

Meir Schneider

School for Self-Healing
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School for Self-Healing

Catalog

June, 2017 - May 31, 2018



School for Self-Healing • San Francisco, CA 94116

School for Self-Healing Catalog 2017-2018

Programs of Instruction in the Meir Schneider Method of Self-Healing through Bodywork and Movement

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The 2017-2018 catalog is available to prospective students and the general public by:

- Downloading the .pdf file from our website at www.sfsh.org,
- Calling Chris Malek at (415) 665-9574 to request on through the mail, or
- Mailing a letter requesting a catalog to:

Chris Malek
The School for Self-Healing
2218 48th Avenue
San Francisco California, 94116

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

Meir Schneider, Ph.D., LMT

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Meir Schneider's Method of Self-Healing Through Bodywork and Movement

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

Meir Schneider

Founder of the School for Self-Healing, Meir Schneider self-rehabilitated from a diagnosis of legal blindness to functional vision. He incrementally (starting 1% to 5%, 20%, 50%, and up to 70%) achieved this success by incorporating concepts and exercises he developed while working with others to improve their vision. With a PhD for his work treating muscular dystrophy, Meir has dedicated over forty-five years expanding his knowledge and sharing it with students. Students of this work (such as Beatriz Nascimento, who overcame muscular dystrophy and produced the popular DVD *Healing Neuromuscular Condition*), continue to shape Meir's ideology.

Meir's creates a unique course by unifying his personal experiences of natural vision improvement with kinesthetic awareness through breathing and movement, along with sophisticated bodywork techniques to help regenerate bones, muscles and nerves, as well as aid circulation.

This holistic method is desperately needed today as students of the healing arts typically attempt to specialize in one field, such as massage, bodywork and movement exercise, or natural vision improvement. The School for Self-Healing combines all of these techniques into one powerful healing course.

Mission Statement

In 1984, Meir Schneider, PhD, LMT founded the non-profit School for Self-Healing (SFSH) under it's parent entity, the Self-Healing Research Center. Since then we have been offering students a warm and nurturing environment for the study of Self-Healing through Bodywork and Movement. The SFSH has a strong commitment to empower each individual to take charge of his/her own healing process through home exercise programs, an emphasis on self-care, subtle awareness of movements, and supporting your creativity and inventive abilities. *The Meir Schneider Method of Self-Healing through Bodywork and Movement* prepares students to improve and maintain their own health, as well as how to work with clients suffering from injuries, degenerative conditions, too much stress and/or repetitive occupational activities.

Our mission is to create awareness of responsibility for our own health, and to teach others how to create balance in their bodies and lives. By teaching you how to tap into your body's innate ability to heal itself, you can teach the world that vision can and does improve with a commitment to practice.

To accomplish these goals, the SFSH offers hands-on training courses. Through bodywork, movement, kinesthetic and awareness exercise, the trainings are reflected in *Awakening the Power of Self-Healing* by Meir Schneider (Self-Healing Press).

The School for Self-Healing Practitioner Training Programs

Through the training program, you will learn the Meir Schneider *Method of Self-Healing Through Body-Work and Movement*. Four training courses are offered:

- Level One, Basic Teacher Training, Segments A (84 total hours) and B (81 total hours):
Students will gain a basic understanding of the Meir Schneider Method, including Natural Vision Improvement, as well as basic anatomy and advanced physiology. After successful completion and apprenticeship of Level One, students will receive a certificate of completion. If Level Two is not available within sixty days of completing Level One students may complete up to 250 hours of Apprenticeship.
- Level Two, Advanced Teacher Training (100 total hours):
After successfully completing Level One training, students who wish to work in the field of advanced massage and specialize in the Meir Schneider Method can begin by successfully completing Level Two training. Upon completion of Level Two and 250 hours of Apprenticeship, students will receive a certificate of completion as a student practitioner of the Meir Schneider Method of Self-Healing Through Body Work and Movement..
- Level Three, Apprenticeship (500 total hours):
After successfully completing the Levels One and Two training, students of the Apprenticeship Program will begin hands-on clinics in bodywork, massage, and natural vision improvement. After completing Level One, Level Two and 500 hours of Apprenticeship, you will be able to practice *The Meir Schneider Method of Self-Healing through Bodywork and Movement*. You are responsible for knowing the requirements to practice massage in the city/county/state where you plan to practice.
- Level, Four, Self-Healing Teacher of Natural Vision Improvement (67 total hours):
Upon successfully completing Levels One, Two, and Three, Level Four will advance your knowledge of working with vision clients. Graduates will earn a certificate of completion and be prepared to lead workshops, hold classes or work with individuals in Natural Vision Improvement.

All courses described on the following pages are held on site at the School for Self-Healing at:

School for Self-Healing
2218 48th Avenue, San Francisco, CA 94116
415-665-9574

Classes are small and students are assured personalized attention.

Your Instructor

Meir Schneider, PhD, LMT was born with cataracts and other conditions that negatively affected his vision. After five unsuccessful surgeries, his prognosis was not good, and he was told that he would be blind for life—yet, Meir never gave up his dream of sight.

Meir began reading braille as a child. By age seventeen, he learned about the Bates Method and diligently practiced eye daily exercises. As a result, not only did Meir heal himself of congenital blindness, he has achieved 20/70 vision and now holds an unrestricted California Driver's License.

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

Meir has applied his Method of Self-Healing to help others suffering from a wide range of degenerative conditions of and/or injury to the nervous system (such as polio, muscular dystrophy, and multiple sclerosis), degenerative conditions of and/or injury to other body systems, and the eyes. Conventional specialists have praised his techniques after seeing results that far exceeded expectations. Through therapy, educational programs, and publications, Meir's innovative holistic approach to optimal wellness continues to improve the lives of millions worldwide.

A globally respected pioneer, therapist, and educator, Meir Schneider is the author of *Vision for Life: Ten Steps to Natural Eyesight Improvement* (published by North Atlantic Books, distributed by Penguin Random House, second edition). He is also the bestselling author of *The Natural Vision Improvement Kit* (audio), *Yoga for Your Eyes* (DVD), *Meir Schneider's Miracle Eyesight Method* (audio), *Movement for Self-Healing*, and *Awakening Your Power of Self-Healing* (to name a few). Meir is a regular contributor to *Massage and Bodywork* magazine.

Meir received his bachelor's degree from Golden State University, and later earned his PhD in the Healing Arts for his work with muscular dystrophy. Meir received the *Certificate of Honor* from then San Francisco Mayor, now Lieutenant Governor, Gavin Newsom, for his tireless efforts dedicated to improving the quality of life for individuals with both visual and physical limitations.

Since founding the School for Self-Healing in 1984, Meir has expanded the school to include two sister schools/associations in Brazil and Israel. During more than 130,000 clinical hours over the past forty-five years, Meir has helped countless students prevent blindness, improve conditions such as glaucoma and cataracts, as well as heal paralysis, injuries and other degenerative conditions (showing clients and students how to live with improved mobility and in many cases, without use of a wheelchair). Through ongoing lectures, Meir continues to teach how to activate the powerful forces of nature within our bodies for improved mobility (preventing the need for a wheelchair) and overcoming injuries, as well as how to improve vision by connecting to those forces through light, movement, and relaxation.

Our Graduates

Graduates of the SFSH are men and women from all over the world who are physicians, nurses, chiropractors, physical therapists, occupational therapists, practitioners of many other schools of bodywork, psychologists, yoga teachers, aerobics instructors, personal trainers, homemakers, army officers, computer programmers, administrators, musicians, and others whose backgrounds were not in the healing arts. Ages have ranged from as young nineteen- to eight-three-years-old.

Notable students who continue to make Meir very proud include:

- Tatiana Reis Gebrael, who has reached over 4,000 students through her webinars on YouTube,
- Fernanda Leite Ribeiro, who is in high demand as an optometrist and self-healing practitioner in Brazil,
- Sônia Cristina Tinós Carrocine, who has helped many legally blind people overcome blindness and continues to inspire many to study Meir's unique work (you can find Sonia on Facebook).

Reasons for attending the SFSH are as individual as the students. Many attend for the purpose of self-growth, or to work on personal physical problems, while some have continued on to pursue careers in self-healing.

School Philosophy

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

The SFSH's support system and holistic approach maximizes each individual's potential for recovery and health, instilling confidence and resources for an enriched quality of life.

The SFSH was granted special permission by the San Francisco Board of Supervisors to have our school in a residential neighborhood near the beach, allowing a new group of practitioners to the world and to a to new generation of students who are willing to do the work necessary to heal themselves and others. The *Meir Schneider Method of Self-Healing* cannot only help people heal, it helps raise awareness and effect global change concerning our body's power to self-heal and advance itself.

Students from all over the world attend so they can return to their communities to teach the Meir Schneider Method. Thousands of students are now practicing worldwide, teaching others the power of self-healing. Our hope is that after studying the Meir Schneider Method, you will return to your community and connect with others who are interested in the power of self-healing and wish to be part of this world-wide transformation in healing.

Therapeutic Objectives

The SFSH will teach you how to increase movement in every part of your body to maximize mobility where it is lacking, and to make full use of your senses. Meir Schneider's experience has lead him to the conclusion that many illnesses are linked to a lack of movement in the body.

Meir Schneider's Method of Self-Healing through Bodywork and Movement

Our objectives are to teach you how:

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

Your School For Self-Healing Diploma

The School for Self-Healing is not a school of massage; it is a school for self-healing that teaches students the self-awareness required to effectively work as practitioners and educators of bodywork, movement, massage, natural vision improvement and overall self-healing.

The California Massage Council requires seventy-five hours of clinical work in order to receive a Certificate of Massage; the SFSH requires over 500 clinical hours to graduate. The disparity of required clinical hours results in certified massage therapists who are not able to achieve the same level of mobility as SFSH graduates, and who cannot help clients live with or overcome chronic injury or disease. Upon graduating from the SFSH, you will have the tools and support you need to begin a successful, professional and effective practice teaching yourself and others powerful methods for self-healing. The School for Self-Healing has not entered into an articulation or transfer agreement with any other college or university; nor are any of the certificate programs accredited by an accrediting agency recognized by the United States Department of Education.

Who Is This Program For?

Do you want to experience a fuller sense of well-being and access your innate healing potential? Do you want to age with vitality and mobility? Then this program is for you! 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?

School for Self-Healing 2017 Catalog

The SFSH satisfies requirements for continuing education credit with the California Board of Registered Nursing (provider number CEP 11868), the American Massage Therapy Association's (AMTA), the American Bodywork and Massage Professional (ABMP) and the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB) and is in compliance with California Bureau for Private Postsecondary Education (www.bppe.ca.gov).

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.

After completing Level One, Level Two and 500 hours of apprenticeship, you will be able to practice *The Meir Schneider Method of Self-Healing through Bodywork and Movement*. You are responsible for knowing the requirements to practice massage in the city/county/state where you plan to practice.

Admission Policy

To enroll in the Level One Training, a prospective student must:

- Have proof of a high school graduation or equivalent,
- Have some knowledge of the Meir Schneider Self-Healing Method and a desire to practice the method, and
- Obtain approval from the Instructor.

The School for Self-Healing is a private institution that been approved to operate since 1984 by the Bureau for Private Postsecondary Education (BPPE). The SFSH is owned and operated by the Self-Healing Research Center, a non-profit benefit corporation under code 501c(3) dedicated to health education. Approval to operate from the BPPE means the institution is compliant with the minimum standards contained in the California BPPE Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

As a prospective student, you are encouraged to review this catalog prior to signing an Enrollment Agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an Enrollment Agreement.

Notice Concerning Transferability of Credits and Credentials Earned

The transferability of credits you earn at The School for Self-Healing is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificates that you earn in *The Meir Schneider Method of Self-Healing Through Bodywork and Movement* is also at the complete discretion of the institution to which you may seek to transfer. If the certificates that you earn at this institution are

Meir Schneider's Method of Self-Healing through Bodywork and Movement

not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending The School for Self-Healing to determine if your certificates will transfer.

Prior Learning Policy

The SFSH's Level One and Level Two programs are unique and therefore, we have not entered into any articulation or transfer agreement with any other college or university. For this reason, credits and certificates earned at other learning institutions are not transferable.

Anyone wishing to appeal this decision may do so by making an appointment with the Meir Schneider. Contact the Office Manager at 415-665-9574, Monday through Friday, 10:00a.m. to 6:00p.m. PST to make arrangements.

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

International Students

Because the SFSH is authorized under federal law to enroll non-immigrant students, we require all international students obtain a student visa. While we are happy to assist you in anyway we can on a volunteer basis, the SFSH does not have a legal department and is not responsible for your legal immigration status. SFSH staff will petition for an I-20 form from the Student and Exchange Information System (SEVIS) to begin the process of application for you to study in the United States. Please contact your country's embassy or U.S. Immigration for more information.

Once your visa is approved, be aware that the SFSH is obliged to inform immigration of any changes in your association with the school.

English as a second language services (ESL) are not provided through the school. Because all courses are taught in English, we require international students to be proficient in English. The SFSH accepts the following of the documentation:

- Test of English as a Foreign Language (TOEFL) with a score of 500.
- United States Foreign Service Language Rating System.
- University academic transcripts.

Languages Spoken

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

Facilities and Resources

The School for Self-Healing is located a few steps away from Ocean Beach at:

2218 48th Avenue
San Francisco California, 94116
415-665-9574

Instruction is conducted in a 3,200 square foot facility with a 690 square foot wheelchair accessible classroom on the ground floor. The library/student lounge is located upstairs, with two therapy rooms, school offices, and a full size kitchen. Upon arrival, please check in with the office manager who will get you started.

The backyard is home to the school's organic vegetable garden, large trampoline, and hot tub for up to seven people. Classes frequently take advantage of the mild San Francisco weather and are held outdoors at nearby parks or the beach. Safe, easy access to the beach, with ample parking, is available for all students, (including those with disabilities).

Housing and Transportation Expenses

Students attend from all over the world to improve their vision and learn the power of self-healing. Although the SFSH is non-residential and we do not provide housing or transportation, our staff will be happy to help you find accommodations and make reservations. Costs vary widely with season and student preferences. Rates for rooms rented in private homes in the neighborhood start at \$50.00/night, while local motels start at \$80.00/night (some offer student discounts). Monthly stays are awarded additional discounts.

San Francisco is a transportation friendly city with many options to get around for very little money. Check out San Francisco's travel site (<http://www.sftravel.com/article/how-get-around-san-francisco-transportation-basics>) for details—a bus stops right around the corner from the SFSH.

Library and Computer Resources

The School for Self-Healing has over 100 books in our library which is located in the student lounge. All the recommended course materials can be found in the student library. On the first day of class, you will be given the opportunity to sign for a key to the school which will allow you to come to the school before and after business hours to use the library and student lounge between 7:00 a.m. and 10:00 p.m.

A computer loaded with basic programs and internet access is available in the student lounge. Ask the office manager for instructions on using the computer and checking out materials from the library.

Days and Hours of Operation

The office is open Monday through Friday, from 10 a.m. to 6 p.m. Pacific Standard Time. Please visit us online at www.self-healing.org or contact us at (415) 665-9574 during normal office hours.

Equal Opportunity

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

Dress Code

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

When being massaged or being evaluated for posture and movement, students are asked to wear bathing suits, or reasonably modest underwear in good condition. For female students, bathing suits should be two-piece. While you're receiving massage, you are not required to keep your bra or bathing suit on, but may if you are more comfortable. Another acceptable option for female students is exercise bras and shorts. The minimal acceptable clothing in these situations is underwear. Draping is optional, any student receiving massage may request draping. Nudity is NOT acceptable.

Clients who come to training classes will be asked to abide by the same dress code.

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

During movement exercises, please wear loose, comfortable clothing for easy movement. Our San Francisco weather is unpredictable. Because class is frequently held outside, we recommend that you dress in layers; warm jackets may be desirable, even during summer when the weather can turn cold and windy.

Rules of Conduct, Suspension and Probation or Dismissal

Students are expected to maintain standards of academic honesty at all times, and treat school equipment, facilities, as well as the physical and emotional treatment of clients, school staff and Instructor, and other students with respect.

Grounds for suspension and dismissal are egregious rudeness, profanity, obscenity, disrespect of others, verbal or physical aggression, vandalism, cheating on assignments and quizzes, and, during Apprenticeship, a pattern of non-cooperativeness and non-collegiality. Students violating these standards will be given a warning and will have an opportunity to meet with the Meir to discuss the issues and how to correct them. At that time the student will be considered on probation until the problem has been resolved.

Attendance and Grading Policies

Unless there you have a dire emergency, you must telephone the Office Manager when you are too sick to attend class. Segments A and B, but students are allowed up to eight hours of excused absences in each of those courses. In Level Two, excused absences may not exceed ten hours. For planned absences, please discuss your plans well in advance with the Instructor. In case of excused absences, you must get permission from the Instructor and complete an assigned make-up project. For Level One, Segment A and B, and Level Two courses, if your absences exceed the numbers of hours that may be excused, you must make arrangements with the Instructor for a leave of absence.

Grades are awarded on three levels, *Pass with Excellence*, *Pass*, and *Fail*. Grades are based on the program objectives for the course, and are made on the basis of documented observations and answers to oral questions. In Level One: Segments A and B, and Level Two, grades include performance on written quizzes. During each course, the Instructor will be available for student conferences. If a student's performance is not acceptable, the Instructor will initiate a student-teacher conference to discuss what the student can do to improve.

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

Student Rights, Sexual Harassment or Other Discrimination

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

Grievance Procedure and Complaints

Students who wish to express dissatisfaction concerning any aspect of the program, the conduct of fellow students or the Instructor are encouraged to first speak with the Meir. If Meir is unable to resolve the issue, or if the problem needs further resolution, students can bring their complaint to the school's Complaint Officers, Chris Malek. A students, or any member of the public, can file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form found on the bureau's website, www.bppe.ca.gov.

Any questions a student may have regarding this catalog that have not ben satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833; or P.O. Box 980818, West Sacramento, CA 95798-0818 (www.bppe.ca.gov, (916) 431-6959 voice, (888) 370-7589 toll-free voice, (916) 263-1897 fax).

Level One: Basic Teacher Training

165 hours

Prerequisites

To enroll, you must have:

- Proof of high school graduation or equivalent
- Some knowledge of the Meir Schneider Self-Healing Method
- A desire to practice the method
- Two personal reference letters
- Approval from a SFSH official

Objectives

Level One is divided into two segments, A and B, which primarily focus on student participation. The goal is for each student to personally apply self-healing principles inwardly and to become aware of their personal experiences, including but not limited to:

- Awareness of movement and breathing
- Innate healing potential
- Improvement of health and well-being
- Growing intuition and inventiveness

Self-awareness is as important as academic progress, if not more so. Thus, Level One is popular with students who seek self-growth, and information on how to best meet their bodies' needs. Health care professionals also find Level One helpful for expanding their skills.

Segments A and B are each taught over the course of eight or nine intensive nine- to ten-hour days. The schedule is subject to change; please contact the SFSH for the most up-to-date scheduling information.

Level One: Segment A

TOTAL = 81 hours

Dates: August 7 - 10, 2017
August 12 - 15, 2017

Upon completion of Segment A, you will have a comprehensive understanding of basic concepts behind:

- Human anatomy
- Digestion
- Respiratory system
- Cardiac system
- Skeletal system (bones, joints, and spine)

Satisfactory Participation and Attendance

All late arrivals and absences are documented and must be for good cause. With permission from Meir, a student may be excused for a total of eight class hours per Segment. As substitution for the excused hours, a student may work on a project (pre-approved by Meir), which the student will present to Meir for approval.

Any student whose performance is judged satisfactory or better will be eligible to enroll in Level Two. Meir's assessment of performance is based on observing the student's work, informal questioning, the student's presentation and participation in class discussion, along with written answers to quizzes. If a student experiences difficulty with any part of the course work, he or she can work with Meir to develop a plan that supports his or her learning.

Students advancing to Level Two are urged to enroll in the next available class to build on academic and kinesthetic knowledge while it is fresh, and to continue their education with the group with which they have made connections.

Segment A Goals

The first goal of Segment A is to learn these concepts scientifically as well as intuitively, synthesizing the two viewpoints for a rich, full understanding.

When we believe in our capacity to heal, we can often overcome conditions believed to be incurable or irreversible. Only after we experience the power of self-healing can we begin the process. A student who was taught that his club-foot could never move began his process when he experienced the ability to move his foot in a hot tub. The goal of Segment A is to teach you how to begin the transformational process of self-healing through experience and practice.

The personal transformation that comes with the completion of Segment A is not found after years of study in a university. Segment A is an intuitive, time-intensive course, with ten-hour days (exceptions are made for those who require shorter days; some students elect to attend for nine-hour days).

Although the classes are informal and relaxed, each student's personal transformation is profound and lasts a lifetime. From small vision issues (such as not being able to individually blink one eye) to large issues (such as being physically paralyzed), all body imbalances are addressed in Segment A.

Segment A also teaches you "touch." This knowledge is essential to self-healing and healing others—each person requires a different type of touch in order to heal. Touch and massage are not a "one fits all" technique; they are as unique as each person. The second goal of Segment A is teaching you how to touch and massage for the individual.

Toward the end of Segment A, you will learn how to change touch and massage for different types of conditions—for example, how to correctly touch/massage a very weak muscle, when to deeply massage a muscle that is very tight and strong, and how to not massage too deeply or touch too lightly. Segment A teaches you that this knowledge begins with your own body's ability to move. The third goal of Segment A is to learn the correct touch for various conditions, and how your body's stress levels affect your intuitive abilities to heal yourself and others.

PLEASE NOTE

Some overlap between the subjects exists, and variation in their sequencing may occur. Meir often shares the most recent discoveries, research, and developments. For these reasons, Meir may deviate from the program outline to include relevant information.

Segment A.1, Development of Kinesthetic Awareness Through Movement

4.5 lecture hours; 16 practice hours

PURPOSE

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

Segment A.2, Massage for Better Movement

5 lecture hours; 19 practice hours

PURPOSE

Through lectures, demonstrations, and practice of massage techniques, students will learn how to:

- Release muscle spasms
- Ease the sense of constraint and tension in the body
- Increase circulation
- Promote deeper respiration

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- Increase joint mobility
- Provide stimulation to sensory nerves
- Enhance digestion, and
- Regenerate deteriorating bones and muscles

Students will learn when massage can be used as a therapy, and when exercise cannot. Students will be instructed how to use massage to interrupt existing movement patterns and change them to more balanced movement patterns, creating a sense of nurturing and improvement. All students will receive sessions in the class, and will be given exercise programs to address their specific needs.

Segment A.3, Joint Mobility, Building a Healthy Back and Prevention of Occupational Hazards (Including Repetitive Strain Injuries)

4.5 lecture hours; 6 practice hours

PURPOSE

This class is the beginning of evolution for back pain and freedom of movement.

Students discuss joint mobility patterns, how joints “freeze,” and how muscle stiffness and tension limit joint mobility. When one group of muscles overpowers others, an unbalanced use of muscles results which causes restriction and joint damage. Students learn how creating balanced movement patterns increases joint mobility and brings about improvements to overall health. Students also learn methods for arthritis prevention, discuss postural problems and back pain, and learn techniques that are helpful for neck pain, middle and lower back pain, as well as for kyphosis, scoliosis, hyperlordosis, herniated disc, and sciatic pain.

Class discussions and practices teach prevention and how to overcome repetitive strain injuries such as carpal tunnel syndrome, neck and shoulder pain. Students learn while observing each others’ movement difficulties along with their own. An in-depth discussion of joints teaches how muscles hold the joints in an even manner from all directions.

Lack of muscle balance is the most common cause (although not the only) of osteoarthritis. Lack of balance in activity of back muscles leads to many spinal problems. Students learn how to activate normally inactive muscles in the lower and middle back, as well as in the neck. Students learn how to solve many back problems by relaxing muscles with soft and deep massage, with additional instruction on how to create more space between vertebrae and bones to alleviate stress that is being put on nerves.

Students learn how day-to-day activities affect the back (often adversely), along with the value of becoming aware of and using opposing muscles. While we typically walk forward, most classes start with students walking and running backward. Students work on shoulders, and learn about the relationship between shoulders and elbows, and hands and fingers (which results in much better control of our hands). Mirrors are used to see our shoulders and observe patterns. Various techniques are taught to loosen and strengthen back muscles.

Segment A.4, Digestion and the Autonomic Nervous System

7 lecture hours; 3 hands-on practice hours

PURPOSE

How can a body heal when it struggles to digest? This class is an introduction to the digestive system and the autonomic nervous system, and the impact stress has on each.

Students learn and practice massage techniques for irritable bowel syndrome that can ease and potentially eliminate symptoms. Other topics include colitis and Crohn's disease. This class includes lectures and demonstrations of massage techniques designed to release spasms, reduce gastric tension, and prevent severe digestive problems.

As many as 45 million people in the United States, and many hundreds of millions of people worldwide, suffer from various digestive problems, especially irritable bowel syndrome (for which the western medical solution is always incomplete). Everyone who understands the value of digestion can appreciate and benefit from this course. By studying the digestive system, students learn that peristalsis is the secret of healthy digestion.

Peristalsis becomes compromised when tension causes the muscles that prevent the backward movement of food (or sphincters) to close too much or become paralyzed (which not only happens with overweight individuals, or those with weak or sluggish digestive systems). Learning how to relax and open the sphincter muscles improves digestion, and can relax the entire body. Healthy digestion brings a sense of ease, lack of heaviness, and makes studying easier as the digestive system affects our thought process. Peristalsis can also become more functional with specific deep tissue massage, as well as from soft touch, of the abdomen (deep tissue massage has counter-indications, or is not allowed in some situations). Students learn that appropriate massage can relax tension in the sphincters and prevent back-flow of food, which leads to tremendous change throughout the digestive system (and consequently, the entire body). Students learn specific massage techniques to release tight digestive muscles, which has been effective in preventing surgeries and overcoming grave conditions.

Students learn how the autonomic nervous system affects the digestive system—the digestive system affects the brain and the brain affects the digestive system. The main point, again, is to relax the sphincters. Students learn soft touch and deep tissue massage techniques to relax the digestive system and improve peristalsis, as well as the importance of deep breathing and regular movement. Food moves much easier through the digestive system (resulting in improved absorption and nutrition) when the entire body moves.

Students learn about the tremendous change food goes through during its journey from our stomachs to our intestines. While in our stomachs, food is in an acidic environment; while in our intestines, food is in an alkaline environment. Students learn specialized exercises for improved digestion, and massage for improved peristalsis. Healthy digestion is only possible when ample movement of the muscles in the small and large intestines, stomach, and part of the esophagus is allowed. Flexible digestive muscles means healthy absorption of fiber, vitamins and minerals, as well as good secretion of toxins. When peristalsis does not function properly, the body is incapable of healthy absorption and secretion, regardless of food quality. While eating whole, healthy foods is important, healthy movement in your digestive system is even more important.

Segment A.5, Breathing as the Key to Kinesthetic Awareness

2 lecture hours; 4 practice hours

PURPOSE

By this point, students will begin to feel a difference in flexibility, muscle tone, breathing, and digestion. They can sense how breathing is the net result of the total body movement. With this awareness, students are now prepared to focus on all aspects of breathing.

Students develop a further awareness of breath and its connection to parts of the body. Students learn and practice exercise and massage techniques to breath deeper without effort.

Lectures and demonstrations cover the importance of exhalation for movement, and how breathing can make movement easier. Class discussions include topics such as asthma, emphysema, and bronchitis.

As students study the respiratory system, they learn and practice how to optimally breathe (which is through the nose). Students discover that changes in temperature, touch, and movement affect breathing positively. Students learn how to expand space for air to enter; how to breathe through to the chest and ribs; and even how to expand space down to the lower back to allow for full lung expansion. Students study anatomy and physiology of the respiratory system, and how oxygen is carried to the cells. Exercises affect both lung capacity and cell nutrition (thus nurturing our cells). Students learn a specific massage that opens the body's capacity to inhale deeper and to exhale fuller—allowing for the complete breath that is essential to all healing.

Kinesiology (a deep awareness of the body) is at the root of this section. Students learn how the back expands with healthy inhalation and shrinks with healthy exhalation. Knowing how to “read” the back allows students to determine if the client has full lung capacity and activity, and conveys a sense of whether or not the breathing pattern affects the client positively or negatively. If you don't want to depend on medicine, and want to live more naturally, improved breath is the beginning. Movement, massage, and in-depth study of the respiratory system can change lives, and for that reason alone is vital for all students, whether they want to work only on themselves, or on others as well. Learning how to breath properly is the beginning of knowing your body. With this knowledge, you can help family members and countless others toward a healthier, happier life.

Segment A.6, The Circulatory System and the Heart

4 lecture hours; 6 practice hours

PURPOSE

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

Students learn how a stiff chest can prevent the heart from proper functioning by disturbing circulation and creating a sense of immobility throughout the chest cavity; and how chronic tension in the hips and shoulders can diminish circulation; along with methods to release this tension. Massage technique demonstrations, practices, and exercises to increase mobility of the chest, and to increase (or reduce) blood pressure to improve the overall condition of the heart are included.

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

Instruction in the cardiovascular system and the heart includes the principles of healthy blood flow. For example, if you feel light and relaxed, you have healthy blood flow. If you feel clear, breath deeply, and have warm hands and feet, you have healthy blood flow. Fatigue is an indication of unhealthy blood flow.

Students learn special massage to release the body's peripheral channel of circulation, to free the chest, and remove pressure from vessels that nourish the heart. A unique, pleasant aerobic dance with music and spirit is included to release blood to the periphery. Student study the heart and entire cardiovascular system for knowledge to prevent disease and live longer.

Today, nearly 50% of deaths and cases of paralysis are caused by cardiovascular problems. In this class students learn simple, positive methods Meir has developed to improve circulation and life expectancy.

In Segment A, students learn natural vision improvement, natural hearing improvement, and kinesthetic awareness. This course is for everyone who wants to stay healthy, and also for everyone who wants to help others be and stay healthy. Successful studies in Segment A, dedication to this work and capacity to absorb it, and willingness to help others are all good indications of your ability to benefit from advanced programs. Segment A is just the beginning of your internal and external changes.

Required Text and Materials

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

Strongly Recommended Text and Materials

- *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

Assignments

Upon acceptance in Level One, you will receive four sets of preview questions with relevant handouts in the mail. 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's systems. For each question, you will find notes pointing out where the answers can be found in the assigned materials.

You will need to complete the preview questions before *Segment A* classes begin. These materials and questions are for your enrichment and will enhance your class discussions. Please order your texts and materials shortly after being accepted as you will need them to answer the preview questions. Students are expected have their answers and be prepared to discuss them in class. Please call if you get stuck—we want you to succeed and are here to help you.

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

NOTE

The video and audio materials are not referred to in the preview questions. These materials contain guided exercises designed to provide a refreshing break from the preview questions, as well as to introduce you to the types of exercises we will be doing. We suggest you try them out before the first day of class.

Criteria for Satisfactory Performance in Level One

All late arrivals and absences are documented and must be for good cause. With permission from Meir, a student may be excused for a total of eight class hours per Segment. As substitution for the excused hours, a student may work on a project with pre-approval by Meir.

Any student whose performance is judged satisfactory or better will be eligible to enroll in Level One: Segment B. Meir's assessment of performance is based on observing the student's work, informal questioning, the student's presentation and participation in class discussion, along with written answers to quizzes. If a student experiences difficulty with any part of the course work, he or she can work with Meir to develop a plan that supports his or her learning.

Students advancing to Segment B are urged to enroll in the next available class to build on academic and kinesthetic knowledge while it is fresh, and to continue their education with the group with which they have made connections.

Level One: Segment B

TOTAL = 84 hours

Dates: August 18 - 21, 2017

August 23 - 26, 2017

Prerequisites

To enroll in Level One: Segment B you must be a graduate of Level One: Segment A within the last year (or with explicit permission from the Meir Schneider).¹

Upon completion of Segment B, you will have a deeper understanding how to apply all the concepts learned in Segment A, and a basic understanding of the Self-Healing Method including Natural Vision Improvement, as well as basic anatomy and advanced physiology. Students will learn deep tissue massage to reduce practitioner stress, and improve vigor, using the thumbs and elbows.

The specific needs and changes within student bring about further study in Segment B. These changes are always exciting to watch and offer invaluable opportunities for students to witness self-healing in action.

After successful completion of the Segment B, student they will receive a certificate of completion.

PLEASE NOTE

Some overlap between the subjects exists, and variation in their sequencing may occur. Meir often shares the most recent discoveries, research, and developments. For these reasons, Meir may deviate from the program outline to include relevant information.

1. Under very special circumstances, Meir may allow a student to attend Level One: Segment B before the student has completed Level One: Segment A. In these cases, the student will still be required to attend Level One: Segment A before receiving a certificate of completion from Level One: Segment B.

Segment B.1, Level One Review

2.0 lecture hours

PURPOSE

Students participate in a class review of the material read and practices taught in *Segment A*, and a discussion of the effect practices have had on each student.

Segment B.2, Exploring the Mind-Body Relationship; Increasing Body Awareness; Definitions of Health

5 lecture hours; 5 practice hours

PURPOSE

Students participate in a class discussion of “The Mind” from *Movement for Self-Healing*. This chapter presents the basic philosophy, psychology, and physiology of the body-brain-mind relationship behind Meir Schneider’s method of self-healing through movement, imagery, and mental techniques designed to enhance body functions. Students share the role of visualization and imagery in pain reduction and mobility improvement, examining various approaches to healthcare, definitions of health, how attitudes affect function, and how awareness can foster improved health. This segment ends with a class discussion of how to help increase clients’ awareness and integration of the senses and movement with the ultimate goal of helping the client increase awareness of his/her body.

Segment B.3, Muscles

5 lecture hours; 5 practice hours

PURPOSE

Students review the structure and function of muscles, and participate in lectures and demonstrations on methods to enhance the quality of movement.

A class discussion on the video self-healing techniques for muscular dystrophy is included, as students learn about different types of muscular dystrophy, compensatory patterns for muscle weakness, and a sequence of self-healing therapy exercises for people living with muscular dystrophy.

Segment B program goes further than standard intensive massage training programs by teaching students how cells function via sub-cellular activity. Students practice stretching and contracting muscles to experience how to balance between activities; why a muscle becomes toned and strong throughout life when correctly used. Working with muscle disease is included, as well as how to work with a range of muscles—from strong muscles of an athlete to the rigid back of the uptight airline passenger. Students also learn how to provide massage in water, which is especially helpful to clients living with different types of paralysis.

Segment B.4, Intermediate Massage Techniques: Introduction to Tactile Assessment; Introduction to Visual Evaluation of Movement

2.5 lecture hours; 8 practice hours

PURPOSE

Students review massage techniques with emphasis on touch. Using deep tissue massage to break adhesion and allow better movement is covered, along with using gentle massage for subtle, penetrating effects. Students participate in a 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 and skin texture) as indicators. A brief review of muscle imbalances is included, followed by class practice analyzing fellow student's movement patterns for self-imposed restrictions and muscle imbalances (each student is evaluated and receives a therapy session).

Students end with a class discussion of the principles of preventing and overcoming the “occupational hazards” of massage therapy, such as carpal tunnel syndrome, with a demonstration of techniques and practices to improve these conditions.

Segment B.5, Student and Guest Presentation

3.5 lecture hours; 2 practice hours

PURPOSE

Students and guest presenters share information on styles of bodywork, vision improvement techniques, and new self-healing exercises they have researched and practiced. See *Segment B Assignments* for details. These presentations are dispersed throughout different days of Segment B.

Segment B.6, Full Activation of the Nervous System

5 lecture hours; 5 practice hours

PURPOSE

Students discuss the central and peripheral nervous systems (along with their autonomic interactions); and participate in demonstrations of how postural change and massage techniques affect the flow of cerebrospinal fluid. Class discussions, demonstrations and practice of coordination exercises (such as crawling and cross-crawling) teach how the general approach of self-healing with coordination exercises can ease the symptoms of neurological diseases such as multiple sclerosis (MS), amyotrophic lateral sclerosis (ALS), spinal cord injuries, post polio, and spina bifida.

Learning how the autonomic nervous system connects to the hormonal system of the body helps students understand how to work with the nervous system.

Many aspects of modern life tax the nervous system, causing many to have a hyperactive fight-or-flight mechanism. Before modern conveniences, many people had healthy physical outlets to mental stress; today, we don't have these outlets. Students further their understanding of “muscle tensing” (introduced in Segment A) to decrease muscle tightness by tensing the ring-shaped muscles. After practicing decreasing physical stress, you will learn coordination exercises that positively affect the nervous system.

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Students discover how an emphasis on imagery create a stronger connection between the brain and the body. Students learn the evolution of the nervous system through exercises such as crawling on the beach to experience how infants and babies develop—with the goal of teaching a paralyzed person who cannot walk how to crawl. Through the muscles, one can teach clients how to communicate with the central nervous system very effectively. Accordingly, massage is a large component of this session. Students practice on themselves to learn how to massage without harm, and how remedial bodywork relaxes and penetrates, even when appropriately using a soft touch.

Segment B.7, Client Protocol

1.5 Lecture hours, 2 practice hours

PURPOSE

Students discuss and practice how to:

- Conduct a professional client session
- Effectively communicate with the client
- Record a thorough client history
- Bring life to the session
- Avoid stagnation, and
- Develop confidence as a practitioner

Students discuss how to adapt techniques to individual clients (which varies from day to day with the same client). Practitioner attitude and approach to clients is covered, along with the importance of sensitivity, flexibility, and attentiveness to client needs. Prevention via self-healing is introduced, along with a discussion on how to prevent problems early on before they develop, and how to stop a developing problem.

Depending on availability, guest clients may be available to the class.

Segment B.8, Individual Sessions for Student

2 lecture hours, 10 hands-on practice hours

PURPOSE

Students receive a forty-five- to sixty-minute assessment from the class, followed by an individual evaluation by Meir.

Segment B.9, Vision

5 lecture hours, 5 hands-on practice hours

PURPOSE

Discussion of the structure and function of the visual system, the roles of stress, whole-body fatigue, circulation, and poor use in etiology of refractive errors and degenerative diseases of the eyes. Discussion of the wellness principles of vision, the correlation between tension in the jaw and eyesight, and the relationship

between dynamic posture and eyesight. Demonstration and practice of vision improvement exercises in each of the following categories: relaxing the eyes, shifting from detail to detail, stimulating peripheral vision, and balancing the use of the eyes. Discussion of the refractive errors and computer vision syndrome. Students and Instructor will also engage in a night walk through an available park to assess night vision. Students' vision problems will be addressed. Ultimately this section will cover all of the nine principles of vision improvement out-lined in Meir's book, *Vision for Life*.

When students focus on vision they learn how harmonious the visual mechanism is, how different parts of the eyes work together: the cornea, the lens, and the retina. We teach how different parts of the retina work in harmony and how to strengthen the central part of the retina, called the macula, with specific exercises in shifting—moving from detail to detail—which the macula was designed to do; however, most people have lost that aliveness. We teach how to regain it and give students comprehensive instructions on how to help others regain it as well. Students will learn about the vast activity of peripheral vision and how most modern people are not using it. Instruction also includes how glaucoma is formed because of poor use of the eyes and poor blood flow to the optic nerve, and how cataracts are formed because of lack of distance vision due to overuse of computers and reading. We teach the connection between the eye and the brain and between the whole body and the eyes, along with massage techniques to relax the eyes.

Students will learn how to apply cold towels and warm towels to relax the eyes: warm towels to stretch the muscles around the eyes; cold towels to take away inflammation. We teach a special massage around the eyes that takes away the tendency to squint. This connection between better activities of the eyes and massage around the eyes makes the entire difference in the ability of the eye to improve and for a person to see well. When students recap that day of natural vision improvement, they will learn how to strengthen eyes in the daylight and also have a night walk, where they learn how to strengthen eyes in the dark. It leads to an amazing feeling of satisfaction for most students when they realize that better vision can help change the minds and hearts of people who come from a place of not believing in their own eyes to a place of learning their great strength.

Segment B.10, Ethics and Business Development

3 lecture hours

PURPOSE

Meir discusses limits of our knowledge, disclaimer forms, distinguishing your practice from physical medicine, when to refer, how to operate legally as a massage therapist and/or therapeutic movement instructor, setting up a business, costs, and client charges.

Segment B.11, Self-Healing Updates

2 lecture hours; 2.5 hands-on practice hours

PURPOSE

Meir shares current client breakthroughs and new self-healing techniques with the class.

Segment B.12, Student Study Group

3 hands-on hours

PURPOSE

The Student Study Group was inspired by the students and proved so helpful to the entire experience that we decided to add it as part of the curriculum. Students are required to team with other students to go over preview questions for the next class. The study group may meet at the school's Student Center, a local coffee shop, or nearby park (weather permitting).

Required Text and Materials

- All of Segment A Required Text and Materials
- *The End of Night: Searching for Natural Darkness in an Age of Artificial Light*, by Paul Bogard
- *Muscular Dystrophy and the Self-Healing Method*, by Carol Gallup (Dissertation)
- *Healing Neuromuscular Conditions*, by Beatriz Nascimento (DVD)
- The New York Times Article, "Got Brain"
- 5 Pack CD set by Meir Schneider which includes:
 - *Sensing Your Spine*
 - *Breath and Mobility of the Joints*
 - *Meir's Vision Exercises*
 - *Relaxation of the Eyes*
 - *Strengthening Your Central Nervous System*

Strongly Recommended Text and Materials

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

NOTE

The video and audio materials are not required to prepare for the preview questions. *Segment B* preview questions contain guided exercises designed to provide a refreshing break, as well as to introduce you to the types of exercises we will be doing in *Segment B*. We suggest you try to experiment with these exercises before the first day of class.

If you wish to become a successful self-healing practitioner, read, listen, watch, and absorb as much information as possible. Contact Meir for suggestions on further study suggestions; he will be happy to suggest additional study materials that are appropriate for you.

Assignments

Upon acceptance to Level One, you will receive four sets of preview questions with relevant handouts in the mail. These 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's systems. For each question, you will find notes pointing where the answers can be found in the assigned materials.

You will need to complete the preview questions before *Segment B* classes begin. These materials and questions are for your enrichment and will enhance your class discussions. Please order your texts and materials shortly after being accepted as you will need them to answer the preview questions. Students are expected have their answers and be prepared to discuss them in class. Please call if you get stuck—we want you to succeed and are here to help you.

In addition to a written quiz at the end of each course, *Segment B* students are also required give a forty-five- to sixty- minute 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 tht are based on self-healing concepts that you have developed and used successfully
- A demonstration or lecture of another holistic movement, or exercise system
- Presentations should be 20 – 30 minutes long, and will be scheduled throughout the course.

Please plan your topic in advance with Meir in order to prevent duplications.

Conclusion to Goals for Level One

Throughout Segments A and B, students learn how the range of their own body movement affects their capacity to give massage. Students first learn to be aware of the flexibility in their fingers and hands; they learn that their shoulders have to be flexible for hands to work well. Students learn the importance of strong legs and back muscles for support—and so, bodywork taught in Level One encompasses the importance of flexibility and strengthening one's body. Graduates of Level One will have the foundation required to teach these basic methods.

Upon completion of Segment A, students have a comprehensive understanding of anatomy and physiology. They understand the importance of body movement and awareness of their own bodies' mobility. The

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importance of how the digestive system works is emphasized, and students learn correct massage and movement for digestive disorders. Upon completion of Segment B, students learn the difference between soft and deep tissue massage to help energy flow in the body.

NOTE

Graduates of Level One are certified to work with relatively healthy clients who have issues with mobility and digestion. Level One graduates are not certified to work with clients suffering from chronic or life-threatening conditions (with the exception of students who come to Level One with a professional license). To work with clients who have chronic or life-threatening conditions, students are required to take Level Two.

Students moving on to Level Two will concentrate on Apprenticeship. The SFSH emphasizes the value of apprentice work realizing that no amount of study can replace experience. Apprentices begin by assisting Meir during sessions with fellow students, and slowly move up to working on fellow students under Meir's supervision.

Level Two teaches students how to use massage and movement therapy to help heal chronic pathologies (disease). Western medicine treatments often involve changing the body's structure (e.g. surgical replacement of diseased joints). The School for Self-Healing teaches students how to maximize function and improve a client's quality of life. The methodologies taught in Level Two do not compete with western medical science; rather, Level Two methodologies compliment medical science. For more information, check out Level Two: Advanced Teacher Training.

If you would like to continue on to Level Two, please notify us as soon as possible. Advancing students are encouraged to continue developing a strong knowledge of anatomy, physiology and subjects covered in this course.

Level Two: Advanced Teacher Training

100 hours

Dates: Scheduled as needed, please contact the school for more information.

Prerequisites

To enroll in Level Two you must have completed Level One within the last eighteen months. With the approval of Meir, Level One graduates may enroll early in a provisional Apprenticeship and complete 250 hours before enrolling in Level Three. Commitment to enroll in and complete Level Two is required for full Level Three certification.

Satisfactory Participation and Attendance

All late arrivals and absences are documented and must be with good cause. With permission from Meir, a student may be excused for a total of eight class hours. As substitution for the excused hours, a student may work on a project, which the student will present to Meir for approval.

Any student whose performance in Level One is judged satisfactory or better will be eligible to enroll in Level Two. Meir's assessment of performance is based on observing the student's work, informal questioning, the student's presentation and participation in class discussion, along with written answers to quizzes. If a student experiences difficulty with any part of the course work, he or she can work with Meir to develop a plan that supports his or her learning.

Objectives

Level Two provides advanced training in *The Meir Schneider Method of Self-Healing through Bodywork and Movement*, and is appropriate for students interested in working with family and friends, as Self-Healing Method practitioners, and for mainstream health professionals from all disciplines looking to expand the range of their practices. Students learn how to clinically apply the tools and insights taught in Level One by studying and working with four small groups of clients per day (under supervision).

Clients are pre-selected to offer students experience addressing a range of health and functional issues. Client sessions are offered at no charge; if you have a serious physical or visual condition, suffer from financial hardship, and would like to be a client for Level Two, please contact Chris Malek at officemanager@self-healing.org today. Complimentary sessions are one of the contributions the SFSH makes to the community.

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

Level Two: Sample Daily Schedule (except for the first and last day)

- 9:00 a.m. – 10:00 a.m. Self-Healing movement exercises and discussion
- 10:00 a.m. – 1:00 p.m. Work with clients in small groups with 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. Student discussion of clients while exchanging shoulder & foot massage
- 3:00 p.m. – 6:00 p.m. Work with clients in small groups with two client sessions
- 6:00 p.m. – 7:00 p.m. Student discussion of clients while exchanging massage

The first morning of Level Two has a unique schedule. Generally, we review vision improvement concepts and discuss the preview questions, which is followed by a written quiz. The rest of the day is filled with a demonstration of evaluation and assessment procedures. Days two through nine involve small groups of students evaluating and treating four to eight clients per day. By the end of the course, each student will have performed approximately thirty-seven client sessions and participated in evaluating many more.

Before each client is introduced, the class is given a brief history. Students are instructed to observe, and later discuss, the client's posture and movements. A group of three to four work with each client on a specific aspect of his or her condition, (e.g. circulatory problems of a diabetic). Each group works for thirty-five to forty-five minutes under Meir's supervision. Students evaluate the client, design and provide a session of massage and movement education, and discuss long-range goals and plans. Throughout the session, Meir provides support, comments, and suggestions.

The SFSH makes every effort to present students with the widest possible variety of issues. Accordingly, clients can (and do) include other students, athletes, musicians, and clients with conditions ranging from minor postural problems to serious limited mobility challenges. These problems may be caused by conditions such as multiple sclerosis, stroke, injuries, and/or muscular dystrophy.

Clients are not charged for sessions with students. Some clients come to the school seeking affordable care, some are invited by Meir, and some are brought by students (who, after obtaining permission from Meir, are encouraged to bring clients to class). Some clients are invited for one session; some come for continuing care to give students experience with continuity of a treatment plan. Each student becomes a 'client' at least once.

Classroom discussions center on issues related to sessions with clients. These issues 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 subject matter from Level One to reappear in Level Two in more practical ways, in greater depth. Students will learn and assist clients with more advanced vision improvement techniques than those practiced during Level One.

Assignments

Upon acceptance to Level Two, you will receive a study guide in the mail. Assigned reading includes handouts on psychophysiology, as well as *Awakening the Power of Self-Healing* (which provides specific

massage and movement regimens for clients with pain, limited movement and poor vision). Psychophysiology materials will give students a better understanding of health conditions typically seen in Level Two clients.

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

These materials will be reviewed on the first day of class.

Criteria for Satisfactory Performance in Level Two

All late arrivals and absences are documented and must be for good cause. With permission from Meir, a student may be excused for a total of eight class hours per Segment. As substitution for the excused hours, a student may work on a project with pre-approval by Meir.

Students whose performance is judged satisfactory or better will be eligible to enroll in Level Three. Meir's assessment of performance is based on observation, informal questioning, presentation and participation in class discussion and client sessions, along with written answers to quizzes.

If a student experiences difficulty with any part of the course work, he or she can work with Meir to develop a plan that supports his or her learning.

Conclusion to Our Goals for Level Two

After successfully completing Level Two training, students will receive a certification of completion. Students advancing to Level Three are urged to enroll in the next available class to build on academic and kinesthetic knowledge while it is fresh, and to continue their education with the group with which they have made connections.

Level Three: Apprenticeship

500 hours

Dates: Scheduled as needed; please contact the school for more information.

Prerequisites

To enroll in Level Three you must have completed Level Two within the last eighteen months. With the approval of the Meir, Level Two graduates may enroll early in a provisional Apprenticeship and complete 250 hours before enrolling in Level Three. Commitment to enroll in and complete Level Two is required for full Level Three certification.

Satisfactory Participation and Attendance

Any student whose performance is judged satisfactory or better in Level Two will be eligible to enroll in Level Three. Meir's assessment of performance is based on observing the student's work, informal questioning, the student's presentation and participation in class discussion, along with written answers to quizzes. If a student experiences difficulty with any part of the course work, he or she can work with Meir to develop a plan that supports his or her learning.

Objectives

When you apprentice, you learn how you can help a person step by step. By assisting a SFSH practitioner, you yourself become a practitioner. Some people we work with are not ill and come instead for well being; others are very ill and have conditions that are not managed well by the medical establishment. In the Apprenticeship program you will work with one of the qualified practitioners at the School as they work with their clients, studying in-depth the day-to-day application of Self-Healing techniques on various conditions. You will keep a running log of those hours, which the practitioner will sign off on at the end of each session. This log will include the type of clients and the number of hours you've accumulated.

You must have, within your 500 hours, at least:

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

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

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

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

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

Logistics of Apprenticeship

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

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

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

If possible, the student should apprentice with several Instructors to become familiar with different styles of Self-Healing and a wider variety of clients. Each student is responsible for keeping his or her log of apprenticeship hours up to date. The log is signed by the Instructor or Director and turned in to the School office. The originals are kept in the students file at the School and the students retain a copy for themselves.

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

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

Other Credited Apprenticeship Activities

- Apprenticing with Approved SHPE: Up to 100 hours with SHPEs, who are not Self-Healing Instructors, will be accepted with prior approval of the Director.
- Repeat Level Two: Apprentices have the option of repeating Level Two as frequently as they wish, at a cost of one-half 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 twenty days or 182 hours) can be credited as academic hours of Apprenticeship.

The cost of repeating Level Two is not deductible from Apprenticeship tuition.

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

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

Student Clinics

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

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

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

Criteria for Satisfactory Performance in Level Three

Students whose performance is judged satisfactory or better will be eligible to enroll in Level Four. Meir's assessment of performance is based on observation, informal questioning, and documentation of the student's performance according to Apprenticeship objectives.

If a student experiences difficulty with any part of the course work, he or she can work with Meir to develop a plan that supports his or her learning. When Meir sees a student fall below a passing grade, Meir will notify the student, share documented evaluations, and make suggestions on how the student can bring his or her performance up to standard, including working more apprenticeship hours.

Conclusion to Our Goals for Level Three

Students who successfully complete 250 apprenticeship hours will receive a Certificate for Student Practitioner; those who successfully complete a total of 500 apprentice hours will receive a Certificate of Self-Healing Practitioner/Educator.

Students advancing to Level Four are urged to enroll in the next available class to build on academic and kinesthetic knowledge while it is fresh, and to continue their education with the group with which they have made connections.

Level Four: Self-Healing Teacher of Vision Improvement

67 hours

Dates: Scheduled as needed; please contact the school for more information.

Prerequisites

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

Satisfactory Participation and Attendance

All late arrivals and absences are documented. With permission from Meir, a student may be excused for a total of xx apprentice hours. As substitution for the excused hours, a student may work on a project (pre-approved by Meir), which the student will present to Meir for approval.

If a student experiences difficulty with any part of the course work, he or she can work with Meir to develop a plan that supports his or her learning. When Meir sees a student fall below a passing grade, Meir will notify the student, share documented evaluations, and make suggestions on how the student can bring his or her performance up to standard, including working more apprentice hours.

Students whose performance is judged satisfactory or better, and have successfully completed a total of 250 apprentice hours will receive a Certificate of Student Practitioner; those whose performance is judged satisfactory or better, and have successfully completed a total of 500 apprentice hours will receive a Certificate of Self-Healing Practitioner/Educator.

Objectives

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:

Level Four: Self-Healing Teacher of Vision Impairment

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

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

Conclusion to Our Goals for Level Four

Upon completion of level four the graduate will receive a certificate of completion, and be eligible to teach classes, hold workshops, and work with individuals on Natural Vision Improvement, dealing with vision problems stemming from fatigue (caused from computer use, for example) to improving and correcting errors of refraction such as near- and far-sightedness, as well as presbyopia, and conditions stemming from pathologies such as cataracts and glaucoma, to name just a few.

Tuition and Fees

Enrollment Information

Call the School for Self-Healing at (415) 665-9574 to request a Registration Application and Enrollment Agreement. We love hosting visitors, and recommend that you visit the school or talk with Meir Schneider to discuss your educational and occupational plans before enrolling. We make every effort to accommodate disabled students. To determine if a class is appropriate for you, please discuss your specific needs and reasons for enrolling in advance with Meir or the School's Director.

Complete and return the application with the \$200 registration fee. Please note that the registration fee is non-refundable (unless the class is canceled by the school or the applicant is not accepted) and is not transferable to a future class. Include a copy of your diploma or transcripts for highest degree you have been awarded (a high school degree, GED, or equivalent, is required). Applicants must be emotionally stable and behave professionally at all times.

You will be notified of the school's decision concerning your application in person, by letter, or telephone. Upon acceptance, please send in your Enrollment Agreement with your first payment to reserve your space in class, as space is limited. The Enrollment Agreement will be signed by both you and the School's Director; one copy will be given to you, and the other will be kept on file with at the school. **Please read the Enrollment Agreement carefully.**

Withdrawal, Cancellation, and Refund Rights

Withdrawal

Registration fees and material (books, cassettes, and DVD) expenses are non-refundable even when a student cancels before the first day of the class.

Cancellation and Refund

A student can cancel the enrollment agreement and obtain a refund of all fees paid (minus registration and material expenses), through attendance at the first session by the end of the first day of class. After the first day, the refund will be pro-rated based on the following formula:

$$\text{(HOURS PAID)} - \text{(HOURS TAKEN, REGISTRATION, MATERIAL EXPENSES)} = \text{AMOUNT OF YOUR REFUND}$$

Leave of Absence and Refunds

Tuition refund policy for leave of absence is identical to that for withdrawal. Upon return, tuition for the remaining days will be pro-rated. If a student plans to return soon and finish the course, he or she has the option of applying the tuition previously paid toward the new 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, he or she has up to one year to complete the Segment A or B course they dropped. To enroll in Segment B, a student must have completed Segment A within the past year, or have permission from the Director. To enroll in Level Two, a student must have completed Level One within the past two years. Level Two students are given up to eighteen months to complete the course. To enroll in Apprenticeship, a student must have completed Level Two within the past eighteen months.

Apprentices are given two years to complete their Apprenticeship; when necessary they may request an extension.

The Student Tuition Recovery Fund

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

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocation Education.

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

- The school closed before the course of instruction was completed.
- The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.

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- The school's failure to pay or reimburse loan proceeds under a federally guaranteed program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
- There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

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

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

Your Responsibility Concerning Health Conditions You May Have

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

School Licensing and Approval

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

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

Some states have stringent state licensing requirements; out-of-state students should check the rules in their own states. California students are advised to check with their local authorities, because massage licensing/certification requirements vary from county to county. The School Director will be glad to help.

We are required by law to tell you that convicted felons may have difficulty in getting a massage license. As such, please check with local authorities where you plan to practice before applying. We are required by law to inform all potential students that the SFSH is not, and never has been, operating as a debtor in possession, filed a petition within the preceding five years, or has had a petition in bankruptcy filed against it within the preceding five years resulting in reorganization under Chapter 11 of the United States Bankruptcy Code (11

U.S.C. Sec. 1101 et seq.). While we are a small school, the SFSH has been a responsible and solvent business since 1984.

This catalog is updated every academic year; the last update was June 1, 2017 for the period covering June 1, 2017 through May 31, 2018.

Placement—Dropout Rates

The SFSH does not offer placement services, and will provide prospective students information on completion and drop-out rates from the previous year.

Student Records

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

You will find our schedule of tuition and fees on the next following page.

Level One: Basic Teacher Training

Segment	Dates	Registration Fee ¹	STRF ²	Materials ³	Tuition	Total
A	August 7 - 10, 2017 (with a one day break)	\$200	\$ 0.00	\$165.00	\$2,300	\$2,665
B	August 18 - 26, 2017 (with a one day break)	\$200	\$ 0.00	\$ 38.00	\$2,300	\$2,538

Level Two: Advanced Teacher Training

	Dates	Registration Fee ¹	STRF ²	Materials ³	Tuition	Total
	TBD	\$200	\$ 0.00	\$ 0.00	\$3,500	\$3,500

Level Three: Apprenticeship⁴

	Dates	Registration Fee ¹	STRF ²	Materials ³	Tuition	Total
	TBD	\$200	\$ 0.00	\$ 0.00	\$3,300	\$3,300

Level Four: Self-Healing Teacher of Vision Improvement⁴

	Dates	Registration Fee ¹	STRF ²	Materials ³	Tuition	Total
	TBD	\$200	\$ 0.00	\$ 0.00	\$1,400	\$1,400

1. Non-refundable and non-transferable unless the SFSH cancels the course or the student is not accepted.
2. Fees vary each year. The rate for the 2017/2018 academic year is \$0.00 per \$1,000 paid in tuition
3. Materials for the course can be purchased through the school or other resources such as Amazon. The costs listed here are estimated based on purchasing course materials through the school.
4. This course is offered on an as needed basis, and enrollment is dependent upon completion of Levels One and Two. Please contact Chris Malek at (415) 665-9574 for more information.

