

Upledger Institute 頭顱薦椎徒手調整技術 SomatoEmotional Release 身體組織情緒能量釋放第一階段 (PT11226)

一、主辦單位：社團法人臺灣物理治療學會

二、課程簡介

本次學會為大家邀請到 Upledger Institute 中專門教授高階治療手法與諮商對話技巧的教官-Erin Riley 來台教授 SomatoEmotional Release I 課程。

SomatoEmotional Release I 是一堂更進階的頭顱薦椎術 (CST) 課程，當治療師們透過 CST 打開個案身體組織的外加枷鎖，個案與治療師往往覺得”缺乏了一點什麼”，個案的身體似乎有個”莫名的原因”讓已放鬆的筋膜或是關節，隨著時間的經過又再度緊繃並且受到束縛，這所謂的”莫名的原因”甚至是一個連個案本身都遺忘的”記憶”，因此要幫助個案突破身體極限並且整合身與心的健康，這就是 SER 的課程的目標與重點；SER1 的到的目的是為了增強頭顱薦椎術以及其他相關手法的效果，學員會持續學習”打開說話通道”的組織調整技術-包括下頷骨筋膜、上下咽喉舌骨肌、舌根肌群、枕骨-蝶谷-白齒-軟顎綜合手法。

學員可以從中學學習到關於疾病所造成的生理變化機轉與身體記憶與情緒壓力之間的關係，並且透過徒手訓練與”療癒型溝通”技巧引導個案進入體內壓力釋放的過程；課程結束後學員應可以從個案的身體或情緒層面上消除過去的舊傷或是負面情緒所殘留在身體的影響；課程的進行包括了講課、技術示範、以及各個技巧的實作練習。

三、講師介紹：



Erin Riley, CST-D, P.T.

Erin Riley 是澳洲執業的物理治療師，並具有 Upledger Institute CST 專家等級 (Diploma Degree) 的認證資格，目前也是 Evolve Manual Therapy 的指導者擁有自己的物理治療臨床診所，她醉心於研究不同徒手治療手法，包括 Muscle Energy Technique, Strain counter strain 等手法，後期更專注在研習 CST 並且融合精神整合學派的架構，幫助各種慢性疼痛與複雜型疼痛的個案誘導其內在自我校正與療癒的力量，協助個案提升自我覺察能力，幫助個案擁有一個積極主動的身心健康整合的生活能力，Erin 的專業背景與技術為目前全澳洲等級最高的 CST 教官，Erin 清楚且生動的教學方法，邏輯性地臨床推理，清楚地治療步驟以及技術背後原理解釋，讓第一次接觸 CST 的治療師都能夠輕鬆地上手，並且成功地觸診到 CSF(腦脊髓液)在人體不同部位所造成的不同活動，進而增加治療師應用 CST 於臨床的信心，Erin 目前也是台灣物理治療學會最密切合作的 CST 講師之一，本次能夠邀請到 Erin 老師再度來台實屬難得，請各位治療師們要好好把握學習機會。

四、日期與時間：

- **SER I 第一階段**: 2023 年 7 月 13~16 日，共四天(第一天 8:30am 開始報到)

五、課程目標

SomatoEmotional Release I 第一階段

- 解釋如何透過 CST 幫助消除過去的舊傷做造成身體與情緒上的影響
- 示範如何整合徒手與口語溝通技巧以及其他促進自我療癒的相關技術
- 解釋不同方法來協助個案確認以及排除體內能量的結囊，並解決可能抑制身體結構壓力釋放的負面情緒經驗
- 示範如何將與情緒表達相關的身體結構組織 (Avenue of Expression) 壓力釋放的技巧 — 包含顏面不同骨頭、顎骨並結合其他相關結構包括：喉嚨、頸部、以及舌骨
- 示範如何增進自己的徒手觸診、傾聽以及全身評估技巧

六、課程時間表

身體組織情緒能量釋放 SomatoEmotional Release I 第一階段

第一天	
9:00 - 10:30	<p>Introduction</p> <ol style="list-style-type: none">1. Outline of Seminar2. Overview of Seminar and review of CranioSacral Therapy II3. Energy Cyst Definition and History of Discovery4. Energy Cyst Formation5. Energy Cyst Palpation6. Arcing7. Releasing Energy Cysts from the Tissue<ul style="list-style-type: none">● Direction of Energy● Regional Tissue Release8. Introduction to the concept of the Inner Physician<ul style="list-style-type: none">● Role of the Therapist as Facilitator9. Significance Detector - Abrupt Stoppage of the CranioSacral Rhythm<ul style="list-style-type: none">● Basic Properties● Difference between Stillpoint and Significance Detector● Subtleties of the Significance Detector● Using the Significance Detector to Track the Inner Physician10. Regional Tissue Release
10:30 - 10:45	Break
10:45 - 12:00	<ol style="list-style-type: none">1. When to create a barrier vs. when to support movement2. SER (SomatoEmotional Release) - How does it differ from simple Energy Cyst Release3. Recognizing SER when it occurs4. Tissue Reaction and changes in the energy field that signal the onset of an SER5. Role of the therapist during the onset of an SER6. Tissue Memory<ul style="list-style-type: none">● Release of past information from the tissue during SER

	<ul style="list-style-type: none"> ● Role of body position in SER ● Release of energy during SER ● Dealing with memory or emotion that comes up during SER <ol style="list-style-type: none"> 7. Resistance <ul style="list-style-type: none"> ● How to recognize Resistance when it arises ● Resistance exhibited in the tissue ● Resistance exhibited in the energy field ● Resistance exhibited in the psyche 8. Role of the therapist in regards to Resistance <ul style="list-style-type: none"> ● Honoring Resistance ● Reducing conflict towards healing in the tissue ● Providing Support so that Resistance feels it is, safe to allow change to occur 9. Authentic Release <ul style="list-style-type: none"> ● Recognizing Tissue Release Signs ● Short-term Resolution vs. Long-Term 10. Multi-Therapist Treatment <ul style="list-style-type: none"> ● Role of the Lead Therapist ● Role of the Assistant ● Role of the Client ● Melding and connecting through the client 11. Demonstration with Student illustrating simple Energy Cyst Release vs. SER 12. Questions and answers from students regarding the demonstration 13. Supervised Student Practice Sessions 14. Working in groups of three - alternating roles as therapist, client, and assistant
12:00 – 13:30	Lunch
13:30 - 15:00	Supervised Student Practice Sessions
15:00 - 15:15	Break
15:15 -17:00	Working in groups of three alternating roles as therapist, client and assistant

第二天	
9:00 - 10:30	<ol style="list-style-type: none"> 1. Review from previous day material, questions and answers 2. Avenue of Expression: Definition and Introduction and Clinical Implications 3. Anatomy of the soft tissue of the throat 4. Muscles of the Hyoid <ul style="list-style-type: none"> ● Retrohyoids ● Suprahyoids ● Infrahyoids 5. Tongue 6. Teeth and Gums

	<ol style="list-style-type: none"> 7. Treatment of the Retrohyoid tissues 8. Treatment of the Infrahyoid tissues 9. Review of Hard Palate Protocol from CranioSacral Therapy II <ul style="list-style-type: none"> • Zygomata • Maxillae • Vomer • Palatines
10:30 - 10:45	Break
10:45 - 12:00	<ol style="list-style-type: none"> 1. Treatment of the Suprahyoid tissues 2. Treatment of the Tongue 3. Treatment of the Teeth and Gums 4. Treatment of the Nasal Bones 5. Rebalance of Hard Palate 6. Release of the Mandible 7. Demonstration with Student illustrating Avenue of Expression Protocol 8. Questions and answers from students regarding the demonstration
12:00 – 13:30	Lunch
13:30 - 15:00	Supervised Student Practice Sessions
15:00 - 15:15	Break
15:15 -17:00	Working in groups of three - alternating roles as therapist, client, and assistant
第三天	
9:00 - 10:30	<ol style="list-style-type: none"> 1. Review of Day Two material, questions and answers: 2. Role of the Therapist in SER <ul style="list-style-type: none"> • Subtleties of the Therapist/Client Dynamic • Importance of Neutrality • Good Therapeutic Intent • Importance of Supporting the Inner Physician as opposed to treating symptoms 3. Therapeutic Imagery and Dialogue <ul style="list-style-type: none"> • Definition of an Image • Client's Belief System 4. Need to work within that Belief System 5. How to determine that Belief System 6. Unsolicited Images vs. Solicited Images <ul style="list-style-type: none"> • Fleeting Images • Projected Images • Role of Significance Detector stop as an Image
10:30 - 10:45	Break
10:45 - 12:00	<ol style="list-style-type: none"> 1. Developing the Image <ul style="list-style-type: none"> • Resistance

	<ul style="list-style-type: none"> ● Facilitating a Dialogue ● Common Scenarios ● Resolution <ol style="list-style-type: none"> 2. Patient/Client Connection - a model for understanding SER 3. Practical Aspects of Therapeutic Imagery and Dialoguing 4. Demonstration with Student illustrating Therapeutic Imagery and Dialoguing in SER 5. Questions and answers from students regarding the demonstration
12:00 – 13:30	Lunch
13:30 - 15:00	Supervised Student Practice Sessions
15:00 - 15:15	Break
15:15 -17:00	Working in groups of three - alternating roles as therapist, client, and assistant
第四天	
8:00 - 10:00	<p>Review of Day 3 material, questions and answers</p> <p>Introduction to Vectors, Chakras, and Meridians</p> <p>Discussion of the overall structure of the human energy field</p> <ul style="list-style-type: none"> ● Vectors ● History <p>Function of the Vector System</p> <p>Therapeutic Implications of Problems in the Vector System</p> <p>Detection (Visually or through Palpation) and Assessment of Vectors</p> <p>Treatment of the Vector System</p> <p>Chakras</p> <p>History</p> <p>Function of the major Chakras</p> <p>Therapeutic Implications of Problems in the Chakra System</p> <p>Palpation and Assessment of the Chakras</p>
10:00 - 10:15	Break
10:15 - 12:00	<p>Treatment of the Major Chakras, Meridians</p> <p>History</p> <p>Brief discussion of Traditional Chinese Medicine</p> <ul style="list-style-type: none"> ● Functions of the Meridians <p>Emotions typically associated with each Organ/Meridian Complex</p> <p>Therapeutic Implications of Problems in the Meridian System</p> <p>Palpation and Assessment of the Organ/Meridian Complexes</p> <p>Treatment of the Organ/Meridian Complexes</p> <p>Demonstration with Student illustrating treatment of the Vector, Chakra, and Organ/Meridian Complex Systems</p> <p>Questions and answers from students regarding the demonstration</p>
12:00 - 13:15	Lunch

13:15 - 17:30	Supervised Student Practice Sessions Working in groups of three - alternating roles as therapist, client, and assistant
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七、地點：

- 國立陽明交通大學生醫工程館(研究大樓)六樓 602 教室，台北市北投區立農街二段 155 號 (國立陽明交通大學物理治療暨輔助科技學系僅為場地租借單位)
- (1). 搭乘捷運淡水線 (紅線) 至石牌站，沿捷運線向淡水方向步行 5-10 分鐘可到立農街口。右轉後可看到學校正門在左前方。上山約需步行 20-30 分鐘。
- (2). 可搭乘 559 公車。詳細搭車時間及地點請參考以下網頁資料：
<https://ga.nycu.edu.tw/Uploads/Download/shuttle/202302151112352845msy.pdf>
- (3). 自行開車前往者，優惠停車，一天 100 元
- (4). 機車一天 30 元

八、人數限制、學分：22 人、繼續教育積分點數：SER1: 專業 31.2 點

九、課程費用：課程費用不包括午餐

		完成繳費日期	課程費用
學會會員	SER1, 4 天 第一階段；2023 年 7 月 13~16 日	2023 年 5 月 10 日前早鳥價	20,000
		2023 年 5 月 10 日後	22,000
非會員	SER1, 4 天 第一階段；2023 年 7 月 13~16 日	2023 年 5 月 10 日前早鳥價	22,000
		2023 年 5 月 10 日後	24,000

十、報名方式：

- 報名請直接上學會網站，並以信用卡繳費。
- 本課程因為成本計算，開課前45個工作日前取消者，可退款學費*70%；於開課前45個工作日內取消者，恕不退款。**此退費標準請報名者務必先確認後再報名。已繳費者即表示願意遵守本規定，接受本簡章文字之契約規範。**
- 學會洽詢電話: (02)27719631。網址：<http://www.tpta.org.tw>