

# SCHOOL FOR SELF-HEALING CATALOG

## *Programs of Instruction in the Meir Schneider Method of Self-Healing Through Bodywork and Movement*

*"The 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**

The *School for Self-Healing* has been licensed to operate since 1984 by the Bureau for Private Post-Secondary and Vocational Education and is owned and operated by the Self-Healing Research Foundation (SHRF), a non-profit public benefit corporation, under code 501c(3) dedicated to health education.

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## INTRODUCTION

Meir Schneider, Ph.D., LMT and his method of *Self-Healing Through Bodywork and Movement* have earned international respect, recognized as leaders in the field of rehabilitation through massage, movement and natural vision improvement therapy. This pioneering method of bodywork and movement answers a need that other therapists and movement educators have been unable to provide. *What is that need? Self-Healing through Bodywork and Movement* integrates therapeutic massage, movement, breathing techniques, and vision improvement therapies – creating a powerful, intuitive and effective regimen for improving health and overall function.



*"I have been impressed with the work of Meir Schneider for many years, having personally seen improvements in patient's vision of those who have worked with him. The ability of the visual system to adapt and regain function is still full of mysteries. Through Meir's work, we are finding some of those mysteries to be realities."*

**August L. Reader III, M.D., F.S.C.S., Clinical Professor of Ophthalmology,  
California Pacific Medical Center, San Francisco**

*"The plasticity and potential of the visual system is continuously being explored and redefined. Old notions give way to new potentials. Meir Schneider addresses these issues in his clinical work with patients with various visual problems. His reflections and theories are worth consideration and critical review."*

**Creig S. Hoyt, MD - Professor and Chairman UCSF Department of Ophthalmology,  
Director of Beckman Vision Center, San Francisco**

*"Meir Schneider offers remarkable techniques that empower you to take charge of your own health and unlock the body's ability to heal itself. Through his innovative therapeutic movements and exercise he has helped thousands of individuals throughout the world facilitate their own self-healing. I have personally seen functional improvement in a number of patients where the medical community had literally told them 'there was nothing further that could be done.' Meir Schneider is on the cutting edge of improving the quality of our health and well-being."*

**Ronald K. Takemoto, MD, Assistant Professor,  
Physical Medicine and Rehabilitation, University of California, Irvine**

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

**THIS UNIQUE METHOD is an entire** healthcare system, preventative as well as rehabilitative. It teaches awareness and subtle movement in the body, with attention given to each limb and joint, to the major internal organs such as the heart, lungs and intestines and to all functional systems of the body. It employs specific massage and mobilization techniques for regeneration, e.g., to strengthen bones, improve nerve function, regenerate dystrophic muscle; increase joint mobility, release muscle spasm, improve wound healing, and to create a sense that more movement is possible. These massage and movement techniques amplify each other. This method of bodywork and movement also teaches exercises and meditations to relax the eyes, train the brain to command better vision, accustom the eyes to varying intensities of light and to balance the use of both eyes working together. Combining bodywork with vision improvement enables the practitioner to address conditions that other vision improvement or bodywork methods cannot.

### OUR THERAPEUTIC GOALS

1. 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.
2. To greatly deepen the awareness of movement throughout the body, particularly of the movement of 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.
3. 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 underuse 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.
4. 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.

*I came to this work with a background in Paul St. John Neuromuscular Massage Therapy, Upledger Cranial-Sacral Therapy, and Feldenkrais, and a massage license. I love this work. Meir has a very pure sense of Self-Healing. I have incorporated Self-Healing into a practice that draws on my training in all of these techniques. I've been working with the United States and New Zealand Disabled Skiing Teams. Self-Healing movement gets them out of patterns they are stuck in; they find it a revelation – they can do what doctors said was impossible. I've traveled with them to New Zealand, Australia; to Russia as a consultant to an international marathon; and to Ireland and England with the Australian and New Zealand Rugby teams.*

Geena Robinson, LMT, Manitou Springs, CO

## Who Is This Program of Study For?

Do you want to become a massage therapist? Learn bodywork? Practice natural vision exercises? 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? This program is for you! 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



*The Non-Profit School for Self-Healing* was founded by Meir Schneider, Ph.D., LMT, in 1984, under its parent entity The Self-Healing Research Foundation. We offer students a warm and nurturing environment for the study of Self-Healing through Bodywork and Massage. We have a strong commitment to empower each individual to take charge of his/her own health. Self-Healing, with its home exercise programs and emphasis on self-care and subtle awareness of movement, tends 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 or 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.

The *School for Self-Healing* has always had an international character, with students from many countries, as well as students from other cities and states in America. Sponsors in other countries have coordinated training courses in the *Meir Schneider Method of Self-Healing through Bodywork and Movement* including Israel, England, Mexico, Brazil, Hungary and Canada. The global commitment of the School is felt in the classroom, where individual differences – ethnicity, economic status, education, age, sexual orientation, and condition of health or physical challenge – are welcomed and embraced.

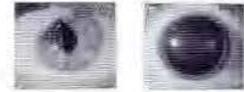
*"In my search to improve my professional and personal work, I found the Meir Schneider Self-Healing Method. Using it, I expanded my knowledge and experienced a new way of interacting with my mind and body. It is a journey that has given me a new perspective on life: by valuing life more we can fight pain and suffering. This has been an exciting lesson in search for life in its wholeness. I thank my friends, especially Meir, and my clients, for staying with me along this path."*

Ana Paula Figueiredo, OT, Sao Paulo, Brazil

## INSTRUCTORS



**Meir Schneider, Ph.D., LMT**, has been developing his approach to healing since 1971. Meir was born blind, with dense cataracts in both eyes and other serious visual problems. Five unsuccessful surgeries in early childhood left his lenses shattered. He learned to do his schoolwork in Braille, and eventually was issued a blindness certificate marked "Valid Permanently".



At age 16, he was introduced to the Bates method of natural vision improvement. He combined it with self-massage and movement exercises and worked on himself diligently, sometimes up to 13 hours a day. Within 18 months, he had gained functional eyesight. Years later, his eyesight improved so much that he passed the California driver's test and was given an unrestricted driver's license.

While learning how to see, Meir discovered how deeply the function of one area of the body is related to the whole body. He realized that everyone can use his or her condition as a starting point and get better. He began to work with people who suffered from a wide variety of physical ailments, including polio, multiple sclerosis, various back problems, impaired vision, and muscular dystrophy. He found that the same principles by which he gained functional vision could be applied to the entire body. This became the basis for the unique approach called the *Meir Schneider Method of Self-Healing through Bodywork and Movement*.



In 1976, Meir began teaching the training courses which evolved into today's comprehensive Self-Healing Practitioner/Educator Training Program. He founded the *School for Self-Healing* in 1984. Over the years, Meir has conducted many seminars, lectures, workshops and training programs in the United States, Canada, Brazil, Israel, Europe and Australia, both for general audiences and for health care professionals of all disciplines. Meir is the author of *Movement for Self-Healing*, *The Natural Vision Improvement Kit*, *Meir Schneider's Miracle Eyesight Method*, *Yoga for Your Eyes*. He is also the co-author of *The Handbook of Self-Healing*, which was translated into several languages. Meir has co-authored numerous articles, and has been featured in many professional journals, hundreds of magazines, newspapers, radio and television presentations. In 1982, Meir was awarded a **Ph.D. in the Healing Arts** for his work with muscular dystrophy.



**Beatriz Nascimento, M.A., OTR**, was a professor of occupational therapy at the Federal University of San Carlos in Brazil for 15 years. Beatriz came to San Francisco in 1989 to work with Meir on her muscular dystrophy (MD). MD is a genetic, progressively degenerative muscle wasting family of diseases that can lead to severe disability and is considered incurable. She spent nearly a year working on herself 4-6 hours a day, at the same time training to become a Self-Healing Practitioner/Educator. Upon returning to the Federal University of San Carlos she had recovered about 40% of her lost

function. There she co-founded the *Nucleus for Self-Healing*, a clinic and research project within the Department of Occupational Therapy, which offers free Self-Healing therapy and classes to the community. Beatriz also co-authored a study of the effects of Self-Healing on muscular dystrophy. Since 1993 she has been teaching workshops and training classes in Brazil, Europe and the School in San Francisco. She has produced videos and DVDs in English and Portuguese on Self-Healing for muscular dystrophy and for neuromuscular conditions. She has written magazine articles and has been frequently interviewed for magazines, radio and television.

## OUR GRADUATES

Graduates of courses at the School 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, as well as personal trainers, homemakers, army officers, computer programmers, administrators, musicians, and others whose background was 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.



"I have muscular dystrophy and have been following Meir Schneider's program religiously. As a result, I no longer fall easily, my breathing has improved, my posture is much more upright, and I walk more steadily and quickly. My neurologist has been so impressed. For a person with MD, this is a miracle."

**Rosemarie Lawy, London, England**

*"Taking the Level One class was the best thing I have done for myself in a long, long time. I have congenital cataracts and have used reading glasses for about 15 years. Experiencing Meir's passionate love of life for three weeks was life-changing! I see ways it is impacting my life on a daily basis. After the class, I am still making constant improvement in my vision. I was able to read several pages with the pinholes; then I went outside and read a whole page of large print without my glasses! I sunned, palmed, looked in the distance and read it again. I went inside and just happened to glance at the paper and was amazed I could read the whole page without my glasses – inside! Now, I've discovered I can read the computer screen for short times without any glasses! And I took the large and small print outside and was able to read number 4 fairly clearly and even made out most of the words in number 5! I'm loving it! I am so grateful!"*

**Linda McAninch, Schoolteacher, San Francisco**

## PROGRAMS OF INSTRUCTION IN THE SELF-HEALING METHOD THROUGH BODYWORK AND MOVEMENT

### 1) SELF-HEALING PRACTITIONER/EDUCATOR TRAINING PROGRAM:

A) **LEVEL ONE (160 Hours):** Beginning and Intermediate Training in the *Meir Schneider Self-Healing Method Through Bodywork and Movement*

*Segment A (80 hours):* Breathing, Circulation, Digestion, Spine and Joints, and introduction to Natural Vision Improvement

*Segment B (80 hours):* Muscles, Nervous System and Visual System

B) **LEVEL TWO (100 Hours):** Hands On Teaching Clinic with a wide variety of physical and visual disorders

C) **APPRENTICESHIP (500 Hours):** An internship that offers integrated "on-the-job" training in the *Meir Schneider Self-Healing Method Through Bodywork and Movement*

*Student Practitioner:* Successful completion of 250 hours of an apprenticeship.

*Self-Healing Practitioner/Educator:* Successful completion of entire apprenticeship training – 500 hours

### 2) SELF-HEALING TEACHER OF VISION IMPROVEMENT TRAINING

### 3) SELF-HEALING INSTRUCTOR TRAINING

A certificate is awarded at the completion of each class.

Continuing Education credits are available for massage therapists and California nurses. The Self-Healing Practitioner/Educator Training Program courses satisfy the American Massage Therapy Association's (AMTA) continuing education requirements. The *School for Self-Healing* is approved by the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB) as a continuing education provider Number 027091-00, and as a 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.



*I initially worked with Meir for my extreme farsightedness and, after experiencing significant improvement, I decided to take Part I (currently Segments A and B) to further improve my knowledge and ability to deliver Self-Healing techniques. I learned valuable principles and practices for both my personal well-being and for my friends and potential clients. I was so pleased with the initial class that I went on to Level Two. Self-Healing techniques offer a powerful and effective healing approach.*

James Sharps, Baltimore, MD

## SELF-HEALING PRACTITIONER/EDUCATOR TRAINING PROGRAM:

### *LEVEL ONE (160 Hours)*

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

- ♡ Their awareness of movement
- ♡ Their innate healing potential
- ♡ Their improving health and well-being
- ♡ 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.

Segments A and B are each taught over the course of nine days. Generally, classes meet from 8:30 am – 5:30 p.m., although this is subject to change. Please contact the School for the current dates and schedule. Class size in San Francisco is limited to 25 people. This facilitates an atmosphere of intimacy and sportiveness of the healing process.

### SEGMENT A

TOTAL = 80 Hours

The purpose of this course is to provide students with a basic understanding of the Self-Healing Method. 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, and be 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 are not yet prepared for the vocation of massage/movement therapist. Upon successful completion of Segment A, students will receive a Certificate.



## **SEGMENT A CLASS TOPICS & SAMPLE SYLLABUS:**

*PLEASE NOTE:* There is some overlap between the subjects and there may be variation in their sequencing during class. Instructors often add and share their up-to-date discoveries and developments. Thus, they may deviate from this program outline to include new information.

### **Development of Kinesthetic Awareness Through Movement**

#### **4 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. Students will explore and discuss the use of kinesthetic awareness to change basic functional patterns and thus create structural change. Students will learn to recognize imbalances in movement. Using massage and movement exercises to break up limited patterns of movement, students will begin to become acquainted with their own holding patterns and discover techniques to relieve them. Students are encouraged to respect their bodies' endurance and not push beyond it.



### **Massage Techniques for Regeneration**

#### **5 Hours of Lectures, 19 Hours Hands-On Work**

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

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

### 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, colitis, and Crohn's disease. Class will include lectures and demonstrations of massage techniques to release spasms, reduce general tension, and prevent severe digestive problems.



### Breathing

#### **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 now 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. Similarly, the healthy person with limited, stereotyped movement patterns will have a limited, though "normal," breathing capacity. Students will use exercise and massage techniques to breathe more deeply without effort. Lecture/demonstration will cover the importance of exhalation for movement and how breathing can make movement easier. Class discussions will include asthma, emphysema, and bronchitis.



### The Circulatory System and the Heart

#### **4 Hours of Lectures, 6 Hours Hands-On Work**

This class will contain lectures on the heart, 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 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.

*I suffered from a repetitive strain disorder - tendonitis – for 5 years, in high school and college. I got rid of it during the Level One training. I took the training for my own benefit. But now I'm enjoying helping others.*

*Edie Ostapik San Francisco*

## TEXT AND MATERIALS FOR SEGMENT A

### Required

*Movement for Self-Healing*, by Meir Schneider (available in audio)

*The Handbook of Self-Healing*, by Meir Schneider, Maureen Larkin, and Dror Schneider

*Understanding Human Structure and Function*, by V. C. Scanlon and Tina Sanders

*Sensing Your Spine*, by Meir Schneider (audio)

*Breath and Mobility of the Joints*, by Meir Schneider (audio)

### Strongly recommended

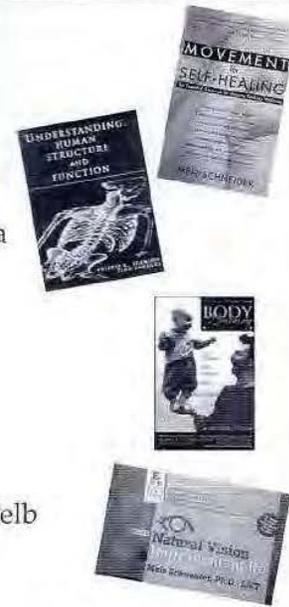
*The Body Has Its Reasons*, by Therese Bertherat

*Awareness Through Movement*, by Moshe Feldenkrais

*Body Learning (An Introduction to the Alexander Technique)* by Michael Gelb

*Meir's Vision Exercises*, by Meir Schneider (audio)

*The Natural Vision Improvement Kit*, by Meir Schneider



## 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 answer 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. 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.

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.

**PLEASE NOTE:** The three (3) audiocassettes are not referred to in the Segment A review questions. These guided exercises are intended to provide a refreshing break from the review questions, stimulate your intuition, and to help you practice Self-Healing techniques. Try them out before the first day of class – you'll be glad you did.

### **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 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.

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.

## **SEGMENT B**

### **TOTAL = 80 Hours**

#### **Prerequisites:**

1. Graduate of Segment A.
2. Segment A to be completed within the last year or permission from the Instructor.
3. The Instructor may allow a student to take Segment B before Segment A. In these cases, Segment A will be required for graduating 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. The School's Certificate of Completion of Level One is awarded upon successful completion of the course. Graduates will have learned how to deliver Self-Healing therapies to healthy people.



### **SEGMENT B CLASS TOPICS & SAMPLE SYLLABUS**

*PLEASE NOTE:* There is some overlap between the subjects, and there may be variation in their sequencing during class. Instructors will add and share their up-to-date discoveries and developments, they may deviate from this program outline to include new information.

#### Review

#### **2 and 1/2 hour Lecture**

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 overview of psychology and physiology of the body-brain-mind relationship. Explore the use of movement, imagery and mental techniques to change bodily function. 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. Integration of awareness of the senses and of movement. Discussion on ways to increase a client's awareness of his or her 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 videotape 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.

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

**2 Hours of Lectures, 8 Hours Hands-On Work**

Review of massage techniques, with emphasis on touch: deep tissue massage to break adhesions 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 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.

*"Meir taught me how to heal myself, whereas other methods only gave me temporary fixes that did not last. He taught me to listen deeply to my body and respond with gentle movement, and gave me tools to get well. It took me 1½ years to heal my C5S1 bulging disc. I went from unable to walk at all to hiking the Himalayas. Now I teach what I learned in his Training to others at Kaiser Oakland in Adult Education and Behavioral Health classes on how to Build a Healthy Back."*

*Dorothea Dorenz, Berkeley, CA*

### 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.



### 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 45-60 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, 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' vision problems will be addressed.

### Ethics and Business Development

#### **2 1/2 Hour Lecture**

To be covered: limits of our knowledge, disclaimer forms, distinguishing our 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**

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

#### **TEXT AND MATERIALS FOR SEGMENT B**

##### *Required:*

##### Segment A materials

*Muscular Dystrophy and the Self-Healing Method*, by Carol Gallup

*Working With Muscular Dystrophy*, a videotape, by Carol Gallup

*Meir Schneider's Miracle Eyesight Method*, an audiocassette program

*Yoga for Your Eyes*, DVD/video (62-page study guide included), by Meir Schneider

*The Natural Vision Improvement Kit*, by Meir Schneider

*Strengthening Your Central Nervous System*, audio, by Meir Schneider

*Healing Neuromuscular Conditions DVD*, by Beatriz Nascimento



##### **Recommended:**

*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 Doman

*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



**\*\* In addition to the required and recommended texts, the instructor will be glad to suggest other appropriate materials with interested students. A professional library can be developed over time... and is advisable for the Self-Healing Practitioner/ Educator.**

#### **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 answer can be found.

Please order your texts and materials as soon as possible. You will need most of them to answer the review questions.

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.

*Meir Schneider's Self-Healing Method has had a profound effect on me. I am a violinmaker and do a lot of close-up work. Instead of accepting the "inevitable" bifocals, I have reduced my prescription for nearsightedness gradually over two years from 7 diopters to 4.5. I was also diagnosed with glaucoma, and with exercises I have reduced my intra-ocular pressure from 22 (high, could lead to blindness to 15.5 (normal). I walk in the world in a different way: I am helping myself. Not only am I getting results, but I am walking with the knowledge that I can help others to help themselves.*

**Brian Hoover, BC Canada**

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.

**NOTE:** The DVD, video and audiocassettes are not referred to in the review questions. They are guided exercises, and may provide a refreshing break from the review questions. We suggest you try them out before the first day of 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

Please plan your topic in advance with the Instructor in order to prevent duplications. Presentations should be 20-30 minutes long, and will be scheduled throughout the course.

### **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 and will be eligible to enroll in Level Two. 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 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.

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** **TOTAL = 100 HOURS**

### **PREREQUISITES**

1. Graduate of Level One (Segments A & B).
2. Level One to be completed within the last two years.



Level Two provides advanced training in the *Meir Schneider Method of Self-Healing through Bodywork and Movement*. Class includes:

1. Discussion of handouts and study guides which cover relevant pathology and Self-Healing techniques
2. A review of vision exercise principles, the assessment process and treatment of different eye conditions studied in Level One
3. Exploration of how the client's body organizes itself around tension and limited movement
4. Techniques to relieve tension and pain and to increase mobility
5. Discussion of pathophysiology & counter indications
6. Advanced discussion of Self-Healing principles
7. Advanced client evaluation, assessment and treatment strategy
8. Hands-on sessions with clients with a wide variety of physical or visual disorders

*"It feels to me that Meir's approach is designed to stimulate the person to feel, to reconnect with the tissues, to connect the body with the brain, to help the person re-inhabit their own body. Meir's instruction helped me feel and know what is right for the tissues, whether I'm using a technique I made up today, learned along the way, or was taught back in massage school. My work has changed, and I will never go back to the old mechanical way. Both Trager and Self-Healing have helped me transmit lightness, ease and freedom to the patient through touch. I've learned how to relax into knowing what can be communicated."*

**Barbara Ullrich, LMT, WA**

Under supervision, students will perform approximately 37 hands-on sessions with clients and participate in evaluating many more. Students will explore posture and movement as causes of pathologies, or secondary conditions related to pathology. Students will learn program development, exercise selection, specific massage techniques, and customized treatment protocols for each client.

Upon successful completion of the course, students will be awarded a Level Two Certificate in the *Meir Schneider Method of Self-Healing through Bodywork and Movement*. Graduates will have learned how to deliver Self-Healing therapies to people with degenerative problems.

Level Two is taught over the course of 10 days. Generally, classes meet from 9:00 am – 7:00 p.m., although this is subject to change. Each day students participate in three hours of lecture and seven hours of hands-on experience. See the sample schedule and class description for detailed information. Contact the School for the current dates and schedule. Note: Class size (in San Francisco) is limited to 25 people, which provides an intimate and healing atmosphere.

## LEVEL TWO SCHEDULE AND CLASS DESCRIPTION

### 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.

*I learned more about myself in the 10 days I came to the class than I knew about myself in 50 years. Learning about oneself is the most important job one has. And I'm looking at a career change – I plan to close my white-glove janitorial service for the military, and become a teacher of Self-Healing.*

*Karen Spry, Maryland*

*"At age 29, I had a herniated disk in the lumbar spine, and had endured four surgeries. I was paralyzed off and on for two years, and fatigued very easily. I entered Training at the School; by the end, I had complete control of my pain, and my movement patterns and endurance were much closer to normal."*

*Mark Donegan, Big Bend, CA*

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.

\*\* Please let the Director know at least a month in advance if you'd like to bring clients to Level Two.

### **TEXTS AND MATERIALS**

#### **Required:**

*The Handbook of Self-Healing*, by Meir Schneider, Maureen Larkin, and Dror Schneider  
(read Part Two)

#### **Strongly Recommended:**

*Massage for Muscular Dystrophy*; a video of a didactic session with Beatriz Nascimento

### **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 clients.

Students are expected to bring written answers to all of 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:* This material will be reviewed on the first day of class.

### **CRITERIA FOR SATISFACTORY PERFORMANCE IN LEVEL TWO**

1. Satisfactory performance and participating fully in class discussions and client sessions.
2. Meeting attendance requirements. Students may miss no more than 10 hours.

## **APPRENTICESHIP**

### **TOTAL = 500 HOURS**

#### **PREREQUISITES**

1. Level Two to be completed within the last eighteen months\*\*.
2. Approval by one of the Instructors.

*\*\* With the approval of the Director, Level One graduates (Segments A and B) may enroll early in Apprenticeship on a provisional basis and complete 100 hours of the program before enrolling in Level Two.*

Apprenticeship brings the student into real-world therapy sessions. Students spend most of these 500 hours assisting and consulting in an Instructor's or a fully trained practitioner's (SHPE) Self-Healing practice. Unlike the earlier stages of the training, these sessions are focused on the client rather than on the students. Students must demonstrate a willingness to help the client. The apprentice is not a mere observer, but contributes to the client while increasing his or her skills. This is on-the-job training in Self-Healing therapy.

Apprentices act as assistants in these client sessions. They follow up with clients' needs before, during and after the session as instructed. They also act as consultants to the Instructor – tactfully making suggestions when appropriate. The suggestions should be based on their previous training, intuition and experience. Apprentices may be asked to help clients get in and out of their cars, help them dress and undress, write down the instructions for their home program of therapy, suggest and demonstrate further exercises to the client, continue the massage, or carry out other requests of the Instructor.



### As an apprentice you can expect:

#### **Unparalleled exposure to a variety of conditions**

Clients will be individuals with a wide range of health conditions. Students learn to react quickly and capably to unpredictable situations, and thus acquire poise and confidence. They get a practical grasp of what is involved on every level in running a private massage practice.

#### **Self-exploration**

Students begin to sense what kinds of cases they are most drawn to, what they are most skilled at, and areas they need to improve in. This allows students to develop their touch, shore up weak spots in their performance, and deepen and integrate their knowledge of Self-Healing.

#### **Communication & Case Management Skills**

Students experience the nuances of client interaction and improve their communication and case management skills. They also gain the advantage of being able to follow the long-term progress of a case. This enables them to see the results of program design and develop a sense of what to expect with clients, from initial assessment to the final session.

#### **Individual Student Counseling and Feedback**

After each 100 hours of an Apprenticeship (at a minimum), students will meet with an instructor for performance evaluation and counseling.

**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



## Logistics of Apprenticeship:

- ♡ Apprentices are given up to 2 years to complete Apprenticeship. Students who require an extension must gain permission of the Director.
- ♡ The Apprenticeship is 500 hours exclusive of break time, 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 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 periodically by the Instructor or Director and turned in to the School office. One copy is kept in the student's file at the School and the student retains the other.
- ♡ 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 performance evaluation and counseling. This counseling is required and no credit hours are given for this time.



## Logging Your Hours: Minimum Health Topic Requirements

Students must log a specified number of hours in five broad categories of health:

Vision; Pain, Fatigue & Injury; Limited Movement; Wellness & Prevention; Breathing and Circulation.

These topics are the major focus of the Apprenticeship program. The minimum number of Apprenticeship hours that must be logged in are outlined below. Several categories may be addressed within a single client session, e.g., part of a session may be devoted to a breathing problem and the rest to a limited movement problem. The remaining hours are logged as electives. Some special events such as advanced workshops on special topics, and assisting at workshops qualify for apprenticeship hours. See below for details.



### ***Vision Problems***

#### ***75 Hours – Lab/Practicum***

Design and implementation of vision programs for clients with a wide range of visual needs. These will include people who want to learn to see without glasses and the visually disabled who want to maximize the function available to them.



### ***Pain, Fatigue and Injury Problems***

#### ***100 Hours – Lab/Practicum***

Assessing problems, setting realistic goals, creating an exercise and massage program and modifying it as needed for clients with acute or chronic pain, including joint and back problems and overuse syndromes.

### ***Problems with Limited Movement***

#### ***100 Hours – Lab/Practicum***

Assessing problems, setting realistic goals, creating an exercise and massage program, and modifying it as needed for clients with limited movement. Educating clients on the best way to maximize their body's potential.

### ***Wellness and Prevention Issues***

#### ***50 Hours - lab/Practicum***

Assessing problems, setting realistic goals, creating an exercise and massage program, and modifying it as needed for the healthy client who wishes to optimize health and well-being, explore the mind/body link, improve athletic or musical performance, work with computers without overuse or vision problems, overcome minor vision problems etc.

### ***Breathing and Circulation Problems***

#### ***50 Hours - Lab/Practicum***

Assessing problems, setting realistic goals, creating an exercise and massage program and modifying it, as needed for clients with breathing and circulation problems, including diabetes.

### ***Electives***

#### ***125 Hours - Lab/Practicum***

Students may make up the remaining 125 hours of Apprenticeship in any of the above categories.

*"After being diabetic for 20 years, and being diagnosed as legally blind from its complications, I was left to either live as a blind person or seek another way. I chose to work with Meir Schneider intensively, to immerse myself in his teachings. What I learned in the training is personal, indescribable and life-affirming. It gave me an opportunity to really learn about the human body and its potential, whether diseased or healthy. I use the knowledge I gained in Meir's training every day of my life. It helped give me faith in my body and strengthened my will to face the world with my limitations. I now have an unrestricted driver's license."*

*Rachel Riley Cox, Palo Alto, CA*

### **Other Credited Apprenticeship Activities:**

Students may receive Apprenticeship credit for the following activities.

**NOTE:** For activities not sponsored by the *School for Self-Healing*, students must make their own arrangements to enroll with the Instructor, and are responsible for logging those hours.

#### **Apprenticing with Approved SHPE**

Up to 100 hours with Self-Healing Practitioner/Educators (SHPEs), who are not Self-Healing Instructors, will be accepted with prior approval of the Director. Some SHPEs charge for apprenticing privileges and some do not. Any fees for apprenticing with SHPEs are not deductible from Apprenticeship tuition.

#### **Repeating 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 180 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 for assisting a Self-Healing Instructor in his/her teaching. Students will not be paid for assisting.

#### **Advanced Workshops on Special Topics by Instructors of Self-Healing**

Apprentices can earn a maximum of 30 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. Examples include: Self-

Healing approaches to repetitive strain disorder, arthritis, and degenerative neuromuscular conditions. Workshop fees cannot be deducted from apprenticeship tuition.

#### **Receiving Sessions from a Self-Healing Practitioner/Educator (SHPE)**

Up to 15 hours of individual sessions received from a SHPE with prior approval of the School may be accepted for Apprenticeship credit. The cost of these sessions may not be deducted 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 to supervise. The number of days of student clinics varies. The Instructor selects the clients, assigns clients to students, and creates the schedule. 50% of the tuition for student clinics may be deducted from Apprenticeship tuition.

#### **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 amount of credit will be determined by the School on an individual basis.

"I first came to Meir Schneider as an invalid in 1977, crippled from rheumatoid arthritis. I could not dress myself, walk more than a few yards, or pick up a phone book. I had left my job on disability. Meir taught me the principles of movement, regeneration of muscles and connective tissue, and relaxation. After I recovered enough to return to the workplace, I trained at the School and learned to help others."

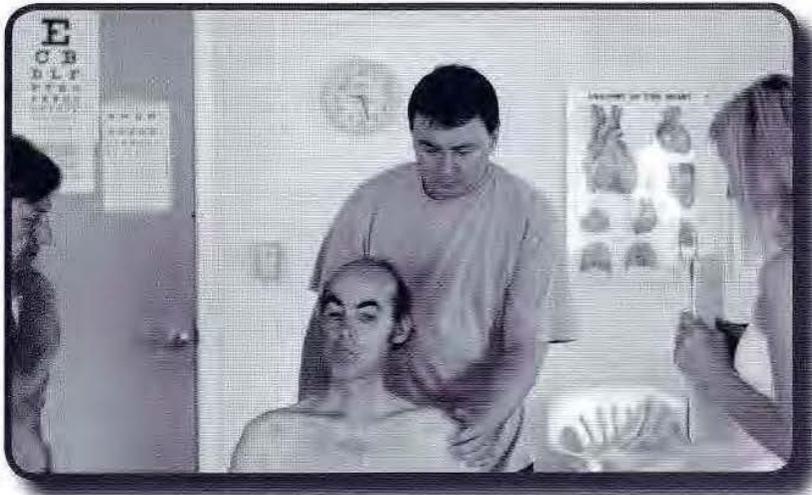
*Darlene Cohen, San Francisco, CA*

### **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.

#### **Certificate for Student - Practitioner:**

Upon successful completion of 250 hours of apprenticeship, the student receives a diploma recognizing his or her status as a Student - Practitioner.



#### **Certificate for Self-Healing Practitioner/Educator:**

Upon successful completion of the entire Apprenticeship, a total of 500 hours, the student receives recognizing his or her status as a Self-Healing Practitioner/Educator. 2

## SELF-HEALING TEACHER OF VISION IMPROVEMENT TRAINING

TOTAL = 67 HOURS

### PREREQUISITES

Qualified students who have completed Levels One and Two, and at least 100 hours of apprenticeship of which 40 hours are with vision clients

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:**

- 👁️ The ability to demonstrate comfortably and successfully a sequence of vision improvement exercises appropriate for clients.
- 👁️ The ability to discuss, in depth, the principles of vision improvement.
- 👁️ The ability to successfully teach a vision improvement class to a group of non-students, including group dynamics, teaching skills, and sequencing.
- 👁️ The 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. You will also have the opportunity to spend time working on our own eyes, enhancing their health and function.

*In 1996, an injury to my hand put an end to my career as a pianist. Soon afterward, I got very lucky. I met and began working with the instructors of the School for Self-Healing, first as a client, then as a student, and now as a new graduate. I have begun a wonderful career as a Self-Healing Practitioner Educator. The instructors – Meir, Bia, and Vered Vanounou – shared with me their deep understanding, from their professional and personal experience, since each of them began this work with serious health problems. They gave me warm, loving support in my process of healing and self-discovery. With every part of the training, they offered me new gifts, and new awareness. I love the way that learning began in class and then permeated my everyday life and my massage practice. Through my years of training, I've gained a deepening sense of the relationship between movement and every aspect and area of our lives. I discovered a sense of care and joy in listening to the body instead of demanding from it and ignoring it. I developed new ways of relating with classmates and clients. I am thankful for the warmth, support and challenges I received from all of the School staff.*

***Beata Barinbaum, Self-Healing Practitioner/Educator, NY***

## 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 hands-on, in-depth exploration. Update on the most current exercises, relevant bodywork, and programs for different eye conditions we work 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 Hours 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 a 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 enhance it

*I've had eye problems since age seven. I heard about Meir Schneider's methods and traveled from Ottawa, Canada to take the Level One courses. I greatly enjoyed the Segment A and B classes, which improved my knowledge as a physician and as a teacher. My sense of touch greatly improved; I healed my chronic back pain; I see more clearly; and I've become better able to appreciate the joy and beauty of life. I recommend this training to anyone who is involved with the healing process.*

*Jean Marc Benoit, MD, Certificant in Canadian College of Family Practice*

#### 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 how and the Instructor's plans may have changed, 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. Because some students are very confident about teaching on their own, while others would rather do this with a partner, a few students may pair up.

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 with 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: 2 hours.

### Summary

**3 hours of discussion**

## **SELF-HEALING INSTRUCTOR TRAINING**

TOTAL = 67 HOURS / Plus assisting in the teaching of Segments A and B.

This course will train faculty in the Meir Schneider Self-Healing Method. Open to qualified Self-Healing Practitioner/ Educators. A Self-Healing Instructor Certificate is awarded upon successful completion. This course may be offered in the future.

### **PREREQUISITES**

1. Completion of the full Self-Healing Practitioner/Educator Training Program.
2. A strong recommendation from an Instructor in the Apprenticeship course.
3. Completion of Self-Healing Teacher of Vision Improvement Training.

## **ENROLLMENT INFORMATION**



Fill out and return registration application with \$100 registration fee\*. \* Please note, 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.



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

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.

### **VISAS FOR FOREIGN 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. Please ask us about student visas.

**TUITION & FEES:**

**SEGMENT A**

\$1800 – Tuition  
\$100 – Registration Fee  
(non-refundable)  
\$109.45 – Texts and  
materials\*

**SEGMENT B**

\$1800 – Tuition  
\$100 – Registration  
Fee (non-refundable)  
\$144.45 – Texts and  
materials\*

*\*This cost may vary depending upon price of individual items.*

**LEVEL TWO**

\$2500 – Tuition  
\$100 – Registration Fee (non-refundable)

**APPRENTICESHIP**

\$2500 – Tuition\*  
\$100 – Registration Fee (non-refundable)  
\* The tuition quoted here is based on the  
“Basic Format” of Apprenticeship.  
There may be some variation in the cost  
of Apprenticeship, for reasons discussed  
in Apprenticeship, above. For example,  
students may elect to repeat Level Two for  
Apprenticeship credit. Students may elect  
to participate in a Student Clinic. Student  
Clinic tuition is \$30 per day, 50% of which is  
deductible from Apprenticeship tuition.

**Provisional-Status  
Apprenticeship**

With the approval of the Director,  
Segment B graduates may enroll for  
100 hours of Apprenticeship, which is  
applied toward Apprenticeship tuition  
later. Payment of the Apprenticeship  
registration fee is deferred until the  
student has graduated from Level Two  
and thus is eligible for full status as an  
apprentice.

**SELF-HEALING PRACTITIONER/EDUCATOR TRAINING  
PROGRAM**

Total cost from Segment A through the end of Apprenticeship  
(including tuition, registration fees and text/materials fees):  
\$9000 plus \$253.90 texts

**SELF-HEALING TEACHER OF VISION IMPROVEMENT  
TRAINING PROGRAM**

**Tuition: \$1100**

**Text: \$13.95**

**SELF-HEALING TEACHER TRAINING PROGRAM**

This course may be available in the future.

**TUITION FOR  
REPEATING COURSES**

Segments A and B and  
Level Two may be  
repeated for one-third  
of the current tuition.

**CLASSES TAKEN  
OVERSEAS**

Fees may vary. Contact  
the coordinator of the  
class.

### TEXTS/MATERIALS FEES

Texts and materials are itemized as follows at list prices. If you already have any of these, please deduct its cost from your payment. We are discounting these items slightly for students. Listed prices include tax.

#### Segment A: Required Texts and Materials

<i>Movement for Self-Healing</i>	14.95
<i>The Handbook of Self-Healing*</i>	35.00

\*The Handbook is currently out of print. To make it available for students, we offer a photocopy. You may be able to find the Handbook less expensively online.

<i>Understanding Human Structure and Function</i>	34.50
<i>Sensing Your Spine</i>	12.50
<i>Breath and Mobility of the Joints</i>	12.50

**Total price: \$109.45**

#### Segment A: Suggested Texts and Materials

<i>The Body Has Its Reasons</i>	10.95
<i>Body Learning by Michael Gelb</i>	14.00
<i>Awareness Through Movement</i>	13.00
<i>Yoga for the Eyes</i>	30.00
<i>The Natural Vision Improvement Kit</i>	26.95

**Total price: \$94.90**

#### Segment B: Required Texts and Materials

<i>Healing Neuromuscular Conditions</i>	30.00
<i>Muscular Dystrophy and the Self-Healing Method</i>	25.00
<i>Working With Muscular Dystrophy</i>	20.00
<i>Meir Schneider's Miracle Eyesight Method</i>	18.95

**OR**

<i>Yoga for the Eyes</i>	30.00
<i>The Natural Vision Improvement Kit</i>	26.95
<i>Strengthening Your Central Nervous System</i>	12.50

**Total price: \$144.45**

#### Segment B Suggested Texts and Materials

<i>Meir's Vision Exercises</i>	12.50
<i>Relaxation of the Eyes</i>	12.50
<i>What to Do About Your Brain-Injured Child</i>	11.95
<i>The Art of Seeing</i>	8.95
<i>The Bates Method for Better Eyesight Without Glasses</i>	8.95

**Total price: \$54.85**

#### Level Two Suggested Texts and Materials

<i>Massage for Muscular Dystrophy</i>	30.00
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**Total price: \$30.00**

#### Self-Healing Teacher of Vision Improvement Training Program Required Text:

<i>Ophthalmology Made Ridiculously Simple</i> By Stephen Goldberg, MD	\$13.95
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**Total price: \$13.95**

#### FINANCIAL AID

Regrettably, the School does not have any scholarships or participate in any governmental grant or loan programs at this time. However, there are discounts with some tuition payment plans, discussed in the next section.

Note: The Self-Healing Research Foundation (SHRF), a non-profit public benefit corporation under code 501c(3), Tax ID # 94-2795928, is the parent entity for the School for Self-Healing. Students are encouraged to look for sponsors. Donations to the SHRF are fully tax deductible, and are fully applied to the charitable purpose specified by the donor.

## **DISCOUNTS & INSTALLMENT PLANS**

Payment of tuition and fees is the student's responsibility. To encourage prompt payment, the discounts described below have been created. The School accepts major credit cards.

Installment plans cast the School in the role of lender, which is a major strain on staff and resources. However, the School does offer the installment plans described below. An installment plan is a private loan from the School. If a student obtains a loan from the School to pay for Practitioner/Educator training, he or she has the responsibility to repay the full amount of the loan plus any applicable interest, less the amount of any refund. If payment is not made in full within 120 days (4 months), 10% interest per annum (0.83% per month) will be charged on the unpaid balance.

### **PAYMENT PLANS:**

*Please note: All payment plans described below assume that the \$100 registration fee has already been paid. Text and material fees are due on, or before the first day of classes and are NOT calculated into the payment plans below.*

*It should be clearly understood that all discounts for a course become null and void in the case of withdrawal for any reason.*

### **LEVEL ONE FINANCIAL PLANS**

#### **\$140 Discount Plan**

For students taking either Segment A or B  
– You deduct \$140 from tuition if you pay in full on or before the first day of instruction. \$1,800 - \$140 discount, or \$1,660, is payable.

#### **\$70 Discount Plan**

For students taking either Segment A or B  
–If you pay in full within 30 days of the first day of instruction, you may deduct \$70 from tuition. \$600 is payable on or before the first day of instruction and \$1130 (the remaining \$1200 - \$70) is payable 30 days after the first day of classes.

#### **Installment Plan**

For students taking either Segment A or B  
– You pay \$600 on or before the first day of class, and follow with two installments of \$600 each. These installments are paid on day 30 and 60 respectively, after the first day of class.

#### **\$600 Discount Plan**

Students who pay for both Segments A and B in full on or before the first day of Segment A may deduct \$600 from tuition. \$1,800



(Segment A) + \$1,800 (Segment B) - \$600 discount = \$3000. This price includes both \$100 registration fees.

#### **\$455 Discount Plan**

Students who pay for both Segments A and B in full within 30 days of the first day of Segment A deduct \$455 from tuition. \$1,800 (Segment A) + \$1,800 (Segment B) - \$455 = \$3145. This price includes both \$100 registration fees.

"Both the massage therapy and exercises given to me by Meir Schneider have helped my respiratory problem, cystic fibrosis. My breathing has deepened, my posture has improved, and the muscles of my shoulders and upper back are a lot stronger."

*Tracy Miley, Delaware, OH*

## **LEVEL TWO FINANCIAL PLANS**

### **\$440 Discount Plan**

For payment in full on or before the first day of instruction of Level Two, students may deduct \$440 from tuition: \$2060 is payable on or before the first day of classes (\$2500 - \$440 discount).

### **\$375 Discount Plan**

For payment in full within 30 days after the first day of instruction of Level Two, students may deduct \$375 from tuition.

### **\$240 Discount Plan**

For payment in full within 60 days after the first day of Level Two, students may deduct \$240 from tuition.

### **Installment Plan**

Students of Level Two may make 5 monthly payments: 5 payments of \$500 each at 30-day intervals beginning with the first day of classes. Please note that the final payment needs to be prompt to avoid interest charges, which begin to apply after 120 days.

## **APPRENTICESHIP FINANCIAL PLAN**

The same payment plans as offered for Level Two are available for the Apprenticeship program. Certain discounts may be applicable for students coming from overseas to do the apprenticeship program. Contact the School for details.

## **SPECIAL FINANCIAL NOTE:**

No payment plans are available for repeats of Segment A or B or Level Two or for either of the teacher training programs. Payment in full is expected on, or before the first day of class.

**But remember, repeating students only pay 1/3 of the original cost!**

## **5% Domestic Partner Discount**

When two members of the same economic household (i.e., two people supported on one household budget, such as spouses or domestic partners) enroll in the same Segment A or B or Level Two training concurrently, each may deduct 5% from tuition. The above discounts may also be applied. These discounts are valid whether payment is by check, credit card, or cash.

## **CREDIT CARDS**

The School accepts payment in Visa, MasterCard, American Express and Discover. International students may pay by credit card or bank transfer.

## **LATE FEES**

For each late payment (past due as evidenced by postmark or date of hand delivery to the School office), a late fee of \$10 will be assessed.



"Self-Healing changed my life. When I began working with this method, I was severely (5 diopters) farsighted. I used glasses even if I just had to think. I was in danger of glaucoma; it ran heavily in my family, and the pressure within my eyes was high (19 mm Hg) Through Meir's enhancements of Dr. Bates' exercises, I created a more relaxed, balanced use of my eyes. Nowadays, almost seven years later, I'm a new person. My eye pressure is stabilized at 15, and I don't need glasses anymore. Every day, these precious elements - light, darkness, and movement - bring health to my eyes and body. "

*Ney Chaves, Brazil*

## WITHDRAWAL, REFUNDS AND CANCELLATION RIGHTS

Students may withdraw at any time for any reason. Notice should be given in writing. Cancellation of the Enrollment Agreement will be active from the date of hand delivery of such notice to the Director, registrar, an Instructor, or office staff, or of postmarked if mailed. Students who withdraw on or before the first day of instruction are entitled to a full refund less the amount of \$100 registration fee. Tuition refunds are also given for students who have not yet completed more than 60% of a course. These are prorated from the day following the date on which notification of withdrawal is received, as described above. *It should be clearly understood that all discounts for a course become null and void in case of withdrawal for any reason.* Tuition refunds shall be paid within the 30 days following withdrawal. If the amount the student owes is more than the amount paid to the School, arrangements must be made to pay the balance.

**Cancellation and Refund Rights:** 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.

### 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.

