The trainings are broken up into levels and segments to meet the needs of many.

- **Level One, Segment A & B:** Students will gain a basic understanding of the Self-Healing Method, including Natural Vision Improvement, as well as some basic anatomy and advanced physiology. After successful completion of the course they will receive a certificate.
- **Level Two:** After successfully completing the Level One training students who wish to work in the field of massage and specialize in the Meir Schneider Method can begin that by successfully completing the in depth Level Two training and receive their certificate and begin earning the 500 hours required by the California Massage Therapy Council to become a Certified Massage Therapist.
- **Apprenticeship:** With successfully completing the Levels One and Two training the Apprenticeship program allows the student to begin a hands-on training with a qualified Self-Healing instructor.
- **Self-Healing Teacher of Vision Improvement:** This course is for advanced Self-Healing student and upon successful completion will qualify students to lead Self-Healing workshops on Natural Vision Improvement.

School Philosophy

Self-Healing promotes individual empowerment in health through a comprehensive holistic method that encompasses prevention and rehabilitation for the body and eyes through education, training and integrated movement, therapeutic massage and natural vision improvement therapies.

We believe our support and holistic approach maximizes an individual's full potential for recovery and health, instilling confidence and resources for an enriched quality of life.

The reason I formed the SFSH and the reason that the entire San Francisco Board of Supervisors voted to allow us to move to a residential area by the beach has to do with the fact that we want to introduce a new group of practitioners to the rest of the world and to a whole new generation of people who will do the work: a) for themselves; b) for others. I believe it can help people therapeutically, as well as raise and change global consciousness concerning what's possible and what can be done.

We hope that the people who come to us from everywhere in the world will help their own communities as a result of studying with us. We have educated many thousands of people worldwide, and those who study with us can then go to different parts of the world and connect with others who are interested in the work of the SFSH and, through hands-on experience, help them take their part in world transformation.

Our Therapeutic Objectives

- To increase movement in every part of the body, to maximize mobility where it is lacking, and to make best use of the senses. Meir Schneider believes that many illnesses are linked to a lack of movement somewhere in the body, whether in the musculature or in one of the internal systems.
- To greatly deepen the awareness of movement throughout the body, particularly movement of the breath. This awareness is a vehicle for accessing the body-mind link and one's innate self-healing powers. It is a major tool for preventing and overcoming degenerative conditions.
- To nurture and improve function of the body's systems. Unbalanced use of the body creates problems. For example, most people overuse about 50 of the body's approximately 600 muscles and under use the rest. The result of this imbalance is tension, poor circulation in muscles and unbalanced forces around joints. Ultimately, this leads to problems like back pain, repetitive strain injuries and arthritis. Similarly, a frozen stare creates vision problems, and limited movement patterns can contribute to diseases of the nervous system.
- To teach practitioners to maintain the same level of body awareness, flexibility, mobility and general high level of function that they inspire in their clients. To prevent and overcome common occupational hazards of body workers, such as repetitive strain injuries.

Who this program is for

Do you want to become a massage therapist? Learn bodywork? Practice natural vision exercises? For those intending to attain a massage license, completion of the entire program (Level One {Segment A & B}, Level Two {Segment A & B} and 500 hours of apprenticeship) will qualify you to apply for a massage license through the California Massage Therapy Council (CAMTC). A Certified Massage Therapist (CMT) is required by the CAMTC to complete at least 500 hours of massage education and training at a CAMTC approved massage therapy school and pass a CAMTC approved massage exam. Are you already in the health field and want to enrich your practice? Do you have a disability or health problem you want to overcome? Do you want to experience a fuller sense of well-being and access your innate healing potential? Do you want to age with vitality and mobility? Then this program is for you!

The coursework satisfies The American Massage Therapy Association's (AMTA) continuing education requirements. The SFSH is approved by the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB) as a continuing education provider. Provider approved by the California Board of Registered Nursing, Provider Number CEP 11868, 68 contact hours per segment for Level One classes, 90 hours for Level Two and up to 500 hours for Apprenticeship. The SFSH is in compliance with California Bureau for Private Postsecondary Education (BPPE). Classes are small and students are assured of personal attention.

You will learn how to:

- Maintain your health and prevent disease
- Develop a deeper awareness of your body's needs
- Break ingrained habits and old patterns of movement
- Develop balance in body and vision
- Work with disabilities and develop the potential to overcome them
- Access your creativity and inventiveness
- Learn a new way of being in the world

Admission Policy

In order to enroll in the Level One Training a prospective student must: [i] have proof of high school graduation or equivalent, [ii] have some knowledge of the Meir Schneider Self-Healing Method and a desire to practice the method, and [iii] obtain approval from a school official. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

The SFSH is a private institution and has been approved to operate since 1984 by the Bureau for Private Postsecondary Education (BPPE) and is owned and operated by the Self-Healing Research Center, a non-profit benefit corporation, under code 501c(3) dedicated to health education. Approval to operate from the BPPE means the institution is compliant with the minimum standards contained in the California BPPE Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations. As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Notice Concerning Transferability of Credits and Credentials Earned at Our Institution

The transferability of credits you earn at The School for Self-Healing is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate that you earn in The Meir Schneider Method of Self-Healing Through Bodywork and Movement is also at the complete discretion of the institution to which you may seek to transfer. If the certificate that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at the institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending The School for Self-Healing to determine if your certificate will transfer.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400 Sacramento, CA 95833 or P.O. Box 980818, West Sacramento, CA 95798-0818, Web site: www.bppe.ca.gov, (888) 370-7589 or by fax (916) 263-1897.

We are required by law to inform potential students that the SFSH is NOT, and never has been, operating as a debtor in possession, filed a petition within the preceding five years, or has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.). While we are a small school we have been a responsible and solvent run business since 1984.

What You Should Know About Our State Re-Approval

Although this institution was approved to operate by the former Bureau for Private Postsecondary and Vocational Education, our pending application for re-approval to operate has not yet been reviewed by the Bureau for Private Postsecondary Education. For more information, call the Bureau for Private Postsecondary Education at (916) 574-7720, or toll free at (888) 370-7589 or visit website at <http://bppe.ca.gov>

Prior Learning Policy

The SFSH's Level One and Level Two programs are unique and therefore cannot accept any credits earned at other institutions. The SFSH has not entered into any articulation or transfer agreement with any other college or university.

Anyone wishing to appeal this decision may do so by making an appointment with the Director. See the Office Manager, Monday through Friday 10am to 6pm or call at 415-665-9574 to make arrangements.

Extra Apprenticeship credit shall be given to a student who has written and published an article or a book that is related to our work at SFSH. The article has to be related to self-healing, eye therapy, massage therapy, or anything to do with eye research. The School, on an individual basis, will determine the amount of credit.

International Students

Students visiting from overseas are required to obtain a student visa. The School is authorized under federal law to enroll non-immigrant alien students. There are no additional charges for students enrolling from countries outside the United States. Courses are taught in English. Students must be proficient in English in order to take instruction. We will accept the following documentation: Test of English as a Foreign Language (TOEFL) with a score of 500, United States Foreign Service Language Rating System, and University Academic Transcripts. English Language services (ESL) are not provided through the school.

While we are happy to assist in any way we can, the SFSH does not have a legal department. The administrative staff at the SFSH will petition for an I-20 form from the Student and Exchange Information System (SEVIS) to begin the process of application to study in the United States. It is the responsibility of the student to approach their embassy in their own country or U.S. Immigration. Once approved the school is obliged to inform immigration of any changes in the students association with the school.

Facilities and Resources

The SFSH is located a few steps away from Ocean Beach at 2218 48th Avenue; San Francisco California, 94116. Instruction is conducted in a 3000 square foot house with a 690 square foot classroom on the ground floor (wheelchair accessible); and upstairs we have a library/student lounge, two therapy rooms, school offices, and a full size kitchen. Check in with the office manager and he will get you started. In the backyard we have a garden with a large trampoline and a hot tub that seats seven. Classes frequently take advantage of the mild San Francisco weather and go outdoors for vision and movement exercises at nearby parks or the beach. There is safe, easy access to the beach for all students, including those with disabilities. Parking is ample. People come from all over the country and world to better their vision at SFSH. Our facility is a non-residential school but our staff can help you find accommodations near by. Rates start at \$43.00 a night for rooms rented in private homes in the neighborhood and \$75.00 a night in the local motels that give discounts to our students. Monthly stays are given some addition discounts.

“We are a small community and students develop lifetime friendships after participating in our courses.”

M. Schneider

Your Instructor

Meir Schneider, Ph.D., LMT had the misfortune to be born with cataracts and many other conditions that affected his vision. After five unsuccessful surgeries, the prognosis wasn't good, and he was expected to be blind for life; yet, he never gave up his dream of gaining sight. Though he read only braille, at the age of 17 he learned the Bates Method and diligently practiced eye exercises. As a result, not only did Meir succeed in healing himself of congenital blindness, today his vision is 20/70 and he holds an unrestricted California Driver's License.

In his quest for self-improvement, Meir discovered that the same principles by which he gained functional vision could also be applied to the entire body. Therefore, he added his own regimen of self-massage and movement to complement the visual exercises and developed a new pathway to overall health. This became the basis for the Meir Schneider Method of Self-Healing through Bodywork and Movement: a non-medical, holistic health rehabilitation and prevention system. It trains us to use muscles and joints in a balanced way by isolating muscle groups, relaxing chronically overused muscles, stimulating brain-body neural connections, and—most importantly—enhancing circulation.

Meir applied his Method of Self-Healing to help others who suffered from a wide range of degenerative conditions such as polio, muscular dystrophy, and multiple sclerosis. Meanwhile, conventional specialists have praised his techniques because they saw results that far exceeded their expectations. Through individual therapy, educational programs, and publications, Meir's innovative holistic approach to optimal wellness for the body and eyes continues to improve the lives of millions on a worldwide scale.

A globally respected pioneer, therapist, and educator, Meir Schneider, is the author of *Vision for Life: Ten Steps to Natural Eyesight Improvement*, published by North Atlantic Books and distributed by Penguin Random House, now in its second edition. He is also the bestselling author of *The Natural Vision Improvement Kit*, Yoga

for Your Eyes, Meir Schneider's Miracle Eyesight Method, Movement for Self-Healing, and The Handbook of Self-Healing. Meir received his bachelor's degree from the Golden State University, was awarded a Ph.D. in the Healing Arts for his work with muscular dystrophy and was presented with a Certificate of Honor by San Francisco then Mayor, now Lieutenant Governor Gavin Newsom for his tireless efforts dedicated to improving the quality of life for individuals with both visual and physical limitations.

Since founding the School in 1984 it has grown to include two sister schools/associations in Brazil and Israel. During more than 120,000 clinical hours over the past forty-two years, Meir has helped countless people to prevent blindness and conditions like glaucoma and cataracts. Through ongoing lectures, Meir continues to teach how to activate the powerful forces of nature within the body and how to improve vision by connecting to those forces through light and movement and relaxation.

SELF-HEALING PRACTITIONER/EDUCATOR TRAINING PROGRAMS

Through the training program, you will learn the Meir Schneider Method of Self-Healing Through Body-work and Movement. There are four training courses offered:

- **Level One:** The basic course, consists of Segments A (81 hours) and B (84 hours).
- **Level Two:** The advanced course. This is a group clinic, 100 hours.
- **Level Three:** Apprenticeship. 500 hours One-on-one training in individual sessions, assisting at workshops and more.

Self-Healing Teacher of Vision Improvement Training: Advanced Natural Vision Improvement course, 67 hours.

All courses are held on site at The School for Self-Healing at the address given on this catalog.

LEVEL ONE (165 hours) (BASIC TEACHER TRAINING)

Prerequisites: To enroll you must have proof of high school graduation or equivalent, have some knowledge of the Meir Schneider Self-Healing Method and a desire to practice the method, obtain approval from a school official and supply two personal character references.

Level One is divided into two sections, Segments A and B and are primarily focused on the participating students. The goal is for students to personally apply Self-Healing principles inwardly and focus on their personal experience:

1. Their awareness of movement
2. Their innate healing potential
3. Their improving health and well-being
4. Their growing intuition and inventiveness

This awareness is as important as their academic progress, if not more so. Thus, these two courses are often very suitable for people who seek to enroll primarily for the purpose of self-growth and attending to their bodies' needs, as well as for health care professionals looking to expand their skills.

Segments A and B (81 hours apiece) are each taught over the course of 8 or 9 days, with every day being an intensive 9 or 10 hour day, depending on the number of days. The schedule is subject to change, so please contact the SFSH for the most up-to-date scheduling information.

LEVEL ONE: SEGMENT A: August 12 - 20, 2016

TOTAL= 81 hours

The purpose of this course is to provide students with a basic understanding of the Self-Healing Method and be introduced to the special bodywork and massage techniques unique to Self-Healing. The focus will be on breathing, circulation, digestion, and the health of the spine and joints. Students will practice Self-Healing massage and movement techniques, develop kinesthetic awareness, study advanced technical massage, be immersed in the literature and research, and introduced to natural vision improvement techniques. Students will improve their touch enabling them to apply Self-Healing techniques to themselves and others.

Graduates of Segment A will have learned how to engage with their own bodies, but will not yet be prepared for the vocation of massage/movement therapist. Upon successful completion of Segment A, students will receive a certificate of achievement.

LEVEL ONE: SEGMENT A CLASS TOPICS AND FURTHER DETAILS

PLEASE NOTE: There is some overlap between the subjects and there may be variation in their sequencing during class. Meir will often add and share the up-to-date discoveries and developments. For example, there can be recovery from impossible problems or conditions and, through that, discovery of exercise and massage techniques which are different than his previous understanding. Thus, Meir may deviate from this program outline to include new information.

Development of Kinesthetic Awareness Through Movement

4.5 Hours of Lectures, 16 Hours of Practice

Students will experiment with various types of movement, with emphasis on direct experience of effects on different parts of the body and on posture. Kinesthetically, we will investigate how the body needs to move and compare it to our "normal" function. Students will then create and implement structural change. Students will learn to recognize imbalances in movement, using massage and movement exercises to break up ingrained patterns of movement. Students will begin to become acquainted with their own movement patterns and discover techniques to improve and/or relieve them. Students are encouraged to respect their bodies' endurance and not push beyond it.

Massage for Better Movement

5 Hours of Lectures, 19 Hours Hands-On Work

Through lectures, demonstrations, and practicing of massage techniques, students will learn the following:

- To release muscle spasms
- Ease the sense of constraint and tension in the body
- Increase circulation
- Promote deeper respiration
- Increase joint mobility
- Provide stimulation to sensory nerves
- Enhance digestion
- Regenerate deteriorating bones and muscles

Massage can be used as a therapy in some instances where exercise cannot. It can interrupt existing movement patterns and change them to more balanced ones, thus creating a sense of nurturing and improvement. All students will receive sessions in the class. They will also be given exercise programs designed to address their specific needs.

Joint Mobility, Building a Healthy Back, and Prevention of Occupational Hazards, Including Repetitive Strain Injuries

4.5 Hours of Lectures, 6 Hours Hands-On Work

Students will discuss joint mobility patterns, how joints "freeze" and how muscle stiffness and tension limit joint mobility. When one group of muscles overpowers others it leads to an unbalanced use of the muscles causing restriction and joint damage. Students will learn how creating more balanced movement patterns can increase joint mobility and bring about improvements in overall health. They will also learn methods for arthritis prevention. We will discuss postural problems and back pain and learn techniques that are helpful with neck pain, kyphosis, scoliosis, hyperlordosis, herniated disc, and sciatic pain.

The class will discuss and practice techniques to prevent and overcome repetitive strain injuries such as carpal tunnel syndrome and neck and shoulder pain. Students will learn from observing each other's' movement difficulties and their own.

When students study the joints, they learn how muscles hold the joints in an even manner from all directions. It becomes obvious that lack of muscle balance is a strong reason—although not the only one—for osteoarthritis; in fact, it is the most common one. It also becomes evident that lack of evenness in the activity of back muscles leads to many spinal problems. Therefore, we teach how to activate normally inactive muscles in the lower and middle back, as well as in the neck areas. At the same time, we teach how to relax muscles with soft massage, and then deep massage, with additional instruction on how to create more space between vertebrae and between bones; this alleviates the stress that is being put on our nerves, which solves many back problems. Students will learn how day-to-day activities affect the back, often adversely, which is why we teach how to use muscles that are the opposing muscles of those we normally use. We usually walk forwards; however, most classes start with walking and running backwards. Students will work on shoulders and on separating between shoulders and elbows and hands and fingers, resulting in much better control with our hands. Mirrors are used to see our shoulders, and partners are used to observe them, while we teach the concept of separation of muscle groups in order to improve the back. Simultaneously, students discover how to loosen up the back in many different ways. This course is the beginning of a new evolution for the back.

Digestion and the Autonomic Nervous System

7 Hours of Lectures, 3 Hours of Hands-On Work

This class is an introduction to the workings of the digestive system, the autonomic nervous system, and the effects of stress on the digestive system.

There will be discussions of irritable bowel syndrome, in which special massage techniques will be discussed, that may ease and potentially eliminate symptoms. Other topics will include colitis and Crohn's disease. The class will include lectures and demonstrations of massage techniques to release spasms, reduce gastric tension, and prevent severe digestive problems.

From the study of the digestive system comes the knowledge that the most important part of digestion is the movement called peristalsis. Peristalsis becomes compromised with great tension of the muscles that peristalsis open up when all the sphincters (the muscles that prevent the backward movement of food) relax, so they won't close too much and paralyze, to some extent, the activity of the digestive system. This can occur whether you're overweight or whether your digestive system is weak and sluggish. As many as 45 million people in the United States—and many hundreds of millions of people worldwide—suffer from different digestive problems, especially irritable bowel syndrome. And the medical solution is always partial. Allowing peristalsis to become much more powerful occurs with specific deep tissue massage of the abdomen, as well as soft touch of the abdomen (because deep tissue massage has its counter-indication or is not allowed in some situations); when it works, it takes away tension in the sphincters where back flow of food can be prevented, and we teach exactly how to do that. This leads to tremendous amounts of change all over the digestive system and, consequently, throughout the body. How could you improve any part of your body if your body struggles to digest?

At the same time students will learn about the activity of the autonomic nervous system, the need to relax the body, and that relaxation affects the digestive system as well. We teach how the digestive system affects the

brain and how the brain affects the digestive system, and so students will work on both. The main point, however, is to loosen up the sphincters.

Students will learn that food is in an acidic environment while in the stomach and in an alkaline environment while in the small intestines, and that it goes through a tremendous process. This process is explained and, after it is well understood, we learn special exercises for better digestion and the massage that helps peristalsis. Peristalsis is the secret of good digestion. If there is an ample movement in the muscles of the small intestines, the stomach, part of the esophagus, and the large intestines, you can have good digestion: you can absorb and secrete well. If peristalsis does not work, regardless of the quality of the food you eat, you will not be able to absorb or digest it. So while it's important to eat correctly and to eat well, it's even more important to have healthy movement in your digestive system. This course teaches a massage technique that relaxes the digestive system and helps the movement of peristalsis; it's done with soft massage, or with deep massage, depending on the need of the individual. There is also a special massage that releases tight muscles within the digestive system, which has been effective in preventing surgeries and even in overcoming grave conditions of the digestive system. Anyone who values his or her digestion can benefit tremendously from this course.

Breathing as the Key to Kinesthetic Awareness

2 Hours of Lectures, 4 Hours Hands-On Work

At this point in the training, students may already have begun to feel a difference in flexibility, muscle tone, breathing, and digestion. They sense how breathing is the net result of the total movement of the body. Students will now focus on all aspects of breathing. They will develop a further awareness of breath and its connection to parts of the body one normally doesn't associate with it. People who are paralyzed often have breathing problems. Students will use exercise and massage techniques to breathe deeper without effort. Lecture/demonstration will cover the importance of exhalation for movement and how breathing can make movement easier. Class discussions will include topics such as asthma, emphysema, and bronchitis.

When students study the respiratory system they will learn how to work on breathing the best way—which is in and out through the nose—and they will discover that changes in temperature, touch, and movement affect breathing positively. They will find out how to expand the space for air to enter: to breathe through the chest, through the ribs; even to expand the space down to the lower back to allow for full lung expansion. Students will also study anatomy of the lungs and physiology and learn how oxygen is being carried to the cells. Exercises will affect both lung capacity and cell nutrition, thus nurturing our cells. A special massage that opens up the capacity of the body to take in deeper breaths and to have better exhalations is focused on; this is essential to all healing. Kinesthetic awareness—a deep awareness of the body—will be the root of all these studies. You will be able to see how the back expands as a person inhales, and shrinks as he exhales, which shows you if the person has full lung capacity and activity, and will convey a sense of whether or not the breathing affects the person in a positive way. If one does not want to depend much on medicine, if one wants to live more naturally, better breathing is the beginning. Movement, massage, and in-depth study of the respiratory system can change lives, and for that alone it is important for a student to learn these techniques, whether they want to work only on themselves, or on others as well. This method can help family members and countless others. It is also the beginning of knowing your own body.

The Circulatory System and the Heart

4 Hours of Lectures, 6 Hours Hands-On Work

This class will contain lectures on the heart and circulatory system and the critical health implications of poor circulation.

Lecture/demonstration on how a stiff chest can prevent the heart from working properly, both by disturbing circulation and by creating a sense of immobility throughout the chest cavity. Lecture/demonstration on how chronic tension in the hips and shoulders can diminish circulation, and we will learn ways to release this tension. Demonstrations and practice of massage techniques and exercises to increase mobility of the chest, to increase or reduce blood pressure, and to improve the overall condition of the heart.

Lectures and demonstrations will also cover how to assess one's circulation—through the temperature of hands and feet, ease and lightness of movement, ease of breathing, and presence or absence of edema (swelling). Discussions on conditions such as hardening of the arteries, heart attacks, high and low blood pressure, and stroke.

Instruction in the cardiovascular system and the heart includes the principles of good blood flow: students will learn the signs of good blood flow versus poor blood flow; for example, if you feel light and relaxed, then your blood is flowing well. If you feel clear, breathe deeply, and have warm hands and feet, these are normally also signs of good blood flow; however, fatigue indicates poor blood flow. We teach a special massage to release the channel of circulation to the periphery of the body. There's also a massage that frees the chest and takes away pressure from the vessels that nourish the heart. That particular class contains a very pleasant aerobic dance that releases the blood to the periphery: it is done with music and with spirit. During the study of the heart and the entire cardiovascular system, students will obtain much information that will help them live longer and prevent many problems. Today, nearly 50% of everyone dies or becomes paralyzed because of cardiovascular problems. That is why there's such a great demand for studying the complexity of the circulatory system. And this class can prevent those problems because Meir has found simple, positive ways to affect circulation and, thus, life expectancy. Nevertheless, all classes of Segment A are united; all of them affect each other. In Segment A we also teach natural vision improvement, better hearing, and better kinesthetic awareness. Not only is this course for anyone who wants to get well, but it is also for anyone who wants to help others get well.

TEXT AND MATERIALS FOR LEVEL ONE: SEGMENT A

Required:

- Movement for Self-Healing, by Meir Schneider (available in audio)
- Vision for Life, by Meir Schneider (recommended as a paperback because it has eye charts, but is also available as an eBook)
- The Handbook of Self-Healing, by Meir Schneider, Maureen Larkin, and Dror Schneider (available as an eBook)
- Understanding Human Structure and Function, by V. C. Scanlon and Tina Sanders
- 5 Pack CD set by Meir Schneider which includes:
 - * Sensing Your Spine
 - * Breath and Mobility of the Joints
 - * Meir's Vision Exercises
 - * Relaxation of the Eyes
- Strengthening Your Central Nervous System The Natural Vision Improvement Kit, by Meir Schneider (audio)
- Yoga for the Eyes, by Meir Schneider (DVD – 62-page study guide included)
- Miracle Eyesight Method, by Meir Schneider (audio)
- The New York Times Article “Got Brain”

Strongly Recommended:

- The Body Has Its Reasons, by Therese Bertherat
- Awareness through Movement, by Moshe Feldenkrais
- Body Learning (An Introduction to the Alexander Technique) by Michael Gelb

Your successful studies in Segment A, your dedication to this work and capacity to absorb it, and your willingness to help others will all be good indications of your ability to benefit from the advanced programs. This is just the beginning of your internal and external changes.

Segment A Assignments & Satisfactory Performance

Four sets of review questions, with relevant handouts, will be mailed to all students when they are accepted to Segment A. These sets of questions are study guides designed to help you through materials that may be unfamiliar and to give you a background of how self-healing applies to the body systems. For each question, there are source notes pointing out where, in the assigned materials, including the handouts, the answers can be found.

We recommend that you complete the review questions before Segment A begins. These materials and questions are for your own enrichment and will enhance your class discussions. There is a quiz at the end of each section.

Please order your texts and materials as soon as possible. You will need most of them to answer the review questions. Students are expected to write out their answers and be ready to discuss them in class. Please call us if there's something you can't understand. We're here to help.

If you wish, you may use a more sophisticated anatomy-physiology text rather than the assigned one by Scanlon and Sanders, but you'll lose the advantage of the source notes.

NOTE: The video and audio materials are not referred to in the review questions. They are guided exercises designed to provide a refreshing break from the review questions as well as familiarize you with the exercises we will be doing. We suggest you try them out before the first day of class.

Criteria for Satisfactory Performance in Segment A

Satisfactory performance, participation and attendance

All late arrivals and absences will be documented and must be for good cause. A student may be excused for up to 8 hours of class with the permission of the Instructor if a make-up project is substituted for the missing hours.

Any student whose performance in Segment A is judged satisfactory or better by the Instructor, will be eligible to enroll in Segment B. The Instructor's judgment of performance will be based on observations of the student's work, informal questioning of the student, the student's participation in class discussion of review question, and the written quizzes. If a student should have difficulties in any part of the course work, the Instructor will develop a plan with him or her to support their learning.

Students who want to continue after Segment A are urged to enroll in the next available Segment B in order to build on their academic and kinesthetic knowledge while it is still fresh, and to remain a part of the group they have bonded with.

LEVEL ONE: SEGMENT B August 23 - 31, 2016

TOTAL = 84 Hours

Prerequisites: To enroll you must have proof of high school graduation or equivalent and a graduate of Segment A. Segment A is to be completed within the last year or with explicit permission from the instructor. The instructor may give a student special permission to take Segment B before Segment A. In these cases, Segment A will still be required to graduate from Level One and before continuing to Level Two.

The purpose of Segment B coursework is to provide students with a basic understanding of the Self-Healing Method with a focus on the muscular, nervous, and visual systems. Participants will learn intermediate massage and movement techniques and they will experience comprehensive instruction in vision improvement exercises. Participants will also have a chance to demonstrate their own or their favorite therapeutic methods to the group. As we explore these different ways, it will highlight the uniqueness of the Self-Healing Method. The School's Certificate of Completion of Level One is awarded upon successful completion of the course (Both A and B Segments). Graduates will have learned how to deliver Self-Healing therapies to healthy people.

LEVEL ONE, SEGMENT B CLASS TOPICS

PLEASE NOTE: There is some overlap between the subjects, and there may be variation in their sequencing during class. Instructor will add and share their up-to-date discoveries, especially if there are breakthrough cases that bring a whole new understanding of the method and if there are specific exercises or concepts that are new and never before touched upon. This is a truly moving class that leads to a lot of changes.

Review

2.5 Hours of Lectures

A review of the material read and practices taught in Segment A, and the effect it has had on us.

Exploring the Mind-Body Relationship; Increasing Body Awareness; Definitions of Health

5 Hours of Lectures, 5 Hours Hands-On Work

Discuss "The Mind" from Movement for Self-Healing. This section of the book presents ideas central to the philosophy of Self-Healing and an overview of psychology and physiology of the body-brain-mind relationship exploring the use of movement, imagery and mental techniques to change bodily functions. Discuss the role of visualization and imagery in pain reduction and improvement of mobility. Students will examine various approaches to healthcare, definitions of health, how attitudes affect function, and how awareness can foster improved health. We will discuss integration of awareness of the senses and movement and on ways to increase a client's awareness of the body.

Muscles

5 Hours of Lectures, 5 Hours Hands-On Work

Review the structure and function of muscles. Lecture/demonstration on methods to improve the quality of movement.

Discussion and video on Self-Healing techniques for muscular dystrophy: learn about different muscular dystrophies; learn compensatory patterns for muscle weakness; and learn a sequence of Self-Healing therapy exercises for people with muscular dystrophy.

Massage therapists, in some intensive programs, know about muscle origins and insertion—where the muscle is attached—better than physiotherapists and physicians. They study the muscles very well because their knowledge is useful when they touch and massage them. Our program goes even deeper: students study the subcellular activity of the muscles and learn how those cells function. Because both stretching and contracting muscles is a great thing, within limits, students will find out how to balance between both activities and why a muscle becomes toned and strong throughout life if it is used correctly. Learning to work with muscle disease is also included. And whether students work with the strong muscles of an athlete, or those of an airline passenger with a rigid back, they will learn how to provide them with a program of massage in water, which also works for people with different forms of paralysis.

Intermediate Massage Techniques: Introduction to Tactile Assessment; Introduction to Visual Evaluation of Movement

2.5 Hours of Lectures, 8 Hours Hands-On Work

Review of massage techniques with emphasis on touch: deep tissue massage to break adhesion and allow better movement, and gentle massage for its subtle, penetrating effects. Demonstration and practice of tactile evaluation and assessment of clients, including the use of all sensory inputs (visual perception, temperature, degree of rigidity, pulse rate, color, skin texture, etc.) as indicators. Also included will be a brief review of muscle imbalances. The class will practice an analysis of each student's movement patterns in terms of self-imposed restrictions and muscle imbalances throughout the body. Each student will be evaluated and receive a therapy session. Discuss principles of preventing and overcoming the "occupational hazards" of massage therapy, such as carpal tunnel syndrome, and demonstrate techniques to improve these conditions.

Student and Guest Presentation

3.5 Hours of Lectures, 2 Hours Hands-On Work

Students and/or guest presenters will share information on styles of bodywork they have researched or trained in, vision improvement techniques, or new Self-Healing exercises. See "Segment B Assignments" for complete details. These presentations will be dispersed throughout the different days of Segment B.

Full Activation of the Nervous System

5 Hours of lecture, 5 Hours Hands-On Work

Discussion of the central and peripheral nervous systems and autonomic interactions. Demonstrations of how postural change and massage techniques can affect the flow of cerebrospinal fluid. Practice of crawling and other coordination exercises. Discussions of cross-crawling, multiple sclerosis (MS), amyotrophic lateral sclerosis (ALS), spinal cord injuries, post polio, and spina bifida. Discussions on the general approach of Self-Healing therapy for these conditions.

When students learn how to work with the nervous system, they will study how the autonomic nervous system connects to the hormonal system of the body. What happens with most people is that their fight-or-flight mechanism is too active. These days, many aspects of life include stress that the nervous system cannot handle well. In the past, people had physical responses to mental stress; today, we don't have that. And so, we teach how to increase the physical tension in the body through tensing the ring-shaped muscles. This was first done in Segment A, and students will work on it even more thoroughly in Segment B. After increasing the physical stress, we will also teach coordination exercises that will positively affect the control system.

Students will discover how an emphasis on using special imagery will create a better connection between the brain and the body. We will also teach the evolution of the nervous system: students will crawl on the beach and learn how infants and babies develop. When students encounter a paralyzed person who cannot walk, they will teach them to crawl. Through the muscles one can learn to communicate with the central nervous system in a very effective way. Accordingly, massage is a big portion of what we teach. You can now see why we call our massage "bodywork": it is remedial; it is relaxing; it is penetrating—even when it is a soft touch. We also learn how to work on ourselves so our massage will not hurt us.

Client Protocol

1.5 Hours of Lecture, 2 Hours Hands-On Work

Practice and discuss how to conduct a client session, communicate with the client, take a proper client history, bring life to the session, avoid stagnation, and develop confidence as a practitioner. Discuss how we adapt techniques to the individual client, create or modify exercises and massage for specific needs, which vary from client to client and from day to day with the same client. Practitioner attitude and approach to clients; the importance of sensitivity, flexibility, and attentiveness to client needs. Prevention in Self-Healing: recognizing a developing problem early on and stopping its progress. The class may work with a few guest clients.

Individual Sessions for Student

2 Hours of Lectures, 10 Hours Hands-On Work

Each student will be assessed by the class, receive a 45 to 60 minute session, and then be reassessed.

Vision

5 Hours of Lectures, 5 Hours Hands-On Work

Discussion of the structure and function of the visual system, the roles of stress, whole-body fatigue, circulation, and poor use in etiology of refractive errors and degenerative diseases of the eyes. Discussion of the wellness principles of vision, the correlation between tension in the jaw and eyesight, and the relationship between dynamic posture and eyesight. Demonstration and practice of vision improvement exercises in each of the following categories: relaxing the eyes, shifting from detail to detail, stimulating peripheral vision, and balancing the use of the eyes. Discussion of the refractive errors and computer vision syndrome. Students and instructor will also engage in a night walk through an available park to assess night vision. Students' vision problems will be

addressed. Ultimately this section will cover all of the 7 principles of vision improvement outlined in Meir's book, *Vision for Life*.

When students focus on vision they learn how harmonious the visual mechanism is, how different parts of the eyes work together: the cornea, the lens, and the retina. We teach how different parts of the retina work in harmony and how to strengthen the central part of the retina, called the macula, with specific exercises in shifting—moving from detail to detail—which the macula was designed to do; however, most people have lost that aliveness. We teach how to regain it and give students comprehensive instructions on how to help others regain it as well. Students will learn about the vast activity of peripheral vision and how most modern people are not using it. Instruction also includes how glaucoma is formed because of poor use of the eyes and poor blood flow to the optic nerve, and how cataracts are formed because of lack of distance vision due to overuse of computers and reading. We teach the connection between the eye and the brain and between the whole body and the eyes, along with massage techniques to relax the eyes. Students will learn how to apply cold towels and warm towels to relax the eyes: warm towels to stretch the muscles around the eyes; cold towels to take away inflammation. We teach a special massage around the eyes that takes away the tendency to squint. This connection between better activities of the eyes and massage around the eyes makes the entire difference in the ability of the eye to improve and for a person to see well. When students recap that day of natural vision improvement, they will learn how to strengthen eyes in the daylight and also have a night walk, where they learn how to strengthen eyes in the dark. It leads to an amazing feeling of satisfaction for most students when they realize that better vision can help change the minds and hearts of people who come from a place of not believing in their own eyes to a place of learning their great strength.

Ethics and Business Development

3 Hour Lecture

To be covered: limits of our knowledge, disclaimer forms, distinguishing the practice from physical medicine, when to refer, how to operate legally as a massage therapist and therapeutic movement instructor, setting up a business, costs and client charges.

Self-Healing Updates

2 Hours of Lectures; 2.5 Hours Hands-On

Instructor will update the class on current client breakthroughs and new Self-Healing techniques.

Student Study Group

3 Hours

This is something that was inspired by the students themselves and proved so helpful to the entire experience of the course that we decided to add it as part of the curriculum for Level 1, Segment B. During the course of the training you are required to get together with at least one other student to go over the review questions for the upcoming class. This can take place in the Student Center at the School or at a local coffee shop.

TEXT AND MATERIALS FOR LEVEL ONE SEGMENT B

Required:

- Review of all Segment A materials
- *The End of Night: Searching for Natural Darkness in an Age of Artificial Light*, by Paul Bogard
- *Muscular Dystrophy and the Self-Healing Method*, by Carol Gallup (Dissertation)
- *Understanding Human Structure and Function*, by V. C. Scanlon and Tina Sanders
- *Movement for Self-Healing*, by Meir Schneider (available in audio)
- *Vision for Life*, by Meir Schneider (recommended as a paperback because it has eye charts, but is also available as an eBook)
- *The Handbook of Self-Healing*, by Meir Schneider, Maureen Larkin, and Dror Schneider (available as an eBook)
- *The Natural Vision Improvement Kit*, by Meir Schneider (audio)
- *Massage for Self-Healing*, by Meir Schneider (DVD)
- *Yoga for the Eyes*, by Meir Schneider (DVD – 62-page study guide included)
- *Miracle Eyesight Method*, by Meir Schneider (audio)
- *Healing Neuromuscular Conditions*, by Beatriz Nascimento (DVD)
- The New York Times Article “Got Brain”
- 5 Pack CD set by Meir Schneider which includes:
 - * Sensing Your Spine
 - * Breath and Mobility of the Joints
 - * Meir's Vision Exercises
 - * Relaxation of the Eyes
 - * Strengthening Your Central Nervous System

Recommended (But Not Required):

- *Anatomy of Movement*, by Blandine Calais-Germain
- *Meir's Vision Exercises*, by Meir Schneider (audio)
- *Relaxation of the Eyes*, by Meir Schneider (audio)
- *What to Do About Your Brain-Injured Child*, by Glenn Dornan
- *The Art of Seeing*, by Aldous Huxley
- *The Bates Method for Better Eyesight without Glasses*, by W.H. Bates
- *The Body Has Its Reasons*, by Therese Bertherat
- *Body Learning (Alexander Technique)*, by Michael Gelb
- *Awareness through Movement*, by Moshe Feldenkrais
- *The Healing Sun*, by Richard Hobday
- *The Body Electric*, by Robert O. Becker

NOTE: The video and audio materials are not referred to in the review questions. They are guided exercises designed to provide a refreshing break from the review questions as well as familiarize you with the exercises we will be doing. We suggest you try them out before the first day of class.

It is advisable for the individual wishing to become a full-fledged Self-Healing practitioner to attempt to absorb as much material as is available. We would be happy to suggest to interested students additional appropriate materials for study.

Level One, Segment B Assignments & Satisfactory Performance

Assignments for Segment B are similar to those done for Segment A, with the addition of a student presentation for Segment B. Three sets of review questions, with relevant handouts, will be mailed to all students. These sets of questions are study guides designed to help you through materials that may be unfamiliar and to give you a background of how self-healing applies to the body systems. For each question, there are source notes pointing out where in the assigned materials, including the handouts, the answers can be found.

Please order your texts and materials as soon as possible. You will need most of them to answer the review questions. Some materials for the course can be purchased through the school or through others resources such as Amazon. Visit our website store for current prices and availability.

We recommend that you complete the review questions before Segment B begins. These materials and questions are for your own enrichment and will enhance your class discussions. There is a quiz at the end of each section.

Students are expected to write out their answers and be ready to discuss them in class. Please call us if there's something you can't understand, we're here to help. Review questions will be discussed in class.

Presentations by individual students

Each student is expected to make a presentation on one of the following topics:

- A demonstration of another style of bodywork
- A demonstration of another form of vision improvement work
- An exercise or group of exercises, which are based on Self-Healing concepts that you have developed and used successfully
- A demonstration or lecture of another holistic, movement, or exercise system
- Presentations should be 20 – 30 minutes long, and will be scheduled throughout the course. Please plan your topic in advance with the Instructor in order to prevent duplications.

Criteria for Satisfactory Performance in Segment B

Satisfactory performance, participation and attendance.

Lateness and absences must be for good cause. A student may be excused from up to 8 hours with the permission of the Instructor, if a make-up project is substituted for the missing units.

Any student whose performance in Segment B is deemed satisfactory or better by the Instructor will be eligible to enroll in Level Two. The Instructor's judgment of performance will be based on observation of the student's work, informal questioning of the student, the student's participation in class discussion of review questions, and the written quizzes. If a student should have difficulties in any part of the course work, the Instructor will develop a plan with him or her to support their learning.

CONCLUSION TO OUR GOALS FOR LEVEL ONE

Throughout Segments A and B, students have learned how the movement of the body affects the capacity to do deep massage. First, your fingers and hands must be very flexible and loose. Then your shoulders have to be loose for your hands to do the work well. Your legs must be strong and your back must support you. What is really amazing is that some people who suffer from paralysis find out how to create relative strength in different parts of the body and are never fatigued when doing massage. And so, the bodywork that we teach relates very much to the movements that a person needs to do.

If you would like to continue on to Level Two after your completion of Level One (Segments A & B), please let us know as soon as possible. Continuing students are also encouraged to develop their knowledge of anatomy, physiology and other subjects covered in this course.

Students who study beyond Level One, please note: Pathologies (diseases) are discussed in class from a massage and movement therapy point of view and Self-Healing is not in any way a medical practice. Medicine is often concerned with changing structure, e.g., surgical replacement of diseased joints. Self-Healing, on the other hand, maximizes function and improves quality of life. It does not compete with medical science.

NOTE: Graduates of Level One are not advised to work with clients with serious conditions until after they have completed Level Two, unless they have some other professional background that qualifies them to do so.

LEVEL TWO (100 hours) (ADVANCED TEACHER TRAINING)

Prerequisite: To enroll you must have proof of high school graduation or equivalent and completed Level One or permission by Director.

Level Two is appropriate for students interested in working with others—whether with family and friends—or as a Self-Healing Method professional with clients, as well as for health professionals of all disciplines. Level Two provides advanced training in the Meir Schneider Method of Self-Healing through Bodywork and Movement. Students learn how to clinically apply the tools and insights of Level One. They are introduced to four groups of clients per day, and work with them in small groups under supervision.

Clients are pre-selected to provide the students with experience in addressing a wide range of health and functional problems. Client sessions are offered at no charge; if you have a serious physical or visual condition, suffer from financial hardship, and would like to be a client for Level Two, please contact officemanager@self-healing.org today. This is one of our contributions to the community.

Students are encouraged to develop and apply their own intuition and invention. Evaluation of the movement patterns of clients and students is emphasized. Discussion of personal clients and conditions is encouraged during question-and-answer time.

NOTE: If Level Two is not available immediately following Level One, Level One graduates are eligible to enroll in a limited Level Three (provisional apprenticeship) of 250 hours. Commitment to enroll in and complete Level Two is required for provisional Level Three enrollment.

Sample Daily Schedule, Level Two (not used on first and last day)

9:00 a.m. – 10:00 a.m.	Self-Healing movement exercises & discussion
10:00 a.m. – 1:00 p.m.	Work with clients in small groups. Two client sessions
1:00 p.m. – 2:30 p.m.	Break; individual feedback and evaluation with students
2:30 p.m. – 3:00 p.m.	Discussion of clients while exchanging shoulder and foot massage
3:00 p.m. – 6:00 p.m.	Work with clients in small groups. Two client sessions
6:00 p.m. – 7:00 p.m.	Exchange massage with classmates

The first morning of Level Two has a unique schedule. Generally, we review vision improvement concepts and have a class discussion of the study guide questions. This is followed by a quiz. We end with a demonstration of evaluation and assessment procedures. On days 2-9, the class evaluates 4-8 clients per day and gives each client a session. By the end of the course, each student has performed about 37 hands-on client sessions and participated in evaluating many more clients.

Before each client is brought in, the class listens to a brief history. The client's posture and movement is observed and discussed by the class. A group of 3-4 students are assigned to work with each client on a specific

aspect of his or her condition, for example, circulatory problems of a client with diabetes. Each group works for 30-45 minutes under the Instructor's supervision. They evaluate the client further, design and provide a session of massage and movement education, and discuss long-range goals and plans. The Instructor provides comments and suggestions.

The School makes every effort to present students with the widest possible variety of issues to work with. Accordingly, clients may include athletes, musicians, and people with conditions ranging from minor postural problems to serious limited movement challenges. These problems may arise from conditions such as multiple sclerosis, stroke, injuries and muscular dystrophy. Some clients are invited by the Instructor. Students are encouraged to bring their own clients to the class, provided they have made arrangements in advance with the Director. Clients are not charged for their sessions with the students. Some clients are invited for only one session; others are worked with repeatedly in order to provide students with continuity of the treatment plan. In addition, each student becomes a 'client' at least once.

Classroom discussions center on issues related to development sessions with clients. These include assessment, exercise selection and invention, design of short-term and long-term plans, pathologies, client communication, conducting a session, and many other issues. The discussion also provides feedback on performance of the small groups. Some discussion periods include question-and-answer sessions.

Students can expect much of the subject matter of the Level One courses to reappear in Level Two in a more practical way and in greater depth. Students will learn, and assist clients with more advanced vision improvement techniques than those practiced in Level One.

Assignments

A study guide will be mailed to students once they're accepted. Assigned reading will include handouts on pathophysiology and Part Two of The Handbook for Self-Healing. This section provides specific massage and movement regimens for clients with pain, limited movement and poor vision. The pathophysiology material will give students a better understanding of health conditions typically seen in Level Two client.

Students are expected to bring their written answers to all the questions in the study guide. These materials and questions are for your own enrichment and will enhance your class discussions. Students are expected to be able to demonstrate the Handbook exercises assigned in the study guide, as well as the massage techniques learned in Level One.

Note: The materials will be reviewed on the first day of class.

Criteria for Satisfactory Performance in Level Two

Satisfactory performance and participating fully in class discussions and client sessions. Meeting attendance requirements. Students may miss no more than 10 hours. The Instructor's judgment of performance will be based on observation of the student's work, informal questioning of the student, the student's participation in class discussion of review questions, and the written quizzes.

LEVEL THREE: APPRENTICESHIP (500 hours)
(HIGH LEVEL ADVANCED TEACHER TRAINING)
Dates to be Determined

Prerequisites: To enroll you must have proof of high school graduation or equivalent, having completed Level Two within the last eighteen months. With the approval of the Director, Level One graduates (Segment A and B) may enroll early in Apprenticeship on a provisional basis and complete 250 hours before enrolling in Level Two.

When you apprentice, you learn how you can help a person step by step. By assisting a SFSH practitioner, you yourself become a practitioner. Some people we work with are not ill and come instead for well being; others are very ill and have conditions that are not managed well by the medical establishment. In the Apprenticeship program you will work with one of the qualified practitioners at the School as they work with their clients, studying in-depth the day-to-day application of Self-Healing techniques on various conditions. You will keep a running log of those hours, which the practitioner will sign off on. This log will include the type of clients and the number of hours you've accumulated. With the approval of the Director, you can begin earning as many as 250 Apprenticeship hours after you have completed the Level One training (Segments A and B) and receive a Student Practitioner Certificate. You will need to complete Level Two in order to earn the remaining 250 hours. You must have, within your 500 hours, at least:

- 75 hours with clients with vision problems
- 50 hours with clients with spine problems
- 50 hours with clients with breathing and heart disease
- 50 hours with clients who suffered from pain and injury
- 25 hours with clients for well-being

Students may also gain Apprenticeship experience through assisting at a limited number of workshops, classes and collaborative case studies. Regardless of your age or background, you can learn how to teach eye classes and spine classes and become a trainer in this work, upon completion of Levels One, Two, and Three training.

Upon successful completion of Apprenticeship, the student can expect to have competence in the following skills:

- Evaluation and assessment of a client's condition and needs
- Teaching Self-Healing principles to clients
- Providing massage and movement education to clients
- Demonstrating the right touch with each client, suitable to his or her needs at that moment.
- Helping design sessions and long-range programs
- Communicating realistic expectations and goals to clients
- Demonstrating relaxation and proper use in his or her own body

The SFSH provides the type of experience that no one else can give you, in working with the large variety of clients—from strokes to muscular dystrophy to multiple sclerosis to athletes and musicians who want to use their bodies well. With the external knowledge that you gain, you will learn how to follow a process and how to build strength from within. We hope you use that strength either to be the pride of your new employer or to start a large practice of your own.

Logistics of Apprenticeship:

Apprentices are given up to 2 years to complete the 500 Apprenticeship hours. Students who require an extension must gain permission from the Director.

The 500 hours of Apprenticeship is exclusive of break time and accumulated mostly from sessions with practitioners and their clients. At least 200 of these hours must be hands-on with a Self-Healing Instructor. Students are invited to schedule time with the Instructor or Self-Healing Practitioner Educator (SHPE) to discuss clients. Discussion time may be credited towards the 200 hours.

The Apprenticeship schedule is variable. Students need to arrange in advance with the Director to apprentice in client sessions, since there are limits to the number of apprentices in any session. If you come from another city or abroad for an intensive period of apprenticeship, please give the Director as much notice as possible about your plans.

Apprentices are expected to arrive ahead of the time scheduled for the client session. You may not join a client session that is already in progress.

If possible, the student should apprentice with several Instructors in order to become familiar with different styles of Self-Healing and a wider variety of clients.

Each student is responsible for keeping his or her log of apprenticeship hours up to date. The log is signed by the Instructor or Director and turned in to the School office. The originals are kept in the students file at the School and the students retain a copy for themselves.

Apprentices who repeat Level Two are responsible for logging those hours. Except for the first and last day, they may log up to 6 hours per day in appropriate categories. The remaining 3 hours must be designated as elective hours.

After each 100 hours in an Apprenticeship, students will meet with an Instructor for a performance evaluation and counseling. This counseling is required and no credit hours are given for this time.

Other Credited Apprenticeship Activities

Apprenticing with Approved SHPE: Up to 100 hours with SHPEs, who are not Self-Healing Instructors, will be accepted with prior approval of the Director.

Repeat Level Two: Apprentices have the option of repeating Level Two as frequently as they wish, at a cost of one-third of the regular tuition for the course. Tuition is prorated when students take less than the full course. Up to three such repeats (a total of 20 days or 182 hours) can be credited as academic hours of apprenticeship. The cost of repeating Level Two is not deductible from Apprenticeship tuition.

Assisting at a Workshop or Training: Apprentices can earn a maximum of 18 Apprenticeship hours by attending advanced workshops on special topics taught by Self-Healing Instructors or, with the approval of the Director, by SHPE's who are not Instructors. These workshops will be announced in advance as approved for Apprenticeship.

Receiving Sessions from a SHSE: Up to 15 hours of individual sessions received from a SHPE with prior approval of the Instructor or Director may be accepted for Apprenticeship credit. The cost of these sessions is not deductible from Apprenticeship tuition.

Student Clinics: Students can earn a maximum of 100 Apprenticeship hours for student clinics. In student clinics, one or two students take responsibility for one or more sessions with individual clients. The Instructor moves among the client sessions with individual clients. The Instructor selects the clients, assigns clients to students, and creates the schedule.

Didactic Sessions: Didactic sessions are client sessions in which the emphasis is primarily on teaching. An Instructor and a small group of students work with a client. The Instructor provides his or her evaluation, the treatment plan for the session, each technique he or she is using and the reasons why, and summarizes what outcome he or she notices in the client, and answers questions that may come up during the session. Didactic sessions may be videotaped. Further information is available from the Director.

Research or Published Material: The School may credit apprentices for research work on the Self-Healing Method, and/or for published material, or papers about the integration of Self-Healing with other forms of movement, bodywork, and natural vision improvement. The School on an individual basis will determine the amount of credit.

SATISFACTORY PERFORMANCE IN APPRENTICESHIP

The Instructors' evaluations of a student's performance will be based on the Apprenticeship objectives and will be fully documented. If a student falls below a passing level, an Instructor will share documented evaluations with the student and make suggestions for bringing performance up to standard. One possibility will be to increase the number of Apprenticeship hours.

Upon successful completion of 250 hours of apprenticeship, the student receives a diploma recognizing them as a Certificate for Student Practitioner.

Upon successful completion of the entire Apprenticeship, a total of 500 hours, the student receives their Certificate of Self-Healing Practitioner/Educator.

SELF-HEALING TEACHER OF VISION IMPROVEMENT TRAINING (HIGH LEVEL, ADVANCED TEACHER TRAINING) (67 hours)

Prerequisites: To enroll you must have proof of high school graduation or equivalent, be a qualified student who have completed Levels One and Two, and at least 100 hours of apprenticeship of which 40 hours are with vision clients.

GOALS

Graduates of this course will be qualified to teach Self-Healing workshops on Natural Vision Improvement, such as "Yoga for The Eyes". A "Teacher of Vision Improvement Diploma" is awarded upon successful completion of the course.

Upon successful completion of Self-Healing Teacher of Vision Improvement Training, the student can expect to have competence in the following skills:

- ability to demonstrate comfortably and successfully a sequence of vision improvement exercises appropriate for clients
- ability to discuss, in depth, the principles of vision improvement
- ability to successfully teach a vision improvement class to a group of non-students, including group dynamics, teaching skills, and sequencing
- ability to discuss several other methods relevant to natural vision improvement

Many people suffer from inadequate vision, and this course is a vehicle to bring natural vision improvement principles and practices to them. People who can't afford private sessions with you will be able to improve their eyesight through the classes you will teach. This course will also give you the opportunity to spend time working on your own eyes, enhancing their health and function.

CLASS TOPICS AND SAMPLE SYLLABUS

Meir Schneider Self-Healing Method: Vision Improvement

7 hours of lectures, 7 hours hands-on

Discussion and practice of the vision improvement components of the Meir Schneider Self-Healing Method, which are based on principles discovered by Dr. William H. Bates, a time of information-sharing and hand-on, in –depth exploration. Update on the most current exercises, relevant bodywork, and programs for different eye conditions we worked with. Review of relevant anatomy and physiology. Students will work extensively on their own vision. Teachers of other vision improvement systems may be invited to share their techniques with students.

Didactic Session

1.5 hour demonstration, 1 hour lecture

This session will remain interactive with the students, soliciting their questions, suggestions and comments. Throughout the session and afterwards, we will evaluate the client, articulate our treatment plan for the session, and discuss each technique or strategy, our reasons for choosing it, and the outcomes we observe at each step. Afterwards, we'll conduct a post-session evaluation of the client. Students will be asked to critique the session and suggest improvements.

Case Histories

4 hours

Discussion of the students' work with their clients; successes and difficulties. The more experienced students will be asked to talk about the vision improvement aspects of their practices and their development as vision educators.

Supervised Client Sessions in Groups of 2 to 3

6 hours hands-on

Under supervision, students will work in small groups on clients selected to represent the kinds of vision conditions likely to be encountered in practice. Discussion and evaluation will follow.

Building up Your Practice by Teaching Classes

1.5 hour lecture

As a graduate, you'll have a new way to expand your practice. By offering lectures and workshops on Self-Healing natural vision improvement work to the general public, you'll gain clients who are motivated to improve their vision.

Principles of Teaching Well

4.5 hour lecture, 1.5 hours hands-on

- How to set goals that are realistic in terms of physical space, size of audience, time allotment, and how to organize material around goals and class setting
- How to manage your time during your class
- Handling a diverse group of participants, for example, people who can't do the exercise you're teaching, have language difficulties, or bring small child to your workshop
- How to manage your fears and make yourself comfortable in front of a class
- How to engage with your students
- How to handle problem students—those who interrupt continually, distract the class, challenge your authority, waste class time senselessly—and keep the class on track
- Handling questions—What kinds of questions you need to answer right away, what to postpone to the general discussion, and what you need to discuss privately
- Finding what works best for you as a teacher: How to find your personal style and enhancing it

Yoga for the Eyes Workshop

4 hours hands-on, 1 hour discussion

Students will participate in, and analyze a Yoga for the Eyes workshop, open to the public. Before the workshop, the Instructor will discuss workshop plans with the class. Afterward, the Instructor and the class will review how things went, and discuss what problems were encountered and how they were addressed. Discussion will become more general and move into planning and problem solving of students' own workshops and how to individualize them.

Supervised Teaching of Vision Improvement Class

20 hours hands-on, 5 hours preparation

Learn to overcome any fears and blocks you may have about meeting the general public in a teaching role. Acquire new tools to increase your ease and comfort as an educator. Students, working alone or in pairs, will prepare and teach 75 minute classes to the general public and fellow students. The classes will be offered free of charge. Students will have class time to prepare their presentations.

Students will be assigned topics to teach and receive feedback. Topics include:

- Enhancing peripheral and night vision
- Relaxing the eyes
- Balancing the use of the eyes
- The basics of eye exercises (identifying the needs of the eyes and examples of exercises to address each need)
- Reading can be easier
- Exercises for seeing better from afar
- Playful eye exercises for kids of all ages
- Overcoming the visual stresses of computer work
- Eye exercises for macular degeneration
- What you can do about glaucoma

Format for the classes: One hour of presentation, a 15 minute break for the audience in which the presenter gets feedback from the Instructor and fellow students, 15 minutes to finish the presentation, and 15 minutes' discussion after the presentation. Total time per presentation, including feedback and discussions is 2 hours.

Summary of the course

3 hours of discussion

OUR GRADUATES

Graduates of courses at the SFSH include men and women from all over the United States and all parts of the world. The roster of graduates includes physicians, nurses, chiropractors, physical therapists, occupational therapists, practitioners of many other schools of bodywork, psychologists, yoga teachers, aerobics instructors, personal trainers, homemakers, army officers, computer programmers, administrators, musicians, and others whose backgrounds were not in the healing arts. Students' ages have ranged from 19 to 83. Many students have taken the training for the purpose of self-growth or to work with their own physical problems. Some have continued to pursue careers in Self-Healing. The reasons for taking the training are as individual as the students themselves.

SFSH does not participate in federal or state financial aid programs, nor does it offer loans or other financing. Discounts are available when repeating courses.

The SFSH complies with all the laws of the State of California and adheres to the supervision of the California Bureau for Private Postsecondary Education.

School Information and Policies

Withdrawal and Refunds Rights

Students who have completed 60 percent or less of the period of attendance shall be given a pro rata refund. After that, students will owe money for the full class. Registration fees, material fees and STRF fees are **non-refundable** even if students withdraw before the first day of the class.

Cancellation and Refund Rights:

The student has the right to cancel the enrollment agreement and obtain a refund of all charges paid through attendance at the first session, or the seventh day after enrollment, whichever is later. The student has the right to cancel this enrollment agreement, without obligation, and obtain a refund of all amounts paid for the course of instruction before the first day of class and up to seven days after signing the agreement before the course begins. **Registration fees and material fees are non-refundable** even if students cancel before the first day of the class.

Withdrawing students shall be entitled to a pro rate refund, less registration, books and fees, based on the following formula:

$$(\text{HOURS PAID}) - (\text{HOURS TAKEN, REGISTRATION, BOOKS AND FEES}) = \text{AMOUNT OF YOUR REFUND}$$

The Student Tuition Recovery Fund (STRF) was established by the Legislature to protect any California resident who attends a private post-secondary institution from losing money if you prepaid tuition and suffered a financial loss as a result of the school closing, failing to live up to its enrollment agreement, or refusing to pay a court judgment. You must pay the **non-refundable**, state-imposed assessment for the Student Tuition Recovery Fund if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:
 - a. You are not a California resident, or are not enrolled in a residency program, or
 - b. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic

losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocation Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

- The school closed before the course of instruction was completed.
- The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
- The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
- There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund. If the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal financial funds.

As of January 1, 2015 the STRF fee is \$0.00 per \$1,000 paid in tuition.

Leave of Absence and Course Completion Requirements

Tuition refund policy for leave of absence is identical to that for withdrawal. Upon return, tuition for the remaining days will be prorated. If a student plans to return soon and finish the course, he or she has the option of applying the tuition they have already paid toward the academic session at which they will complete the course. Leave of absence is granted only for good cause, such as personal or family illness. If a Level One student is granted a leave of absence, they have up to 1 year to complete the Segment A or B course they dropped out of. To enroll in Segment B, a student must have completed Segment A within the past year, or have permission of the Director. To enroll in Level Two, a student must have completed Level One within the past 2 years. Level Two students are given up to 18 months to complete the course. To enroll in apprenticeship, a student must have completed Level Two within the past 18 months. Apprentices are given 2 years to complete their Apprenticeship, but if necessary they may request an extension.

Your Responsibility About Health Conditions You May Have

Students with health problems and/or disabilities must discuss with the instructor well in advance of the course any medical contraindications (what your doctor has told you not to do) for activities such as massage, movement, vision improvement exercises or any other activities in the course. The class sometimes jumps on the trampoline or exercises at parks, the beach, or a warm pool. If you cannot participate in any activity, or do not feel comfortable participating, please join the class at that time as an observant, since there is much you can learn from watching. If someone is massaging you and you find it unpleasant, we urge you to tell him or her to stop immediately.

Transferability of Credit and Certificates From Other Institutions

The School accepts credits and certificates only from classes taught by Self-Healing Practitioner-Educator Instructor: whose course content closely matches, and is approved by the SFSH. Students who attend and pass these courses are given credit towards their continuing training in the School's programs. Please contact the

director for a list of course whose credits and certificates are transferable to the School.

School Licensing and Approval

The SFSH is licensed to operate by the Bureau for Private Post-Secondary and Vocational Education. This license means that the institution and its operations comply with minimum standards established under law for occupational instruction by private post-secondary educational institutions. It does not imply any endorsement by the State of California, or the Bureau.

The SFSH has been granted course approval from the Bureau for Private Post-secondary Education pursuant to California Education Code Section 94915. Course approval must be renewed annually and is subject to continuing review.

Placement, Dropout Rates

The SFSH does not offer placement services. Prospective students will receive sheets on completion and dropout rates for the previous year.

Licensing and Certification

Some states have stringent state licensing requirements; out-of-state students should check the rules in their own states. California students are advised to check with their local authorities, because massage licensing/certification requirements vary from county to county. The School Director will be glad to help. We are required by law to tell you that convicted felons may have difficulty in getting a massage license. As such, they are advised to check with their local authorities before applying.

Library & Computer Resources

We have many books in our library, located in the student lounge, for the students' use, including the books on your recommended book list. On the first day of class you will be given the opportunity to sign for a key to the school which will allow you to come to the school before and after business hours to use the library and student lounge. You can come to the school as early as 7:00 a.m. and be there as late as 10:00 p.m. There is a computer designated for student use (loaded with many basic programs and Internet access) available in the student lounge. You can ask the office manager for instructions on using the computer and on checking out materials from the library.

Days and Hours of Operation

The office is open Monday through Friday, from 10am to 6pm Pacific Standard Time. Please visit us online at www.self-healing.org or contact us at (415) 665-9574 to receive the latest copy of our class schedule

Languages Spoken

Students need to be proficient in English in order to participate in the School's programs in San Francisco. However, we provide information about courses taught in Portuguese or Hebrew abroad.

Housing and Transportation Expenses

The school does not provide housing or transportation. However, our office staff will be glad to provide information and help with reservations. Costs vary widely with season and student preferences. Average rates begin at \$43.00 for rooms rented in private homes in the neighborhood and \$75.00 a night in the local motels that give discounts to our students. Monthly stays are given some additional discounts.

San Francisco is a transportation friendly city with many options to get around for very little money. Check out this site for more: <http://www.sftravel.com/article/how-get-around-san-francisco-transportation-basics>. There is a bus stop right around the corner from The SFSH.

Student Records

Student academic records are retained at the School for a minimum of 5 years after graduation. Student transcripts are kept permanently and are available for free upon request.

Dress Code

Massage therapy involves working on skin and carefully observing posture and movement. Furthermore, oils and lotions are often applied, and these can leave grease marks. Thus, there are many parts of the School's program in which street clothes are inappropriate. State law makes no explicit rules about dress code for massage schools. Some schools are very liberal, and some require draping (covering the student who is receiving massage with a sheet, and exposing only the area of the body that is being worked on). The School's policy is fairly middle-of-the-road.

When being massaged or having posture and movement evaluated, students are asked to wear bathing suits, or reasonably modest underwear that is in good condition. For female students, bathing suits should be two-piece. While you're receiving massage, we don't absolutely require that you keep your bra or bathing suit on. Another acceptable option for female students is an exercise bra and shorts. The minimal acceptable clothing in these situations is underwear. Nudity is NOT acceptable. Draping is optional. Any student who is receiving massage can request it. Clients who come in to the training classes will be asked to abide by the same rules.

We ask that you observe good taste when going outside in the yard so as not to offend the neighbors. Minimum requirements for men are shorts. Women are required to wear shorts and a halter, or tank top. Bathing suits are required when using the hot tub.

During movement exercises, please wear loose, comfortable clothing you can easily move in. Our San Francisco weather is very changeable. The class frequently goes outdoors and the best strategy is to dress in layers. Even if it's summer, you'll probably need a warm jacket at times – it can get cold and windy.

Equal Opportunity

The SFSH welcomes and encourages applications from people with diverse backgrounds. We do not turn away anyone for reasons of race, ethnicity, national origin, age, gender, or sexual orientation. The School encourages applications from people with disabilities and makes every effort to accommodate them. However, please discuss your circumstances and needs with us in advance. Some audio taped materials are available for vision-impaired students.

Student Rights - Sexual Harassment or Other Discrimination

Sexual harassment and discrimination of any kind are not tolerated at the SFSH. Please ask the School for a complete copy of our policy.

Grievance Procedure & Complaints

Students who wish to express dissatisfaction with any aspect of the program or with the conduct of fellow students or the instructor are encouraged to first speak with the instructor if they are comfortable doing so. If not, or if the problem needs further resolution, students should bring their complaint to the School staff designated as complaint officers: the Registrar - Chris Malek. A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888)-370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's web site www.bppe.ca.gov.

Rules of Conduct, Suspension and Probation or Dismissal

Students are expected to maintain standards of academic honesty and to be respectful of school equipment and of the physical and emotional selves of clients, school staff and instructor, and other students at all times. Grounds for suspension and dismissal are egregious rudeness, profanity, obscenity, disrespect of others, verbal or physical aggression, vandalism and cheating on assignments and quizzes, and, during Apprenticeship, a pattern of non-cooperativeness and non-collegiality. Students violating these standards will be given a warning and will have an opportunity to meet with the Instructor or the Director to discuss the issues and how to correct them. At that time the student will be considered on probation until the problem is resolved.

Attendance and Grading Policies

Attendance is required at all times for Segments A and B, but students are allowed up to 8 hours of excused absences in each of those courses. In Level Two, excused absences may not exceed 10 hours. The School must be notified for an absence to be considered excused. Unless there is a dire emergency, the School expects a telephone call if you are too sick to attend class. For planned absences, please discuss your plans well in advance with the instructor. In case of excused absences, the student must get permission from the instructor and complete a make-up project assigned by the instructor. For Segment A and B and Level Two courses, when absences exceed the numbers of hours that may be excused, arrangements must be made by the student for a leave of absence. Grades are on three levels, Pass with Excellence, Pass and Fail. Grades are based on the program objectives for the course, and are made on the basis of documented observations and oral questioning of the student. In Segments A and B, and Level Two grades will also include performance on written quizzes. During each course, the instructor is available for student conferences. If a student's performance is not acceptable, the instructor will initiate a student-teacher conference to discuss what the student needs to do in order to improve.

A student will fail if he or she: (i) has clearly made little or no effort to prepare assignments, and (ii) does not meet the program objectives for the course. Students who fail a course may not continue on to the next level of training. Nor will they be granted a certificate of completion. The instructor or director will notify students as to whether they may repeat a course they have failed. Permission will be denied if the student has failed because of a violation of a rule of conduct; or if in the instructor's opinion they are unable to grasp the material or apply what was taught, or to improve significantly.

ENROLLMENT INFORMATION

Call the School office to request a registration application (Enrollment Agreement). Fill it out and return the application with a \$200 registration fee. Please note that the registration fee is non-refundable (unless the class is cancelled by the school or the applicant is not accepted) and is not transferable to a future class. Include a copy of the highest degree you have been awarded (transcripts are acceptable). Students must possess a high school degree, GED (or other equivalent), or higher. Applicants must be emotionally stable and able to conduct themselves professionally to be accepted and remain enrolled. Every effort is made to accommodate disabled students; please discuss with the Instructor, in advance, specific needs and reasons for enrolling, to determine if the class is appropriate.

You will be notified of the School's decision – in person, by letter, or by telephone. Upon acceptance, we suggest that you send in your Enrollment Agreement with your first payment to reserve your space in the class, since space is limited. The Enrollment Agreement will be signed by the School's Director, one copy will be given to you, and the other filed with school records. **Please read it carefully as this is an important document.**

If possible, visit the School or talk to the Instructor to discuss your educational and occupational plans before enrolling.

Tuitions and Fees

LEVEL ONE:

Segment A: August 12 – 20, 2016

Registration Cost: \$200 (non-refundable)

Class: \$2,300

Segment B: August 23 – 31, 2016

Registration Cost: \$200 (non-refundable)

Class: \$2,300

LEVEL TWO:

Segment A: Dates to be determined

Registration Cost: \$200 (non-refundable)

Class: \$3,300

APPRENTICESHIP:

Apprenticeship hours are determined by student and Instructor schedules.

Registration Cost: \$200 (non-refundable)

Class: \$3,100

*Self-Healing Teacher of Vision Improvement Training:

Dates to be determined.

Registration Cost: \$200 (non-refundable)

Class: \$1,200

Total Charges for Each Program:

PROGRAM	REGISTRATION	STRF**	MATERIALS***	TUITION	TOTAL DUE
Level One: Segment A	\$200.00	\$0.00	\$165.00	\$2,300.00	\$2,665.00
Level One: Segment B	\$200.00	\$0.00	\$38.00	\$2,300.00	\$2,538.00
Level Two	\$200.00	\$0.00	\$0.00	\$3,300.00	\$3,500.00
Apprenticeship	\$200.00	\$0.00	\$0.00	\$3,100.00	\$3,300.00
Teachers of Vision	\$200.00	\$0.00	\$0.00	\$1,200.00	\$1,400.00

*This is a course we offer regularly, but not every year since our class sizes are so small and enrollment is dependent upon completion of Levels One and Two. Please notify the School if you are interested in enrolling in the course.

**STRF fees vary each year. The current rate is zero.

*** Materials for the course can be purchased through the school or through other resources such as Amazon.com. The costs listed here are estimated costs based on purchasing materials through the school.

All major credit cards are accepted. Registration costs are only refundable if course is cancelled.

To Register Please Contact: The School for Self-Healing | (415) 665-9574

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