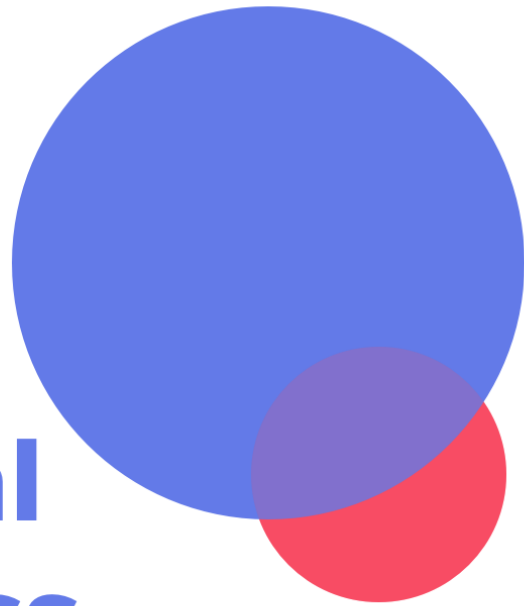


Open Classes

Body & Emotional Awareness



5 JULY
2018

U LISBOA | UNIVERSIDADE DE LISBOA

f MH FACULDADE DE PSICOLOGIA DEBORA

FMH - Psychomotor Therapy Summer School 2018

Body & Emotional Awareness

Cooperation Agreement



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WELCOME NOTE

THE HALF DAY OPEN CLASSES, HAS BEEN ORGANIZED UNDER THE PSYCHOMOTOR THERAPY SUMMER SCHOOL 2018, TAKING PLACE FROM 1 TO 7 JULY, INVOLVING 56 STUDENTS, 12 TEACHERS FROM 6 UNIVERSITIES, INCLUDING, WINDSHEIM UNIVERSITY OF APPLIED SCIENCE, SCHOOL OF HUMAN MOVEMENT AND SPORTS, ZWOLE, NETHERLANDS; VIA UNIVERSITY COLLEGE, ARHUS/RANDERS, DENMARK; HAN UNIVERSITY OF APPLIED SCIENCES, NIJMEGEN, NETHERLANDS, INSTITUT DE FORMATION EN PSYCHOMOTRICITÉ; ISRP, PARIS AND MARSEILLE, FRANCE AND HFH, UNIVERSITY OF APPLIED SCIENCES OF SPECIAL NEEDS EDUCATION, ZURICH, SWITZERLAND.

THIS EVENT AIMS AT PRESENTING THEORY AND METHODS OF PSYCHOMOTOR THERAPY, EXPANDING THE UNDERSTANDING AND KNOWLEDGE CONCERNING BODY AND EMOTIONAL AWARENESS IN PSYCHOMOTOR THERAPY. THE EXPERTISE OF TEACHERS AND RESEARCHERS INVOLVED IN THIS SUMMER SCHOOL WILL BE SHARED WITH A WIDER AUDIENCE OF STUDENTS, PSYCHOMOTOR THERAPISTS AND PROFESSIONALS WORKING IN HEALTH, SOCIAL AND EDUCATION SECTORS, CONTRIBUTING THUS TO THE DISSEMINATION OF DIFFERENT APPROACHES TO PROMOTE BODY AND EMOTIONAL AWARENESS.

PAULA LEBRE
PMTSS2018 COORDINATOR

Printing - Online Edition

This book is available for download in PDF format from the Intensive Program and Summer Schools website:
<http://psychomotorischetherapie.info/website/>

<http://formesp.fmh.ulisboa.pt/pmtss/>



PROGRAM

ROOM

REGISTRATION 13.30 – 14.00

FMH MAIN ENTRANCE

ROUND 1 14.00 – 14.50

- 1 USING TOUCH IN PSYCHIATRY LED BY HELLE BROK
- 2 ADHD AND EMOTIONS LED BY ANA RODRIGUES
- 3 SENSING MOVEMENT: A SOMATIC APPROACH BASED IN BARTENIEFF FUNDAMENTALS LED BY RITA RATO

- SALA VÍTOR DA FONSECA
- PAVILHÃO HERMÍNIO BARRETO

- GINÁSIO KIYOSHI KOBAYASHI

ROUND 2 15.00 – 15.50

- 4 PROXEMIC IN PSYCHOMOTRICITY LED BY NICOLAS RAYNAL
- 5 STORYTELLING AND EMOTIONAL AWARENESS LED BY ANA CARIDADE
- 6 A PSYCHOMOTOR PROGRAM FOR STRESS REGULATION, DEVELOPED FOR STUDENTS SUFFERING FROM MENTAL PRESSURE LED BY DIENEKE JOL

- GINÁSIO KIYOSHI KOBAYASHI
- SALA VÍTOR DA FONSECA

- PAVILHÃO HERMÍNIO BARRETO
- FMH MAIN ENTRANCE

COFFEE BREAK 15.50 – 16.10

ROUND 3 16.10 - 17.00

- 7 KINESTHESY LED BY ERIC PIREYE
- 8 PSYCHOMOTOR THERAPY FOR ANXIETY DISORDERS – A MODEL FOR GROUP INTERVENTION LED BY JANETE MAXIMIANO
- 9 WORKING WITH TAKING IN/PUSHING AWAY AS A METHOD TO GET IN CONTACT WITH EMOTIONAL NEEDS LED BY KARIN LYDIA

- SALA VÍTOR DA FONSECA

- GINÁSIO KIYOSHI KOBAYASHI

- PAVILHÃO HERMÍNIO BARRETO

ROUND 4 17.10 -18.00

- 10 PHYSICAL-MIND MAPS LED BY CECÍLIA DE LIMA
- 11 ADHD LECTURE AND PRACTICE LED BY COR NIKS (90')
- 12 MOTION-BASED PREVENTION TO STRENGTHEN SOCIAL-EMOTIONAL COMPETENCE IN CHILDREN LED BY ILONA THURNHERR
- 13 REGULATION OF EMOTIONS THROUGH WALKING MEDITATION LED BY TIJSSSEN BRECHJE
- CLOSING SESSION 18.00-19.00
- FOR THE OPEN CLASSES –SUMMER SCHOOL PARTICIPANTS BY THE PRESIDENT OF THE FACULTY OF HUMAN KINETICS AND THE SUMMER SCHOOL COORDINATORS 18.00-19.00

- SALA VÍTOR DA FONSECA
- GINÁSIO KIYOSHI KOBAYASHI

- PAVILHÃO HERMÍNIO BARRETO
- SALA JOÃO DOS SANTOS

- SALÃO NOBRE

ABSTRACTS & TEACHERS BIOGRAPHY

1 Using Touch in Psychiatry led by Helle Brok

The purpose of this workshop is to give the participants practical experience using touch in relation to clients who are psychologically vulnerable and/or have psychotic tendencies. There will be a short theoretical introduction to touch as a therapeutic tool as well as an introduction to theories of muscles tension and balance. Psychomotor therapists in Denmark are trained in using touch and manual intervention in the treatment of different types of clients in a clinical setting and in their work in various types of institutions. Practical experience in using touch and manual intervention in the treatment of clients with psychological disorders shows, that touching, when used in the right way, can have a supportive and developing effect on the client in relation to their sense of self, their ability to define themselves, and their capacity for handling psychological problems such as anxiety, psychotic symptoms, and bodily unease. The theoretical background for this workshop can be found in the works of Wilhelm Reich, Alexander Lowen, and Lillemor Johnson on patterns of muscle tension, and Kerstin Uvnäs Moberg on the significance of the hormone Oxytocin in regard to touching.



Helle Brok biography

Psychomotor Therapist, Master of Public Governance. Head of Psychomotor Therapy at VIA University College, Denmark. Previous function: 10 years of working within the field of psychiatry as Psychomotor Therapist.

2 ADHD and Emotions led by Ana Rodrigues

ADHD is considered a neurodevelopmental disorder whose explanatory basis is described by difficulties in regulating attention, difficulties of inhibitory control, difficulties of postponing gratification and executive dysfunction. However, behaviours of emotional dysregulation are frequent in children with this disorder without considering that there is in fact a base of emotional deregulation. So how to frame this type of deregulation? How to understand ADHD difficulties in managing the emotions? From the understanding of the neurobiological bases of the ADHD to the understanding of how a clinical picture of ADHD can lead to this type of deregulation is the objective of this sharing of knowledge. A better understanding of these phenomena will lead to more effective intervention practices.



Ana Rodrigues biography

Studied Special Education and Rehabilitation and Clinical Psychology. At the Faculty of Human Kinetics teaching developmental disorders, methods in psychomotricity, psycho pedagogy and child development observation in the 1st and 2nd cycle of Psychomotor Rehabilitation. Researcher at the Institute of Education, mainly focused on the assessment of developmental disorders specially ADHD and executive functions. Has been working with children with behavioural problems and with families.

3 Sensing movement: a somatic approach based in Bartenieff Fundamentals led by Rita Rato

The term somatic was first used to mention the body as lived from a first-person viewpoint. Somatic methods, initially termed as relaxation techniques, bodywork or body therapies focus in the re-education and refinement of the body's perception. This workshop introduces some of the principles of the somatic practices and is part of a movement program based in the methods Bartenieff fundamentals, Eutonia, Ideokinesis and Feldenkrais that was developed within a doctoral research, to investigate the contributions of the somatic education to the body image construction within a group of dance students. The program, based on some of the common principles of somatic practices, is anchored in the sensory awareness, and in the valuation of individual and subjective perception to organize the movement. This workshop is based in the Bartenieff Fundamentals and offers participants the opportunity to experience a practical approach of some of the principles that are central to somatic practices: Breath, sensing and internal connectivity. Bringing awareness to this themes, and to the individual experience of attending oneself, the movement explorations encourage the participants to organize the whole body according to different movement patterns.

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Rita Rato biography

Studied dance in the National Conservatory of Lisbon and in the faculty of Human Kinetics in Lisbon. Teaches dance technique (Modern, Contemporary and Classical Dance) and Somatic Techniques in the Department of Education, Social Sciences and Humanities in the dance graduation at the Faculty of Human Kinetics, since 2005. Teaches Dance and Movement to children and adults in Dance schools and in Community programs since 1994. Currently, enrolled as doctoral student in the PhD program in Human Movement - Dance at the Faculty of Human Kinetics developing a research focused in the impact of a somatic movement program based on techniques like Feldenkrais, Bartenieff Fundamentals, Eutonia and Ideokinesis on the body image, regarding the experience, perception and appreciation of movement by dance students.

4 Proxemic in psychomotricity led by Nicolas Raynal

The proxemic is the study of the distance between the individuals and their personal space. In psychomotricity, it's about control and regulation of the distance in the relation with other people. Proxemic behavior also includes postures and movements which everybody adapt according to the people around. Proxemic play a role in the relation to the others by the body, but also by the look and the voice. There is a fertile relation between psychomotricity and proxemic: it's the symbolic understanding of spaces in relations with the others. Concretely, the way you interact with the non verbal communication reveal a lot of information about your personal space and how you can find the "good distance" to have in the relation with the others, especially with the patients.

Nicolas Raynal Biography

Psychomotor Therapist. Teacher at the Institut de Formation en psychomotricité ISRP, France. Responsible for the students internships and professional relations Paris / Marseille. Erasmus Coordinator Paris / Marseille.



5 Storytelling and emotional awareness led by Ana Caridade

The workshop is based on the Teaching of Santiago project, focused on social and personal intervention that aims to stimulate and rescue the child to be spontaneous, being natural, through a project of artistic education with diversified proposals stimulating what has been lost with the rapid changes of our society so often disconnecting the child essence, that it is to be a child and to be a person as an integral human being (multidimensional). Emotional awareness and emotional management are stimulated through a story book, which leads to a symbolic city of memories where we learn to (re)cognize emotions and keep them in their respective places. The workshop is divided into two phases: firstly, the contextualization of the project, the explanation of the concept and the form of implementation; in a second moment the participants are invited to experience the story in the first person exploring expressive techniques that aim to be enhance our emotional awareness, acquire vocabulary for the expression of emotions, sensations of the body of feeling and how to act (or transmuting or allowing oneself experience).

Ana Caridade Biography

Teacher, specialized in Artistic and Environmental Education, Trained in Hata Yoga, Laughter Yoga, Mindfulness, Tibetan Bowls, finishing a Master in Special Education. Studied Dance (Flamenco, Bharata Natyam, Gipsy, Tribal african, Biodanza, Inclusive Dance, DanceAbility). Responsible for projects involving tales, artistic expression, promotion of social and emotional competences, working with children and youth at risk and with special educational needs (SEN). Founder of the platform MOSAICO, inclusive artistic and educational projects (<http://www.mo-sai-co.pt/>) Book writer (Iara na Floresta dos Contrários (co-criadora); Nho Maio - Conto tradicional de Cabo Verde; ECDISE - Caderno de Processo; A Melodia de Mara; Thiana para além do arco-íris; À Luz do (cor)ação; Ensinar de Santiago).



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6 A psychomotor program for stress regulation, developed for students suffering from mental pressure led by Dienneke Jol

Recent research has shown that many students at Dutch universities are suffering from mental pressure. They are experiencing stress as a result, which causes study delay. At Windesheim, University we developed a psychomotor training which can help students with stress regulation. This workshop introduces this training. The participants will work with a stress thermometer, and they will focus on feeling their own stress signals. The stress signals are linked in a basic observation model often used in the Netherlands, to be translated as BECS (body signals, emotion, cognition, and social behaviour). One can become aware of stress by feeling body signals and emotions. Also, one can detect stress by reflecting on cognitive processes and observing social behaviour. The aim of the work with a stress thermometer in the training at Windesheim University is that the participants learn to regulate their stress. They practice, among other things, the timing and dosing of their activities. The results of two small research projects (n=10 en n=5) that evaluate the effectiveness and working mechanisms of the training will be presented.



Dienneke Jol biography

Studied movement sciences at the Free University in Amsterdam. Trained in body psychotherapy (Hilarion Petzold). Working as a psychomotor therapist in psychiatry for 17 years, mainly with (young) adults. Teacher at the University for Applied Sciences in Zwolle, in body oriented methods. Supervises internships and research projects. Also, helps students organizing psychomotor programs in stress-regulation and communication skills, offered to other students, experiencing difficulties in their studies. An important theme is working with body awareness as a means of emotional regulation. Will be using part of the lessons to introduce the MAIA, a scale to measure interoceptive awareness (Mehling, Price, Daubemier, Acree, Bartmess and Steward, 2012).

7 Kinesthesis led by Eric Pireye

Body awareness is a therapeutic tool which engage the whole person, the psychomotor therapist and the patient. When we succeed in feeling the « presence » of one or more parts of our body, we may feel perceptions, emotions and make sometimes the choice of talking about all these phenomenon's. This process really heals the person. The psychomotor therapist is wholly engaged. In this workshop the participants will be invited to practice and reflect upon a group exercise involving proprioception, especially requiring the awareness of direction, speed and amplitude of movements. I call it : « Kinesthesis ».



Eric Pireye biography

Graduated in 1984 as psychomotor therapist. Since 1985 worked for 17 years in paediatrics, focusing in psychomotor development and body perception in babies and premature babies. Teaching psychomotricity (first year of graduation), helping students to discover basic principles. Since 2002, work with autistic children. Published 4 books on body image and the work of the psychomotor therapist. Interest goes to from neurosciences and affective development, relaxation, movements and touch as useful approaches. Behind these concepts lies a theoretical universe including neural networks, past and singular history of the person.

8 Psychomotor Therapy for Anxiety Disorders – A model for group intervention led by Janete Maximiano

Anxiety disorders are one of the most prevalent mental health disorders in Portugal. In 2017 General Health Direction found these disorders in the 6th place of the list. It includes Generalized Anxiety Disorder, Phobias and Panic Disorders, Obsessive-compulsive Disorders and Post Traumatic Stress Disorder, and the symptoms can be mild or severe, becoming truly enabling for the daily life. In this workshop will be presented a brief synthesis of the major physical and psychological symptoms of Anxiety disorders, illustrated with clinical cases and the importance of psychomotor intervention will be dynamically discussed. It will be demonstrated the model that was developed for a group intervention in the external consultation of the Psychiatric Service and a group of practical activities will be experienced in order to: 1) Perceive the most evident psychological symptoms and personality traits of a person with anxiety disorder; 2) Activation of the body awareness, through activating vigilance, proprioception and somatosensorial awareness (Body Schema); 3) Stimulating the link between emotions and interoception and emotions and body attitude, through the stimulation of abstract and symbolic thinking (body image awareness and imaginary).

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Janete Maximiano biography

Studied Special Education and Rehabilitation at the Faculty of Human Kinetics (1997-2002). Master degree in Psychosomatics, Institute Applied Psychology ISPAL, Lisbon, 2008. Currently, doing the PhD in Human Kinetics-Rehabilitation at the Faculty of Human Kinetics. Psychomotor Therapist in the Psychiatric Service of Fernando Fonseca Hospital, since 2003. Have been working with children and adults with mental health disorders. Invited teacher, in Psychomotor Therapy course at the Faculty of Human Kinetics (2009-2015). Invited teacher at Piaget Superior Institute (2004/2005; 2008/2009)

9 Title Working with taking in/pushing away as a method to get in contact with emotional needs led by Karin Lydia

In the workshop a small part of the Danish manual treatment method will be presented along with a push- pull exercise, which can be useful to be aware of / get in contact with emotional needs. As theoretical background the Bodily maps of emotions by Lauri Nummenmaa, Enrico Glereana, Riitta Harib, and Jari K. Hietanen will be used along with a neuro affective understanding of emotional balance. The method works through a relaxation of the body and the lowering of the level of arousal, as the therapist is touching the limbs and the back in a firm way and then lifts the limbs to increase gravity. The client is asked to push or pull against resistance while paying attention to the small variety in the sensations of autonomic response to the very fine grading of movements.



Karin Lydia biography

Senior lecturer in psychomotor therapy (more than 14 years of experience), at VIA University College, Denmark. Main area of expertise in manual treatment in psychomotor therapy and individual psychomotor interventions subjects. Danish psychomotor treatment that distinguish between working to improve the clients interoceptive awareness and working with the clients body experience defined as the exteroceptive and interoceptive awareness coloured by emotional aspects built on a psychodynamic way of thinking, with the understanding for the tension of muscles as related to the defence and the suppression of emotions. The content for the two days of teaching that will be both theoretical and practical focusing on manual treatment.

10 Physical-Mind Maps led by Cecília de Lima

Cognitive embodied sciences reveal that we experience and perceive the world from an embodied perspective. In his book, "The feeling of what happens", the neuroscientist António Damásio, demonstrates that we feel what happens and gain a primary sense of self through our sensory-motor perception. Furthermore, emotions are, indeed, changes in bodily states, interpreted and named as specific feelings. This embodied mode of perceiving and conceiving ourselves in the world has been intuitively practiced and artistically worked in field of contemporary dance. Physical-Mind Maps is a methodology that departs from movement and creative written exercises based on dance release technique in order to develop a deeper awareness of our embodied cognition. In this workshop, we will approach one part of this methodology, which concerns the practice of how different modes of physicality can generate different sensations associated to bodily states and even emotional states. More specifically, during this short session, we will explore the physical sensations and concurrent feelings deriving from - for example: surrendering in the fall, moving in great tension or completely loose, opening the chest to the world and closing in protection, becoming stuck and breaking through, suspending the body in an inspiration or grounding the body in expiration, shaking and throwing, etc. Based on these physical experiences we will perform some simple exercises of associative writing.



Cecilia de Lima biography

She has a Master Degree from the Dance Unlimited- ArtEZ (NL), having developed a practice-based research 'Sensorial Art- moving through the vertigo of affection'. PhD Degree at Faculty of Human Kinetics, entitled: Transversal Thinking: The Art of Perceiving the World as the Paradox of Movement. Currently teacher at Faculty of Human Kinetics, Dance Degree, Contemporary Technic, Choreographic Composition, Stage Techniques, Production of Cultural Events. Has developed her carrier as a dancer and choreographer throughout Europe since 1999. Co-founder of Canvas Performing Art Dance Company (NL), co-creating multidisciplinary performances (2002-2006). Invited teacher at the Amsterdam Faculty of Arts -Modern Dance Course and the Arnhem ArtEZ Faculty of Arts - Dance Course (NL). Peer Reviewer for the Journal of Dance & Somatic Practices since 2014. Researcher at INET-md focus the relation of dance with phenomenology, cognitive sciences, somatic practices and artistic education. Published on several academic and artistic venues, and academic editions.

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11 ADHD - lecture and practice led by Cor Nicks (90 min.)

In this workshop, a short theoretical summary about ADHD is given on the day-to-day problems that the child or adult may experience (van Mullekom, 2012). Additionally, some do's and don'ts are discussed on what to do when treating a child in the gym, classroom or treating room (Nicks & van den Dool, 2014; Nicks & van den Dool, 2018). This will be pulled together during a group discussion about a video in which a child and adult are shown. The main focus will be on how to act as a therapist or social worker when one sees this behaviour. (90 min)



Cor Nicks biography

Teacher Psychomotor therapy / Chairman CMR. Erasmus Coordinator at the Windesheim University of Applied Sciences, Zwolle, Netherlands.

12 Motion-based prevention to strengthen social-emotional competence in children led by Ilona Thurnherr

The development of emotional competence is one of the most important competences a child has to learn. In other words, to understand the own feelings and to explain it to others, to find strategies how to overcome negative emotions, to be empathic with others and to find out what others feel, are the skills a child has to develop to be able going through life. This sensitive process of children's development can be positively supported by prevention projects in kindergarten and primary school. The children learn the best strategies to manage their emotions in context with other peers and learn to understand what others feel and how to react in such situations. This open class a research project will be presented in combination with some explanations on how psychomotor therapy is practiced in Switzerland.



Ilona Thurnherr biography

Studied Human movement science and physical activities at ETH, Zürich. Currently teach Movement skills and methods at the Interkantonale Hochschule für Heilpädagogik Zürich, Switzerland. Main research focused on strengthening the children's competence on social-emotional behaviour by movement and play at the Institute for Educational Support for Behaviour, Social-Emotional and Psychomotor Development. Have been working with children, youngsters, adults, seniors in different ways of physical activity.

13 Regulation of emotions through walking meditation led by Tijssen Brechje

In this open class a walking meditation exercise will be introduced. With this technique we will use breath awareness and thought labelling to induce a more grounded and calm feeling. Participants will experience the walking meditation and at the end of the open class a handout with all the information will be provided.



Tijssen Brechje biography

Studied movement sciences and has been working as a psychomotor therapist in the field of mental health since 2005. Experience in working with children, young people, adults and the elderly, works as a freelance psychomotor therapist at a mental health institution where she also offers yoga therapy. Develops and provides training for professionals in the field of body-oriented work in coaching and therapy, both offline and online. In her work body awareness, non-verbal communication, contact with yourself and with others and aspects that relate to the balance between body and mind are central. An active member within the professional association (NVPMT). Co-author of a therapy-product about psychomotor therapy for people with somatically unexplained physical problems with the aim of recovery and symptom reduction. Works as a teacher for the psychomotor therapy education at the HAN in Nijmegen.