

Somatic Patterning
Supplemental Instructor Materials
Chapter 1: Section I - SOMATICS

*Includes readings, objectives, review exercises and answers,
a 10 question multiple-choice test, and suggested classroom activities.*

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Objectives

1. Define the following terms and concepts: body-mind, soma, somatic, somatics, sensorimotor amnesia, massage, bodywork, and somatic therapy.
2. Discuss what is meant by “the language of the body” and describe its relevance to massage.
3. Explain why massage therapy is a body-mind therapy.
4. Define the term body-mind duality.
5. Present pros and cons of body-mind separation and the body-mind connection.
6. Describe how the Western medicine view of the body-mind has changed and discuss the relevance of this change to the use of massage therapy in conventional medical treatment.
7. Describe the role of stress in health and illness.
8. Define integrative medicine and state its three major premises.
9. Identify the primary mission of the National Center for Complementary and Alternative Medicine (NCCAM) and list the top four complementary modalities identified by NCCAM.
10. Contrast the general effects of stress on the autonomic and skeletal branches of the nervous system. Describe two massage therapy approaches that address the symptoms of stress in each branch of the nervous system.
11. Explain why massage clients often experience emotional release during therapeutic massage.
12. Discuss the central role of touch and movement in human development and explain how this affects the massage client-therapist relationship.
13. Describe and contrast the two tissues’ responses that indicate the level of a client’s readiness for and receptiveness to massage therapy.

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Review Exercises

1. *Define “body-mind.”*
2. *Define “somatic” and “somatics.”*
3. *Discuss what “language of the body” means when used in relation to massage therapy.*
4. *Define “sensorimotor amnesia.”*
5. *Discuss how sensorimotor amnesia is relevant in massage.*
6. *Justify why therapeutic massage is considered a body-mind therapy.*
7. *Describe “somatic therapy.”*
8. *Define what “body-mind duality” refers to and describe how it is reinforced by unique human traits and abilities.*
9. *Identify one pro and one con of body-mind separation.*
10. *Identify one pro and one con of the body-mind connection.*
11. *Describe Western medicine’s changing view of the body-mind as separate or integrated, contrast the treatment protocols of each philosophy, and describe the relevance of these changes to the practice of massage therapy.*
12. *Describe the role of stress in health and illness.*

13. *Define integrative medicine.*
14. *Identify the three major premises of integrative medicine.*
15. *Describe the medical approach called psychoneuroimmunology (PNI).*
16. *Name the government health care agency that uses the acronym NCCAM and identify its mission.*
17. *List the four most prominent complementary therapies that NCCAM recommends for inclusion on integrative medical team. Identify the two main reasons why these four modalities were recommended and are being investigated by NCCAM researchers.*
18. *Describe the general effects of stress on the autonomic and somatic (skeletal) nervous systems.*
19. *Explain why massage clients sometimes have emotional releases as they let go of muscular tensions.*
20. *Describe the role of touch and movement in human development and discuss its relevance to the client-therapist relationship in massage therapy.*
21. *Describe and contrast the two tissue responses that indicate that a massage client is either responsive or non-responsive to a massage practitioner's touch.*

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Answers to Review Exercises

1. *Define "body-mind."* Body-mind refers to the relationships between mental and physical health, the interrelated functions of physiological and psychological processes, and the integral and ongoing interplay between a person's physical condition and mental state.
2. *Define "somatic" and "somatics."* Somatic comes from the Greek root soma, which means "the living body in its wholeness." In this context, the term somatic unifies the body-mind concept into a single word. Thomas Hanna, the late philosopher and Feldenkrais teacher, coined the term "somatics" in 1970 to describe an emerging field of body-mind therapies that use movement explorations as a primary tool to improve posture and ease of movement.
3. *Discuss what "language of the body" means when used in relation to massage therapy.* The language of the body refers to channels of non-verbal communication that massage clients communicate through bodily responses. These responses include gestures, facial expressions, reflexive or organic movements, relaxation responses, changes in breathing, and protective guarding via muscular contractions.
4. *Define "sensorimotor amnesia."* Sensorimotor amnesia is a term coined by the Feldenkrais teacher, Thomas Hannah to describe a condition in which a person has poor body awareness that results in the loss of control underlying poor posture and faulty movements.
5. *Discuss how sensorimotor amnesia is relevant in massage.* Massage in general serves as a natural antidote to sensorimotor amnesia and the associated movement dysfunction. Passive massage helps a client build sensory awareness of his or her body, but active massage techniques that elicit motor responses are necessary to reorganize and improve neuromuscular patterns. Active techniques engage the client's entire sensorimotor system, which can improve coordination and the overall structural and functional integrity of the movement systems in the body.

6. *Justify why therapeutic massage is considered a body-mind therapy.* Therapeutic massage is considered a body-mind therapy because it accesses and changes the internal flow and process of a client's thoughts, feelings, and somatic experiences.
7. *Describe "somatic therapy."* Somatic therapy is a client-centered approach in which a practitioner helps a client consciously change maladaptive body patterns using self-awareness and somatic exercises. Somatic therapists often integrate hands-on bodywork with active movement patterning, work in private sessions and classes, and have the overarching goal of improving posture and ease of movement, often to alleviate somatic pain and neuromuscular dysfunction.
8. *Define what "body-mind duality" refers to and describe how it is reinforced by unique human traits and abilities.* Body-mind duality is the notion that the body and mind are separate, which is reinforced by the uniquely human ability to be aware of awareness. This duality is also reinforced by the location of the brain and head at the top of the body, which allows a person to look down on the body and creates an illusion of a hierarchy of the body as a separate and lower self.
9. *Identify one pro and one con of body-mind separation.* A pro of body-mind separation is that we can override negative or damaging emotional reactions or responses with cognitive self-regulation. A con of body-mind separation is that we can suppress emotions and unresolved issues in a way that perpetuates muscular tensions and dysfunctional holding patterns, which in turn interrupts maturation and personal development.
10. *Identify one pro and one con of the body-mind connection.* A pro of the body-mind connection is the ability to separate thoughts from feelings, a primary skill of emotional intelligence, which is the ability to inhibit intense emotions and hurtful responses in order to find creative and rational responses that lead to resolution. A con of the body-mind connection is that hypersensitive people can be easily overwhelmed by the intensity of their feelings.
11. *Describe Western medicine's changing view of the body-mind as separate or integrated, contrast the treatment protocols of each philosophy, and describe the relevance of these changes to the practice of massage therapy.* Western medicine initially viewed the body and mind as separate and from this view developed specialized branches of medicine that treat specific conditions in isolation, often with drugs and surgeries. As medical researchers uncovered the role of stress in health and illness and recognize the importance of the body-mind connection in treatment, Western medicine has been slowly adopting patient-centered protocols and integrating complementary approaches like stress management and massage therapy into conventional treatment.
12. *Describe the role of stress in health and illness.* Stress causes wear and tear on the body that can lead to or exacerbate illness; stress management therapies like massage and mindfulness meditations play an important role in health care because they teach clients self-regulation skills that reduce the effects of stress and promote healing. Stress and modern lifestyles have created a sedentary culture in which people have become overactive mentally and underactive physically, which creates a body-mind split.
13. *Define integrative medicine.* Integrative medicine is a client-centered approach to medical care that combines conventional treatment with complementary approaches and empowers patients to actively participate in their own treatment and healing processes.

14. *Identify the three major premises of integrative medicine.* The three premises of integrative medicine are: 1) The body has an innate capacity for healing and a patient needs to be empowered to actively participate in her or his own health care. 2) The quality of the physician-patient relationship plays a huge role in determining the outcome of care. This relationship begins during the initial interview, at which time it is important for the physician to elicit the patient's perspective on psychosocial factors affecting health. 3) Health-care providers need to work as a team to treat the whole person and to integrate complementary approaches into traditional treatment protocols.
15. *Describe the medical approach called psychoneuroimmunology (PNI).* Psychoneuroimmunology, a relatively new field of Western medicine, is based on discoveries of how stressful emotions and thoughts affect immune function, thereby making mental and somatic health key components in the treatment of all health conditions.
16. *Name the government health care agency that uses the acronym NCCAM and identify its mission.* NCCAM stands for the National Center for Complementary and Alternative Medicine (NCCAM), a department created at the National Institutes of Health in 1998 by the United States Congress in response to the billions of out-of-pocket dollars being spent on complementary and alternative modalities (CAM). This new department was designated as the lead agency for researching CAMs, which include a broad array of mind-body modalities (listed on page 15).
17. *List the four most prominent complementary therapies that NCCAM recommends for inclusion on integrative medical teams and identify the two main reasons why these four modalities were recommended and are being investigated by NCCAM researchers.* The four most prominent complementary therapies that NCCAM recommends for inclusion on integrative medical teams are chiropractic, acupuncture, naturopathy, and massage therapy. These therapies were chosen because they have fairly consistent standards of practice and licensure and they are relatively safe.
18. *Describe the general effects of stress on the autonomic and somatic (skeletal) nervous systems.* Stress leads to sympathetic dominance in the autonomic nervous system and chronic muscular holding in the skeletal nervous system.
19. *Explain why massage clients sometimes have emotional releases as they let go of muscular tensions.* Muscular tension often develops to help a person manage unresolved emotional pain and trauma. When muscular tension relaxes or releases in a massage session, the client may experience the pent-up emotions or traumas stored in the chronic muscular holding.
20. *Describe the role of touch and movement in human development and discuss its relevance to the client-therapist relationship in massage therapy.* In infancy, touch and movement are the earliest channels of human communication. Because the quality of touch and movement that infants and children receive from caretakers plays a huge role in shaping emotional development and habitual responses, the way that massage clients respond to a practitioner's touch often reflect their early touch and movement histories.
21. *Describe and contrast the two tissue responses that indicate that a massage client is either responsive or non-responsive to a massage practitioner's touch.* A massage client responds to the practitioner's touch by either yielding or relaxing, or by contracting and resisting relaxation, usually on an unconscious and habitual level.

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Multiple Choice Test

*Note: Make sure to pay attention to the highlighted words or phrases because they ask you to identify the statement that **does not** refer to the topic of the question, the **ineffective use of the mentioned skill**, or the **false** answer.*

1. Which of the following definitions of body-mind is **not** true?
 - a. Body-mind refers to the relationships between mental and physical health.
 - b. Body-mind refers to thoughts and cognition and excludes physical experiences.
 - c. Body-mind refers to physiological and psychological processes.
 - d. Body-mind refers to the interplay between physical conditions and mental states.
2. Identify which of the following statements **does not** describe somatics.
 - a. Somatics is the body-mind connection.
 - b. Somatics describes how body patterns reflect psychological patterns.
 - c. Somatics was coined to describe the body-mind therapies.
 - d. Somatics refers to the soma, which is the torso without the limbs.
3. In massage, the “language of the body” refers to
 - a. nonverbal communication via somatic responses.
 - b. the tone and volume of the client’s voice.
 - c. what the client is thinking and perceiving.
 - d. the level of hydration in the client’s skin.
4. Which phrase most clearly explains why therapeutic massage is a body-mind therapy?
 - a. Massage therapy can evoke a deep physiological relaxation response that leads to slower respiration and a release of muscular tension.
 - b. Massage therapy can cause pain if the pressure is too deep and the practitioner is not paying attention to the client’s condition or responses.
 - c. Massage therapy can help a person let go of tension, which has a quieting effect on the mind.
 - d. Massage therapy can tap into a client’s emotions and psychological issues and redirect the flow of body-mind processes.
5. Which of the following statements about body-mind duality and separation describes a key aspect of emotional intelligence?
 - a. Body-mind duality and separation is the notion that the body and mind are separate.
 - b. Body-mind duality and separation is reinforced by the uniquely human ability to be aware of awareness.
 - c. Body-mind duality and separation gives human beings a capacity to inhibit emotional reactions in order to think rationally and choose healthier responses.
 - d. Body-mind duality and separation devalues the importance of emotions, sexuality, and other bodily experiences in human relationships.

6. Which of the following statements about the role of stress in health and illness is **most** relevant to the effects of massage therapy?
 - a. Stress is not the actual wear and tear on the body, but the symptoms caused by wear and tear.
 - b. Stress leads to many maladaptive, vague symptoms, such as headaches, fatigue, joint pain, and indigestion, which occur prior to the onset of stress-related conditions including arteriosclerosis, arthritis, and late-onset diabetes.
 - c. Stress can be reduced through stress management and relaxation trainings that teach participants self-regulation skills.
 - d. Stress can be reduced through regular relaxation massage therapy, especially if it helps a client develop body-centered skills for self-regulation.

7. Many body problems result from internal sources, which are
 - a. viruses and bacteria that invade the body.
 - b. chemical pollutants in the water, air, and food.
 - c. *general stresses that cause defensive muscular holding patterns.
 - d. overexposure to environmental extremes, such as wind and sun.

8. Of the following statements, which one **does not** describe an approach to medical treatment called integrative medicine?
 - a. Integrative medicine is based on the premise that medical problems should be treated in isolation and that the patient's thoughts and feelings are irrelevant.
 - b. Integrative medicine is based on the premise that the body has an innate capacity to heal and that patients need to be empowered to actively participate in treatment.
 - c. Integrative medicine is based on the premise that the quality of the physician-patient relationship plays a huge role in determining the outcome of treatment.
 - d. Integrative medicine is based on the premise that care providers need to work as a team to treat the whole person and integrate complementary approaches.

9. Why is massage therapy one of the top four complementary modalities being studied at the National Institutes of Health for inclusion on integrative medical teams?
 - a. Because massage therapy is more affordable than chemotherapy or surgery.
 - b. Because massage therapy helps people to get in touch with their bodies.
 - c. Because massage therapy has fairly consistent standards of practice and is relatively safe.
 - d. Because massage therapy, if more widely used, could stimulate economic growth.

10. Why does massage therapy sometimes evoke an emotional release in the client?
 - a. Because muscular tension helps people manage unresolved emotional pain and as muscles relax, clients experience emotions stored in chronically held muscles.
 - b. Because massage therapy is much more effective in resolving emotional issues than psychotherapy.
 - c. Because massage therapists are trained to counsel clients in processing and resolving psychological issues held in muscular tension.
 - d. Because massage therapy triggers chemical reactions occurring on a cellular level that result in a release of toxic emotions.

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Key Terms Quiz

NAME: _____ DATE: _____

Fill in the empty boxes by matching each term below with its definition.

Body-mind	Emotional Intelligence
Somatic	Stress
Somatics	Holistic
Sensorimotor Amnesia	Client-centered
Somatic Therapy	Integrative medicine

Term	Definition
	1. Relating to therapies or systems based on the theory that all living beings are far more than the sum of their parts and that patterns of posture and movement reflect emotional, mental, spiritual, and physical aspects of a person. An approach to working with health patterns reflecting the function of the whole person rather than limiting the focus to one part.
	2. A holistic approach to medical care that combines conventional medical therapies with complementary approaches. Physicians who practice integrative medicine work to empower patients to actively participate in their own health care and healing.
	3. A term coined by somatic philosopher Thomas Hannah to describe a condition in which a person has a lack of body awareness and therefore, is unable to sense movement in the body and lacks control over movement.
	4. A term coined by Daniel Goleman to describe the behavioral qualities, skills, and abilities that the average person with a thriving life seems to have. These include self-awareness, self-control, empathy, the art of listening, conflict resolution skills, and the ability to cooperate.
	5. From the Greek root "soma" meaning the living organism in all its aspects—mental, physical and emotional.
	6. Refers to the relationship between physical and mental health, the interrelated functions of physiological and psychological processes, and the integral and ongoing interplay between a person's physical condition and mental state.
	7. A client-centered process of consciously changing maladaptive mind-body patterns, such as painful postures and movement habits. Somatic therapy has a strong educational component that requires client participation.
	8. The body's nonspecific response to external or internal demands, both positive and negative; wear and tear on the body.
	9. The field of study of the thinking body that expresses its intelligence in behavior and movement.
	10. A client-centered approach honors each client's individual life context and empowers clients with a number of body-mind tools to help them take charge of and be actively involved in their healing process.

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Suggested Learning Activities

1. Hand Poll: Assessing Prior Knowledge

Time: 5-15 minutes

Objective: To gauge the overall experience level of your student body with [*pick one*] body-mind therapies, somatics, and body psychology.

Exercise:

- 1) Take a quick hand poll of your students to find their experience of and what they know about somatics. *How many of you are familiar with [pick one]:*
 - a. *the term somatic?*
 - b. *the field of somatics?*
 - c. *body-mind therapies?*
 - d. *body psychology?*
- 2) Ask several students to briefly describe their experience with these topics.

2. Group Discussion: What do You know about Somatics and Body-Mind Therapies?

Time: 5-15 minutes

Objective: Use these talking points to uncover preexisting knowledge or experience, biases, or misinformation that your students have about somatics.

- 1) [*pick one*] *What does somatics mean? What are some somatic therapies? What are body-mind therapies? What is body psychology?*
- 2) [*pick one*] *How many of you have received or practiced somatic therapies? Body-mind therapies? Any kind of body psychology? Name what kind of sessions you received or practiced and briefly describe your experience.*
- 3) *How is [pick one] somatic therapy, body-mind therapies, body psychology relevant to massage therapy? What are its benefits? When are its limitations or pitfalls?*

3. Patterning Exercise #1: The Power of Thought (p. 9)

Time: 15 minutes

Objective: To demonstrate the powerful effects that thoughts can have on the body.

Exercise (Adapted for a group):

- 1) To help your students feel the power of their own body-mind connections, have them sit in a comfortable position, close their eyes, and focus on centering and grounding.
- 2) After a few minutes, ask them bring to mind the most pleasurable experience they ever had. Ask them to fill in the sensory details of the memory using these prompts:
 - a. *Remember where you were, what you were doing, and whether you were with others or alone.*

- b. *Recall what your surroundings were like. Were you outside or inside? Was it day or night? What was going on around you?*
 - c. *Remember how you felt. What did you see, hear, smell, or feel?*
 - 3) Conclude with a short group discussion in which students share how they feel by describing the sensations and emotions evoked by their pleasant memories
4. **Patterning Exercise #2: Effects of Stress** (from p. 13)
Time: 15 minutes

Objectives: To have students reflect upon how stress effects them.

Exercise: Introduce the premise that everyone is affected by stress in some manner. Then have your students consider the following questions to reflect on how stress affects them.

- 1) Do you frequently get headaches related to stress?
- 2) Do you ruminate about or have anxiety about things you cannot control?
- 3) Do you eat when you feel emotional?
- 4) Do you get colds and flu often?
- 5) Do you have trouble falling asleep because of mental chatter?
- 6) Do you get an upset stomach frequently?
- 7) Do you feel less social when you are under stress?
- 8) Do you frequently feel too tired for sex or have a decreased libido?
- 9) Do you find yourself drinking, smoking, or using other vices more frequently?
- 10) Do you have trouble thinking clearly when having a stressful day?
- 11) Do you feel burned-out from work?
- 12) Do you experience muscle tension in your neck, jaw, and back?
- 13) Do you gain weight due to stress?
- 14) Do you tend to lose hair when you are under stress?

Feedback: If a student answered yes to three or more questions on this inventory, you may want to suggest that she or he learn stress management skills and spend more time relaxing.

5. **Holmes-Rahe Stress Inventory**

Homework: 20 minutes

The Holmes-Rahe stress inventory measures the stress a person is under by giving each major life change a number. Scores between 150 and 300 imply a 50% susceptibility for having a major health crisis in the next two years. Scores above 300 raise the odds to about 80%.

Giving this inventory to students helps instructors understand the level of stress that each student is under so that instructors identify who is at a high risk level for stress-related health problems. This inventory also helps students make decisions so that they do not overcommit while going to school, and it introduces them to stress levels that massage

clients may experience. (The inventory is available at <http://www.stress.org/holmes-rahe-stress-inventory>.)

6. **Integrative Consultations** (from p. 14)

These consultation questions come from a paper titled “Emerging Credentialing Practices,” which is a “descriptive study of 19 integrative health care centers in the United States” that was published in the *Archives of Internal Medicine* 165 (February 2005).

Objectives: An integrative doctor or practitioner asks a patient or client these questions to

- get a sense of the bigger picture of the client’s health,
- establish rapport,
- build a therapeutic alliance,
- orient the client,
- and encourage client participation in the treatment/healing process.

Exercise: Have your students answer these questions about themselves to get a picture of their overall health.

- 1) Who are you as a person?
- 2) How well do you sleep and what are your dreams like?
- 3) What is the quality of your relationships with family, friends, and coworkers?
- 4) What is your typical mood during an average day? Are you happy?
- 5) What do you typically eat or drink?
- 6) Do you exercise?
- 7) Do you participate in recreational, social, or volunteer activities?
- 8) How do you view yourself and your life?
- 9) How is your health—physically, mentally, and spiritually?
- 10) What can I help you with?

7. **Patterning Exercise #3: Touch History** (from p. 17)

Exercise: Explain to your students that one great benefit of massage training is that students get the opportunity to receive and develop healing and compassionate qualities of touch. This, in turn, can promote self-healing if our touch history was less than positive or injurious. Have your students consider their own touch histories by answering these questions and reflecting on their answers.

- 1) What were your family patterns around touch?
- 2) Did your parents or caregivers freely touch one another?
- 3) When did your family members touch and under what circumstances and in what contexts?
- 4) What was the frequency of contact?
- 5) What quality of touch was most common in your family?
- 6) What types of touch do you most like to receive in massage, and how does this reflect your family history?
- 7) What types of touch do you least like to receive in massage, and how does this reflect your family history?

8. Assessing Emotional Intelligence Skills

	I have the ability but choose not to do this.	I do not have the ability to do this.	I have the ability but only do this sometimes.	I have the ability and do this regularly.
SELF AWARENESS SKILLS				
I maintain mindfulness awareness.				
I journal to track my emotions.				
I journal to track strengths and weaknesses.				
SELF-REGULATION SKILLS				
I can manage negative emotions.				
I know my triggers for stress responses.				
I pause when I am angry or irritate.				
I can calm myself with focused breathing.				
I take responsibility for my behaviors.				
I align my actions with my values.				
MOTIVATION				
I am self-disciplined.				
I work toward long-term goals.				
I love a challenge.				
I can delay gratification.				
EMPATHY				
I can identify with other peoples' views.				
I can recognize other peoples' feelings.				
I can practice active listening.				
I avoid stereotyping and being judgmental.				
SOCIAL SKILLS				
I have good communication skills.				
I am easy to get to know and trust.				
I can deal with interpersonal conflict.				
I pay attention to non-verbal communication.				
I am comfortable making eye contact.				

9. Survey of Your Knowledge of Key Terms in Somatics

<i>Read each term, then check the box that best describes your understanding of that term.</i>	I am familiar with the term and can describe how it shows up in a massage practice.	I am familiar with the term and could explain it to another person.	I am familiar with the term and would have difficulty explaining it, but I could identify its definition from a short list.	I have heard the term but do not know what it means.	I am unfamiliar with the term.
Body-mind					
Somatic					
Somatics					
Sensorimotor Amnesia					
Massage					
Bodywork					
Somatic Therapy					
Emotional Intelligence					
Stress					
Holistic					
Client-centered					
Integrative Medicine					

10. Survey of Somatic Concepts

<i>Read each concept, then check the box that best describes your understanding of that concept.</i>	I am familiar with the concept and can describe and/or demonstrate its application to massage practices.	I am familiar with the concept and can explain it to another person.	I am familiar with the concept and would have difficulty explaining it, but I could identify it from a short list.	I have heard the concept but do not know what it means.	I am unfamiliar with the concept.
Mindfulness Awareness					
Fight-or-Flight Response					
Relaxation Response					
Channels of Body-Mind Experience					
Language of the Body					
Somatic Pain					
Self-Regulation Skills					
Body-Mind Duality					
Unique Human Ability for Self-Awareness and Self-Reflection					
Pros and Cons of Body-Mind Connection and Separation					
Role of Stress in Health and Illness					
Biopsychosocial Basis of Integrative Medicine					
Difference between Complementary and Alternative Practices					
National Center for Complementary and Integrative Health (NCCIH)					
Somatic Responses to Touch					
Primary and Secondary Effects of Chronic Pain					
Integrative Approach to the Treatment of Chronic Pain					

11. **Self-Reflection Exercise:** Should I incorporate somatic and body-mind (BM) skills and somatic therapy in my massage practice?

<i>Types of goals</i>	0	1	2	3	4
Social	I do not like dealing with other people's BM issues and emotions and do not want to deal with them in my massage practice.	I am sympathetic with other people's BM issues and emotions, but I do not want to deal with them in my practice.	I am unskilled with BM issues and emotions, but I want to learn skills to address them in my massage practice.	I am comfortable with clients' BM issues and emotions. I will learn skills to address them in my practice.	I am comfortable with clients' BM issues and emotions. I have skills to address them in my massage practice.
Affective	I do not like dealing with my own BM issues and emotions.	I have difficulty dealing with my own BM issues and emotions.	I am unskilled at dealing with my own BM issues and emotions but want to improve.	I have some skills for processing my own BM issues and emotions and will improve.	I am experienced and skilled in processing my own BM issues and emotions.
Personal	I do not understand or relate to somatic therapy. I do not feel the BM connection.	I understand somatic therapy but do not feel the BM connection.	I understand somatic therapy and occasionally feel the BM connection.	I have started receiving somatic therapy and learning ways to make the BM connection.	I have received a lot of somatic therapy and am skilled at making the BM connection.
Academic	I always have trouble getting a passing grade in somatic/BM classes.	I want to pass this class so I can graduate.	I am okay with getting a C in this class.	I want to learn this material to pass the national exam.	I want to learn this material to maintain a high GPA and apply for a scholarship.
Professional	I am going to practice massage without using somatic /BM methods.	I am going to practice massage and use somatic/BM methods for my own personal growth.	I am going to practice massage and use somatic/BM methods as needed.	I am going to use somatic/BM methods as a central part my massage practice.	I want to specialize in somatics/BM therapy with advanced trainings.