



## **STUDENT HANDBOOK**

### **GOALS AND MISSION STATEMENT**

The Connecticut School of Integrative Manual Therapy's mission is to present the art and science of recovery through teaching, learning and understanding. The purpose of our professional school is the preparation of men and women to become Integrative Manual Therapists who will then serve as integral healthcare providers nationally and internationally for the benefit of those whose ultimate goal is complete health recovery. Integrative Manual Therapy Practitioners will serve as the foundation for the advancement of progressive healthcare into the 21st Century.

Unlike other traditional and non-traditional programs, our curriculum changes to reflect the advancement of new knowledge obtained within our primary clinical practices. The teaching faculty is not vested in yesterday's knowledge, but rather looks toward tomorrow's information as today's quest. We are multi-denominational, cross-cultural, and non-racial in orientation.

Integrative Manual Therapy (IMT) is a science, philosophy and an art, which works to facilitate recovery from dysfunction through growth and development. IMT is an evolutionary process of study, research and practice. IMT maintains a complete respect for the inter-relationship of the important triad of body, mind, and spirit. IMT concerns itself with all facets of the individual person.

The Diploma Program is committed to prepare every graduate with the skills and ability to:

- Conduct ongoing clinical and academic research to help enhance the growing body of scientific knowledge related to IMT.
- Publish their research so that knowledge can be shared with any individual who has an interest in IMT.
- Encourage ongoing clinical research excellence through shared clinical experiences that form the foundation of that research, and as a basis for broadening the depth and breadth of new questions and challenges dealing with total recovery (body, mind, and spirit).
- Appreciate the importance of an integrated systems approach.
- Embrace the broad-based approach to client assessment and treatment.
- Question the "status quo" and to recognize there is always hope for each and every client.

The curriculum is designed to:

- Develop in each student the knowledge to determine which treatment model is appropriate for a client.

- Functional knowledge of fellow healthcare providers.

## **INTEGRATIVE MANUAL THERAPY WITH AN INTEGRATED SYSTEMS APPROACH**

Integrative Manual Therapy is built upon an underlying philosophy known as the Integrated Systems Approach. Healthcare today is largely comprised of specialists that treat only specific systems of the body or use only specific modalities. At the CT School of IMT, we believe that a client's presentation, signs, symptoms, and level of function are affected by health or dysfunction across all body systems. While addressing low back pain, for example, only treating the spine may yield positive results for one patient but not for another. That's because the human body is a complex interaction of systems based on many interdependent factors. Since the body is essentially a "system of interconnected systems," practitioners must be able to assess, diagnose and treat any and all systems in order to bring optimal results to the client as a whole – this is the Integrated Systems Approach.

The Integrated Systems Approach began in 1971 with the research of Sharon Giammatteo, PhD, IMT-C. It was formally introduced in her first lecture on Structural and Functional Rehabilitation in 1981. The Integrated Systems Approach is presented at The CT School of IMT.

### **Integrative Diagnostics with a Holistic Approach**

The Integrated Systems Approach teaches us to use a total-body diagnostics process called Integrative Diagnostics and the system-specific technologies of Integrative Manual Therapy. A client might present symptoms of pain and limited motion of the left shoulder, for example. The Integrative Diagnostics process might reveal that the nerves are impinged at the shoulder, in which case the practitioner would apply Integrative Manual Therapy techniques specific to that system. If, on the other hand, Integrative Diagnostics indicates dysfunction in the region of the heart or the gallbladder contributing to the shoulder symptoms and limitations in function, then techniques specific to those systems would be applied instead. The concept of systems integration extends beyond the physical systems of the body. Indisputable evidence exists that physical health is also influenced by emotional, personal, mental, spiritual and other aspects of an individual's life. The Integrated Systems Approach embraces all of these aspects and related disciplines in a holistic process designed to yield the best possible results in individual, community and world health.

### **The Systems**

Concepts of the Integrated Systems Approach as well as techniques to treat the specific systems of the body can be found in the coursework of CSIMT. The Integrated Systems Approach includes the following systems and more:

- Systems of Biomechanics (joint integrity of the pelvis, sacrum, spine, and peripheral joints)
- Musculoskeletal System

- Connective Tissue System
- Central Nervous System (brain and spinal cord)
- Cranial system
- Peripheral Nervous System
- Visceral System (cardiac, digestive, urogenital, immune, pulmonary, detoxification, and more)
- Circulatory systems (arterial, venous, and lymphatic)
- System of Energy
- Body/Mind Systems

### **The Audience**

The Integrative Manual Therapy Approach can be learned by physical therapists, occupational therapists, massage therapists, speech therapists, physicians, learning specialists, psychologists, nurses, wellness experts in bodywork, and more. It is used in hospitals, outpatient clinics, schools as well as other institutions.

### **Structural and Functional Rehabilitation through IMT**

IMT addresses rehabilitation in two categories: Structural Rehabilitation and Functional Rehabilitation.

Structural Rehabilitation improves structural integrity of the body. It addresses joint mobility, muscle tone, soft tissue flexibility, range of motion, muscle control and more. It corrects path-anatomy in biomechanics of the spine and appendages, muscles connective tissue system, organs, nervous system, blood vessels, lymphatic system and energetic structures.

Functional Rehabilitation restores functional outcomes according to the optimal potential of the client. It addresses balance, coordination, proprioception (internal joint sensation), exteroception (sensory capability), strength, endurance, hearing, vision, speech, smell, learning, behavior and more.

Structural Rehabilitation corrects anatomic dysfunction and influences physiology. It creates the potential for function. Functional Rehabilitation optimizes the patient's utilization of this function. The relationship between Structural and Functional Rehabilitation can be illustrated in the following analogy. Think of a child playing the piano. If the piano is out of tune, the music will sound poor. Even if the child is a master prodigy of the piano, the music will still sound poor because the structural integrity of the piano is lacking. It is always more efficient and effective to treat structure first – to tune the piano. Once the piano is tuned, the potential for good music is there, but the child may require some lessons. These lessons are Functional Rehabilitation. This Functional Rehabilitation will help the child teach his/her potential in creating beautiful music.

### **A Summary**

There is no “one” single problem affecting a person causing disability and pain, and inhibiting their function. Persons of all ages, cultures, and locations are composites of their past, present, and future goals. Emotional, personal, mental/cognitive, spiritual and

other aspects of living contribute to healthy life-styles and goal-oriented function. Persons around the world are learning more every day about function and dysfunction. Accountability and responsibility for function and productivity belongs to everyone, rather than to the physician, the insurance company, and the drug vendor. Integrative Manual Therapy is more than structural and functional rehabilitation, more than Integrative Diagnostics, more than Integrated Systems approach to correct dysfunction and improve function. It is an ever-expanding field contributing to all disciplines that wish to improve home, community, and world health.

## **THE DIPLOMA PROGRAM**

The Diploma Program in Integrative Manual Therapy is currently designed for the health care practitioner (i.e. MD, ND, DDS, DO, DC, nurse, body worker, massage therapist, PT, OT, AT, C, etc.) who wishes to augment his/her professional skills in Integrative Manual therapy. The school is also designed for individuals who have little or no academic or professional background in health sciences and the delivery of health care. A challenging curriculum will allow the learner to obtain essential skills that could be used to work with family, friends, and loved ones. Although there is currently no formal recognition (i.e. licensure) of the Integrative Manual Practitioner by traditional allopathic personnel, future licensure and national accreditation will be explored on an ongoing basis. Recognition by health insurers has not yet been established, however, will be a focus for the future. Completion of this diploma program provides the student with the acknowledgement of an acquired competency from a rapidly expanding, but select core of manual practitioners.

The curriculum includes several categories of coursework including structural, academic, and functional. Structural courses are offered through the Connecticut School of Integrative Manual therapy. The academic and functional courses must be taken through another school, college or university and must be completed prior to graduation. Once all structural, academic, and functional requirements are met, the student will be issued a Diploma in Integrative Manual Therapy.

## **FACULTY**

### **Instructors**

Our teaching faculty is comprised of expert clinicians and worldwide leaders in the field of Integrative Manual therapy. They bring to the school diverse clinical and academic backgrounds, which enhance the learning opportunities of the student. Instructors are Certified Integrative Manual Therapists, (I.M.T.C.), and are dedicated to promoting higher education through their own ongoing participation in research and learning.

### **Administrative Board**

This board is comprised of a panel of administrators and practitioners designed to facilitate the decision-making process of the school. Each member has a minimum of ten years of clinical and/or administrative experience. The clinicians are world-renowned practitioners in the field of Integrative Manual Therapy. The board is dedicated to

upholding the standards of excellence as set forth in the school's Mission Statement.

### **Advisory Board**

The advisory board is comprised of a panel of multidisciplinary professionals. The members are experts in their respective fields of study and have knowledge of and interest in Integrative Manual Therapy. This board is available to provide consultation to the Administrative Board on an ongoing basis in order to facilitate further growth and development of the school, students, and instructors.

### **Admissions Committee**

This committee is comprised of the Dean and Director of Admissions. The committee is responsible for reviewing all applications for admission.

### **FACILITIES**

The Connecticut School of Integrative Manual Therapy is located in West Hartford, Connecticut. We are handicapped accessible with ample parking. Our building is designed with the student and patient in mind.

Our classes are designed such that two to three students sit at one table. Labs are usually designed to work in pairs. We encourage students to bring their own mats, pillows, and/or blankets. However they can be provided if necessary. The number of participants in each class is often limited in order to maintain an optimal learning experience for the student. Each course has a facilitator, who will assist students with school related questions, purchasing optional learning materials, and information regarding the surrounding area (i.e. hotels, restaurants, etc.). We also provide nutritious refreshments throughout the day for all students.

Our library contains over 200 reference materials on a variety of topics ranging from Muscle Energy Technique to Physiology of the Brain.

Additional classroom sites are periodically utilized off campus. These courses are typically larger in student number and require a larger classroom facility.

### **ADMISSIONS REQUIREMENTS**

- Applicants must be at least 18 years of age and have a high school diploma or GED.
- An application for enrollment and all accompanying documents and fees as outlined in the Application Process must be completed prior to enrollment.
- Anatomy and Physiology (4 credit minimum) must be completed at an accredited school, college, or university, with a grade of C or higher. If the course is Pass/Fail, a pass grade is required. If grading is offered, the student must take that option. A PASS grade will only be accepted if that is the only grading format offered by that institution.
- An interview may be required, if deemed necessary by the Dean, based on review of the application.

## **APPLICATION PROCESS**

The application process includes:

- Completed application form, including 3 essay questions.
- Non-refundable application fee of \$100.00, payable to the Connecticut School of Integrative Manual Therapy.
- Receipt of official transcripts from accredited schools, colleges, or universities.
- One letter of recommendation.
- Course certificates and/or descriptions of life experiences applicable towards credit. NOTE: Once these are received, the prospective student will be sent information regarding challenge exams for those courses they wish to grandfather for credit. A minimum grade of C or higher on each exam will be required for credit towards the diploma. A student may be accepted into the program prior to completion of the challenge exams. However, they must be completed before a diploma will be issued.
- Applicable fees for grandfathering courses should be made payable to the Connecticut School of Integrative Manual Therapy. Fees are \$25.00 per course with a \$125.00 maximum per submission. No refunds will be given for those courses not accepted for credit.
- Based on review of the application, an interview maybe necessary by the Dean/or Director of Admissions.

Application for Admission and all materials should be sent to:

**CT School of IMT  
12 North Main Street #30  
West Hartford, CT 06107**

Applicants are approved or denied for matriculation by the Admissions Committee and will be promptly informed of their status once the application process is complete.

## **FULL TIME/PART TIME STATUS**

In order to achieve full time status, a student must be registered and completed the application and commit to taking a minimum of 16 credit hours of CSIMT required courses per calendar year. If a student does not meet or maintain the 16 credit hour minimum requirement per year, the student's status will change to part time. The student will then be responsible for the appropriate part time course fees. Part time students have up to 10 years, from date of acceptance to complete the Diploma Program.

## **TUITION AND FEES**

Payments may be made via check, money order, debit card and any major credit card. Funds must be paid in U.S. Funds only. There is a \$25.00 return check fee. Course booklets are provided with each course at no additional charge. In the event a course has additional items for sale they may be purchased at the time of enrollment. These items

are not required for the program however excellent supplements and resources are available.

## **REQUIREMENTS FOR GRADUATION**

### **Academic and Functional Credits:**

These courses are required, however they are not offered through the Connecticut School of IMT. Any and all fees incurred by the student must be paid to the appropriate institution. These courses are Anatomy & Physiology, Kinesiology, Pathophysiology, Neuroanatomy, Psychology, Growth and Development.

## **FINANCIAL ASSISTANCE**

The school does not offer financial assistance.

## **ACADEMIC POLICIES AND PROCEDURES**

### **Transfer of Course Credits**

The academic course requirements (Anatomy & Physiology, Kinesiology, Pathophysiology, Neuroanatomy, Psychology, and Growth & Development) will be met through courses taken at an accredited college, school, or university. Official transcripts from these institutions must be mailed directly from each institution to the Connecticut School of Integrative Manual Therapy Admission's Office. These transcripts must be of recent issue and clearly indicate all course credits. The Admission's Committee on an ongoing basis will review official transcripts, for approval of credit. Only courses with a grade of "C" or higher will be considered for approval. If the course is Pass/Fail, only a Pass will be accepted. If grading is offered, the student must take that option. A PASS grade will only be accepted if that is the only grading format offered by that institution. Individual courses offered through DCR and Northeast Seminars (NES) will be accepted for credit toward the Diploma in Integrative Manual Therapy, and do not require a transcript, however, a copy of the course certificate and the challenge exam results (see Grading Policy) must be kept in the student's records in order for the student to receive credit for each course. The courses taken at other institutions, applicable to the Diploma in Integrative Manual Therapy structural, functional, or academic concentrations, will be subject to approval by the Dean. If a course is not approved initially, the student may appeal the decision. Once the Dean reviews the course material and discusses the content with the student, and Administrative Board if necessary, a final decision will be rendered.

### **Attendance Policy**

It is the student's responsibility to attend all classes and labs. If a student misses more than two hours from a three to four day course, they will be required to make up the missed time. They may also be required to repeat the course based on the instructor's recommendation. Students missing less than two hours must make arrangements with the class instructor on how to make up the time. It is the instructor's discretion as to how the missed time will be made up. The instructor reserves the right to require the student to repeat part of or the entire course. No student will be permitted to obtain missed information from another student in the program without written consent from the instructor. A record of each student's attendance will be kept in his or her file. Refer to

the “Cancellation Policy” for information regarding refunds. Academic Intensive weeks will end at 3:00 p.m. on the last day.

**Cancellation/Refund Policy:** Students may at any time cancel a course or withdraw from the program. Notice of withdrawal should be submitted to the school in writing. Cancellation will be based on the last day of verifiable attendance.

- ✓ Cancellation prior to 45 days of the first day of class will be refunded within 30 days of the cancellation
- ✓ Refunds after the 45 day period will be at a 50 % reduction
- ✓ Cancellation 10 days or less from the class start date will only be refunded 10% of the cost of the class
- ✓ Students who are absent for a scheduled course are not illegible for a refund

Advanced Students:

- ✓ If a graduate is absent from a class, they are not illegible for a refund. Most Advanced Classes are not repeated, and when and if they are, new material may have been added.
- ✓ Active Students who attend any part of a class, but are unable to complete the course for any reason, may be given the opportunity to repeat the missed portion at a later date. An additional fee may apply. Students will not receive any refund.
- ✓ Active students taking advantage of the pre-pay plan who are unable to attend a course will receive a credit towards the makeup of the missed course if written notice is received 45 days in advance. If the student withdraws from the Academic Intensive program a pro-rated refund will be granted.
- ✓ If terminated, no refund will be issued

### **Termination/Re-Admission Policy**

Termination in the program can be made either by the student or the school at any time. The school reserves the right to dismiss any student whose conduct is deemed unsatisfactory, as outlined in the “Student Code of Conduct.”

**Re-admission:** In cases of immediate dismissal, students must wait a period of at least one year before they will be considered for readmission. They must then re-apply and submit a written statement as to why they should be considered for readmission if the student has taken appropriate and corrective actions. All application processes and fees will not apply and the student will have to re-pay.

### **Disciplinary Action:**

In cases of unsatisfactory conduct including but not limited to academic theft, failure to abide by the Student Code of Conduct, plagiarism, slander towards the School or its instructors, dishonesty, insubordination to a staff member, or disruption of class or other

activity, the policy is as follows:

At the time of the incident the staff member will issue the student a verbal warning regarding his/her conduct. This warning, along with the date, incident, and action taken, will then be documented in the student's file. If the student gets 3 verbal warnings, the staff member will present the student's case to the Dean for review. It will be up to the discretion of the Dean which action will be taken. There are 2 options:

- Probation: The student will be asked to write a report to the Administrative Board stating why they wish to continue with this program. At the Dean's discretion, the student may also be requested to seek further assistance. Probation will last for at least 6 months. If during this time the student is issued one more verbal warning, they will be dismissed from the school.

- Dismissal: The Dean may inform the student at the time of dismissal of any necessary actions the student must perform in order to return to the school at any time in the future.

In both cases, it will be up to the discretion of the Administrative Board, with notification by the School's Dean, as to the status of the applicant. Re-admission may or may not be granted.

If a student voluntarily withdraws from the program, they may re-enroll at any time. They must complete a new Application and all appropriate fees will apply.

### **Grading System**

All structural and diagnostic courses will include a written test upon completion of the course. A letter grading system will be used, with a passing grade of C. This grading system will correspond with a numerical system in order to determine the grade point average (A=4.0/100; A-=3.5/90; B=3.0/80; C=2.0/70). Students will be informed of their test grade at the time of the exam. If a student does not pass a course, they will be required to repeat that exam and must score a C or above prior to graduation.

If a student wishes to repeat a course they will not be required to repeat the exam (once they have passed the initial exam).

Written exams will be administered on the final day of each course. A minimum grade of C is required to receive credit for the course. If a student's exam grade is below C, no credit will be issued towards graduation until a passing grade is received. If the instructor feels the student needs a better understanding of the basic concepts and treatment techniques presented in the course, he/she may recommend the student repeat the course prior to graduation. If a student fails the written exam they will be required to repeat the exam successfully prior to receiving credit.

### **Academic Support**

It is the student's responsibility to inform the instructor if they are having difficulty with course concepts and constructs. The instructor will provide the student with supplemental resources needed to acquire appropriate skill levels with these concepts. In the event a student continues to have difficulty with the material, study groups or tutoring

may be arranged. While much of mastering the material is done outside of the classroom through self-study and practice, the instructor will assess basic understanding and utilization of the material.

Students will be given ample opportunity to gain academic and practical knowledge. If it becomes apparent to the instructor that the student has been unable to demonstrate satisfactory utilization of didactic or practical portions of the material, despite repeating courses, and tutoring, a personal interview will be conducted by the Dean to determine the future participation of the student in the program.

### **Complaints**

All complaints will be addressed in an expeditious fashion. Complaints will be addressed in writing with a copy placed in the Compliments and Complaints booklet. Any occurrence is subject to debate, arbitration or possible litigation. Formal complaints will be presented to the Board of Directors.

### **Student Code of Conduct**

The Connecticut School of Integrative Manual Therapy Honor Code is simple, straight forward, and uncompromising. Upon admission to the school and periodically through your tenure, each student is required to confirm his/her understanding and commitment to the following pledge:

“I have not violated nor am I aware of any violation of the Honor Code of The Connecticut School of Integrative Manual Therapy.”

Prohibition against Cheating:

- I will not give or receive help on written assignments or examinations without the permission of the instructor.
- I will not look at another student’s test paper or other material.

Prohibition against Plagiarism:

- I will not copy another person’s work or ideas and present them as my own. I understand that all references and quotes attributed from others must be properly cited and acknowledged.

Violations of the Honor Code will result in sanctions against the offending student.

### **Termination Policy:**

Any student that has violated the policies of attendance, grading, misconduct and have not fulfilled their financial responsibility shall be terminated from the program.

### **Student Rights**

All students are guaranteed the following enumerated rights, not to be construed to deny other rights they may enjoy as individuals regardless of their student status.

- Freedom of inquiry, expression and assembly.
- Free pursuit of educational goals within the program and curricula.
- Freedom from disciplinary sanctions without notice as to the nature and cause of the charges.

- A fair hearing which shall include confrontation of accuser(s).

**Dispute Resolution Procedure:**

If at any time a student is enrolled in a program he/she has a complaint regarding the school or instructor he/she is encouraged to resolve the issue as soon as possible by discussing it with the proper school official. The student will be required to put the complaint in writing and become involved in the resolution. Students who are unable to resolve the matter with the school may at any time file their complaint with the following:

Office of Higher Education  
450 Columbus Blvd # 707  
Hartford, CT 06103  
1-860-947-1818

**Student Services**

Students have access to their Connecticut School of Integrative Manual Therapy transcripts at any time. There is a \$15.00 fee per transcript.

Each course includes light refreshments and 10-15 minute breaks periodically during the day. The lunch break is usually 1 to 1½ hours. This allows the student adequate time for lunch and also provides an additional opportunity to practice the newly learned techniques and/or view select videos when appropriate.

Most courses involve labs. During the labs, students will be required to make physical contact with their classmates and instructors in order to practice, learn and experience the techniques being taught. The contact is non-invasive and gentle in nature. On occasion, high velocity, low amplitude mobilization techniques are taught.

The labs in the cranial courses do involve intra-oral techniques. If a student cannot or chooses not to participate in any lab, they must make arrangements with the instructor. Each student must participate in all labs in order to receive credit for the class. However, if extenuating circumstances arise, the student must receive special permission from the Dean to be exempt from lab time. Labs are designed to provide the student with an optimal learning environment. Typically, two to three students share tables. Students are asked to bring pillows mats and blankets.

All classrooms are handicap accessible. Should a student need any special assistance, the school will make any and all reasonable accommodations necessary. All courses will be taught in English.

**Library**

An extensive resource library is available. With permission from the instructor students have access to a wide variety of reference books, videos, cassette tapes, and journals. In order to maintain this collection, these resources will not be permitted to leave the

facility.

Students are provided workbooks for each course, which are included in the course fees (tuition). Reading lists and adjunct materials are also provided. Students will be notified of any required reading prior to each course. Supplemental reading lists are updated on a yearly basis and addendums will be ongoing. As curriculum and course materials are frequently reviewed, reading lists and bibliographies will be cumulative and progressive. Select videos are available for viewing during courses. Videos/books may be purchased.

### **Graduation Policy**

The Diploma Program in Integrative Manual Therapy requires the student to complete a minimum of 76 credit hours, to be completed in approximately 3-6, but no longer than 10 years, after acceptance into the program. Self-directed study is required of all students for each course, which the student will be advised of before each course. Workbooks are provided for each course and are included in the tuition fee. The academic (14 credit hours) requirements must be met through any accredited school, college, or university and are subject to approval by the dean for credit prior to graduation. It is understood the student will be responsible for payments to other institutions, where applicable, in order to fulfill the academic and functional requirements of this program. Most courses are 9:00AM – 5:00PM and vary on day(s) of the week. Refer to course schedule for the days and times. Courses are prepaid 45 days prior to the start of the class.

NOTE: The diploma is not a reflection of competency. It means the student has met the minimum requirements for graduation

### **Recognized Holidays and Religious Observance**

Although an attempt is made to schedule courses around holidays, they may in some cases be held on these days. Students are encouraged to arrange their schedules so as not to coincide with any holidays they wish to observe.

January: New Year's Day

April: Passover, Good Friday, Easter

May: Shavuot, Memorial Day

July: 4th of July

September: Rosh Hashanah

October: Yom Kippur

November: Ramadan, Thanksgiving

December: Hanukkah, Christmas Eve, Christmas Day

### **Graduation Career Services**

The Connecticut School does not offer placement services. Per the Connecticut Department of Higher Education, be advised that a job applicant may be hindered in obtaining a job in the health care industry if said applicant has a felony criminal record.

Certification in basic Adult and Child Cardiopulmonary Resuscitation (**CPR**) certification is required prior to graduation. Certification is offered through the CT School or will be accepted from an accredited organization (American Heart Association,

Red Cross, etc.)

### **RECOMMENDED SEQUENCE FOR BASIC SCIENCE COURSES**

All of the academic requirements must be completed prior to the midway point of the diploma program.

Anatomy & Physiology      Before starting the program

#### ***FIRST YEAR***

Kinesiology

Pathophysiology

#### ***SECOND YEAR***

Neuroanatomy

Psychology

Growth & Development

The above basic science courses are not offered through The Connecticut School of Integrative Manual Therapy, however, many are offered through local colleges and/or universities. After review by the Administrative Board, credit transfers will be accepted from accredited colleges and universities.

### **“ACADEMIC INTENSIVE” 3 – YEAR CURRICULUM OVERVIEW”**

CSIMT offers two to three consecutive classes, every four months. This allows the student to complete the Diploma Program within three years.

#### ***Year One***

The Academic Intensive Program provides a comprehensive clinical education in their learning of Integrative Manual Therapy (IMT). Extensive lecture and lab time focusing on the connective tissue system, biomechanics of the pelvis, sacrum, and spine, and the muscular system. Students will begin their learning on Visceral Mobilization for digestion and women and men’s health issues and an introductory tools for circulation. A comprehensive introduction to IMT assessment skills will be presented, covering topics such as Myofascial Mapping, assessment of biomechanical dysfunction and tools to determine the most important area to treat first via the Nullification Process.

Once this year is completed the student will be familiar with the treatment of a variety of injuries and dysfunctions: back pain, strained muscles, muscle cramps, sports injuries, swelling secondary to an injury, costochondritis, asthma, bronchitis, osteoporosis, colic, leaky gut syndrome, Cohn’s, ulcerative colitis, bulimia, brachial plexus compression, carpal tunnel syndrome, sciatica and a variety of nerve related pain syndromes.

#### **Course Objectives:**

- The myofascial system, muscular system, contractile tissue and autonomically innervated muscles.
- IMT assessment methods via Myofascial Mapping.
- IMT in relationship to the Digestive System.

- IMT in relationship to the thorax and Respiratory System.
- Comprehension of key assessment and treatment techniques for the biomechanical system.
- Primary components of the nervous system.

Clinical Skill Objectives:

- Myofascial Release and the diagnostic technique: Myofascial Mapping.
- Recovery Motilities (Disruption of Membrane, Immune Deficiency Motility, Bone Bruises).
- Compression Syndrome techniques for Diaphragms, Gastrointestinal system, and Respiratory system.
- Visceral techniques for the Gastrointestinal System and Urogenital System. (Type I Relationships, Type II technique, Frozen Organ Syndromes).
- The art and science of Strain and Counterstrain for the muscular system, blood vessel walls, and organs.
- Biomechanics techniques for Pelvis, Sacrum, Spine and Rib cage.
- Dexterity with assessment and treatment of the nervous system.

***Year Two***

The student will learn how to assess, diagnose, and treat dysfunctions of the upper and lower extremities. This learning will have an emphasis on protective mechanisms, biomechanical dysfunctions and the immune system. The student will begin their learning in Cranial Therapy, IMT for Lymphatic Drainage, and Visceral Mobilization techniques to affect dysfunctions of the respiratory and cardiopulmonary systems. Additionally, the student will advance their learning in Myofascial Mapping.

The student will become familiar with the treatment of a variety of injuries and dysfunctions, including headaches, migraines, double vision, neck pain, endometriosis, PMS, prostatitis, incontinence, allergies, edema and autism. Also covered will be pain and movement dysfunctions for the upper and lower extremities, such as frozen shoulder, chondromalacia patella, tendinitis, fractures, and arthritis. Treatment of clients before and after surgeries such as hip replacements and ACL repair.

Course Objectives:

- Protective mechanisms and biomechanical dysfunctions of the upper and lower extremities.
- An introduction to Cranial Therapy
- Further developing an understanding of IMT assessment techniques
- Expand clinical thinking in regards to the respiratory and cardiopulmonary systems.
- Comprehension of the immune system and the relationship between the lymph system, spleen, thymus and the bones of the extremities.

Clinical Skill Objectives:

- Compression Syndromes, Recoil Tension Tests, Type I Relationships, Neural Tissue Tension techniques for the upper and lower extremities.
- Be able to address biomechanical (Type I, Type II, Type III) dysfunctions and quanta of the extremities.
- Visceral techniques including Compression Syndromes, Type I Relationships, Frozen Organ Syndrome, Strain and Counterstrain and Neural Tissue Tension techniques for the organs of the reproductive, immune, and lymphatic system.
- Myofascial Mapping with three planer Mapping and develop skills in Neurofascial Process.
- Develop a range of Cranial Therapy techniques to address the cranial vault bones, dura, gear mechanism and compression in the cranial system.

### *Year Three*

The student will learn how to treat the immune system and vascular system. The student will begin their learning on the treatment of psychosocial and emotional issues. Prior learning from year one and two will be utilized to focus on advanced techniques in Cranial Therapy and treatment of the visceral system. Additional information will be presented on nutritional wellness and specialization of IMT for pediatrics. The student will also learn how to combine assessment and treatment planning skills to develop rehabilitation plans for various patient populations.

During this year the student will learn how to treat a variety of physical dysfunctions, cardiovascular dysfunctions, angina, atherosclerosis, food intolerances, food poisoning, cerebral palsy, lymphedema, Multiple Sclerosis, Lyme disease, infertility, loss of night vision, hydrocephaly, failure to thrive, Bell's Palsy, and hemiplegia.

Student clinics, in the evenings after class, provide a comprehensive platform for clinical application while providing community pro-bono service.

#### Course Objectives:

- Psychosocial and emotional system and its relationship with chronic pain, and many other dysfunctions.
- A deepening understanding of vascular motilities.
- Exploration of the cranial system.
- Develop a comfort level in working with children.
- Start on a lifelong exploration of biophysiology and nutritional wellness.

#### Clinical Skill Objectives:

- Knowing when to refer out for psychosocial and emotional issues as they relate to the overall health and wellbeing of the client.
- Palpate and perceive a wide variety of motilities with focus on vascular and lymphatic systems.
- Ability to release Compression Syndromes, locate and work with Recovery Motilities and fluids in the cranial system.
- Develop skills in assessing and treating children from those who are relatively healthy to those who have significant neurologic, digestive, immune and

vascular issues.

- Learn what Biophysiology/Functional Nutrition can offer IMT clients and how to develop treatment plans that include nutritional supplementation.
- Develop skills in assessing and treating the immune system, spleen, thymus related vein plugs, vascular anomalies and pressure related dysfunctions that are contributing to a lack of quality of life and function.
- Efficient treatment planning and how to facilitate client's meeting their goals.