

Curriculum, ATDen (II), Heidi Brende Leathwood, Director

First year trainee's expected progress (must demonstrate proficiency in 1-5 below and satisfactory completion of 6-8 to move on to 2nd year):

1. Demonstrates and expresses an understanding of all of the principles of F.M. Alexander (see below for list of principles)
2. Is improving their psycho-physical use through work with faculty as well as working independently with awareness, inhibition and direction
3. Knowledge and practice of all of the procedures (see list below)
4. In the 3rd term to becomes proficient in the procedures "hands on back of chair", "monkey with hands on back of chair", "monkey with hands on table"
5. Demonstrates development of observational skills, applied both to oneself and to others
6. Study of musculoskeletal system in anatomy classes
7. Study of F.M. Alexander's writings, as well as some supplemental literature
8. Completion of 2 book summaries of approved supplemental literature
9. If readiness is determined by faculty, begins supervised hands-on work

Second-year trainee's expected topics and progress (must demonstrate proficiency in 1-7 and completion of 8-10 below to move on to 3rd year):

1. Demonstrates and expresses deepening understanding of principles of F.M. Alexander
2. Continues to improve psycho-physical use through working with self and faculty
3. Supervised hand-on work, beginning with table work and hands on stationary people, progressing to hands-on in movement (chair work). Hands-on progression will follow the model written by Dilys Carrington, as provided to ATDen by Lyn Charlsen
4. Supervised work progresses to independent hands-on practice with other trainees
5. In the 3rd term, hands-on skills working with the procedures (see below) will be introduced
6. Begins to practice communicating to the pupil while doing hands-on work
7. Demonstrates ability to communicate principles of F.M. Alexander
8. Further study of F.M.'s writings along with supplemental literature
9. Completion of 2 book summaries of approved supplemental literature
10. Further study of musculoskeletal system in anatomy classes
11. Observtion of 5 hours of lessons/classes by a faculty member

Third-year trainee's expected topics and progress (must be deemed proficient at 1-9, and complete 8-11 to graduate)

1. Continues deepening understanding of the principles of F.M. Alexander in application to use of themselves, work in class, and work in daily life.
2. Progression of hands-on skills, working with fellow trainees on all of the procedures
3. Continuing to refine speaking and communicating skills while working hands on with fellow trainees (includes pedagogy)
4. Teaching practice students (members of the general public) with supervision
5. Teaching an introductory workshop with supervision
6. Demonstrates proficiency by working with hands on faculty members
7. Ability to maintain excellent use of self in #2-6 above

8. Study of nervous system, vocal/breathing mechanisms in anatomy class
9. Continued study of F.M.'s writings and supplemental literature
10. Completion of 1 book summary of approved supplemental literature
11. Observation of 5 hours of classes/lessons taught by faculty
12. Presentation of independent project

Curriculum topics

Understanding and demonstrated proficiency in the following topics will be necessary for graduation.

History, theory, and literature related to the Technique:

- Alexander's life and discoveries
- Development of the Technique and the profession
- Alexander's writings
- Selected supplemental literature
- Writing analysis or summary of selected readings

Principles and concepts:

- Use and functioning
- Primary control
- Inhibition
- Direction
- End-gaining
- Means-whereby
- Faulty sensory perception
- The force of habit
- Doing and non-doing
- Psycho-physical unity

Skills:

- Use of the self
 - Awareness of reaction to stimuli and ability to inhibit reaction
 - Ability to inhibit the habitual and direct one's use in daily life
 - Ability to inhibit and direct to improve one's use while teaching, including verbal communication hands-on work
 - Ability to inhibit and direct while using observational skills
- Use of the hands

Modes of touch (quality of hands, intention, non-doing, moving the hands while maintaining non-doing)

Practice of maintaining inhibition and direction while using hands on a student

Ability to combine verbal instructions and explanations of concepts while giving hands on guidance

Procedures or activities

The ability to work on oneself in the following procedures, and the ability to teach a pupil the following procedures:

Table work (active rest), chair work, monkey, lunge, walking, positions of mechanical advantage, hands on back of chair, whispered ah, squatting, rising to toes, voice work, saddle work, wall work

Anatomy

Musculoskeletal system, Nervous system, vocal/breathing mechanisms, and how this knowledge applies to Alexander Technique

Movement exploration

Dart Procedures

Application of the Technique to specific activities: vocal production, musical instruments, dance, acting, office work, fitness/sports, and other specialized areas of interest to the trainees

Pedagogy

Communication skills

Giving an introductory talk

Giving a first lesson

Planning a class or a course of lessons

Feedback and follow-up

Workshops for special groups

Observation of faculty classes or lessons

Professional development

Starting and building a practice

Advertising and publicity

Professional conduct

Student problems

Networking/outreach

Scheduling, lesson length

Fees, accounting

3rd-year independent project to help build the practice upon graduation