

Perception as a Key to Embodying and Repatterning the Nervous System

Part 1 and 2

A BODY-MIND CENTERING® APPROACH

with Bonnie Bainbridge Cohen

CLASS INDEX

The following is a list of material Bonnie explored in each class of [Perception as a Key to Embodying and Repatterning the Nervous System Part 1 and 2](#).

CLASS 1

- Exploring the consciousness of weight with different objects
- Exploring attuning to the consciousness of weight outside of the body with the consciousness of weight inside the body
- Exploring the weight of consciousness inside and outside of the body
- Exploring the weight of consciousness with people who have difficulty feeling weight and people who have difficulty letting go of feeling weight (physically and emotionally)
- Consciousness and perception
- Attuning to weight

CLASS 2

- Review of exploring the consciousness of weight and the weight of consciousness
- Exploring the weight of consciousness and consciousness of weight and how it flows through feeling the weight of one's own hands and individual fingers
- Relationship of the individual fingers to the scapula
- Perception and the weight of consciousness and consciousness of weight of past experiences and grief
- Perception and the weight of consciousness and consciousness of weight in relationship to self and others
- How to let go of the weight of an object/experience and keep the consciousness of what has been learned from it

CLASS 3

- Brief review of exploring the consciousness of weight and consciousness of weight through holding and putting down objects
- Importance of feeling weight to let go of tension
- Relationship of the hand and finger exploration to perception and the nervous system
- Neurons
- Synapses
- Free nerve endings
- Embodying and working with neurons, synaptic spaces, and free nerve endings
- Calibrating weight, space, and time through the free nerve endings
- Nerve reversal
- Perceiving the flow of energy through the synaptic spaces in hands-on work and in relation to self and other
- Bonnie's personal process of developing her work / learning as a practice

CLASS 4

- Brief review of neurons, synapses, and free nerve endings
- Encapsulated nerve endings
- Myelination of nerves, Schwann cells, and oligodendrocytes
- Exploring embodying and working with myelin
- Working with myelin in nerve injuries
- Electromagnetic field of nerves
- Embodying fat as a semifluid

CLASS 5

- Review of Schwann cells, oligodendrocytes, and myelination
- Working with myelin and the electromagnetic field of the nervous system when nerves are injured
- Anatomy of a cross-section of the spinal cord
- Sitting in the synapse of the posterior horn of the spinal cord
- Spinal cord injury recovery depending on where the injury is
- Case study of working with the dura, arachnoid, and pia maters with scoliosis
- Pia, arachnoid, and dura maters
- Initiating movement of the femur and of the pelvic bone from the bottom of the spinal cord (conus medullaris L1-L2)
- Pubic symphysis as the keystone between the pelvic bones to free the spine and relieve stress at the sacrum
- Where to start when discomfort or pain is challenging to let go of
- Numbness as a feeling/sensation and one approach to numbness and pain

CLASS 6

- Physical and psychophysical aspects of neurons
- Working with the electromagnetic synaptic space (nerve reversal)
- Fibrous and protoplasmic astrocytes
- Importance of finding effortlessness in working with neurological issues and injuries
- Support of glial cells versus muscular strength
- How information is processed coming in and out of the spinal nerves
- Sitting in the synapses of the spinal nerves
- Brain and spinal cord as one organ
- Working with the pia, arachnoid, and dura maters

CLASS 7

- Peripheral sensory nerves: multipolar neuron, pseudounipolar neuron, and a new image of a pseudounipolar neuron discovered through embodiment
- Relationship of perception and research
- Relationship of perception in embodying and working with the dendritic tree of sensory nerves into the axon (multi-focus to single-focus)
- Neurological pathways of sensory information coming into the nervous system
- Schwann cells and oligodendrocytes
- Approaching movement challenges through working with the embodiment of the nervous system and sensory perception
- Fibrous and protoplasmic astrocytes functions
- Satellite, ependymal, microglial, and radial glial cells

CLASS 8

- Pathway of information coming from a sense organ into the spinal cord and out into a muscle
- Three parts of the autonomic nervous system: enteric, parasympathetic, sympathetic
- Embryological relationship of the digestive tract and the lungs
- Basic embryology of the nervous system
- Embryological development of the sacral part of the parasympathetic nervous system
- Working with the embryological development of the sacral part of the parasympathetic nervous system to support difficulties in standing up or weakness in the legs or pelvis
- Embodying the internal and external anal sphincters (autonomic and somatic) as support for weakness in the legs or pelvis
- Filum terminale and the parasympathetic sacral nerves
- Cranial aspect of the parasympathetic nervous system
- Vagus nerve: specific nuclei and their support in different aspects of self
- Working with the sympathetic nervous system into the blood when there is an issue in the somatic nervous system
- Sympathetic ganglion chains
- Visceral sensory neurons
- Ganglion impar
- Rolling down from the sympathetic ganglionic chains and vagus nerves to free the spine

THE ROLE OF THE BRAIN CLASS 1 (CLASS 9)

- Central nervous system as one inner organ
- Basic embryological development of the brain
- Finding and feeling the embryonic folding of the midbrain to support issues in the neck
- Hindbrain, midbrain, and forebrain
- Pathways of information into the brain
- Cerebellar peduncles
- Effects of compressing or tightening in the neck on the inferior cerebellar peduncle
- Importance of working with the inferior cerebellar peduncle locally to affect issues in other parts of the body
- Cerebellum as the navigator in calibrating weight, space, and time
- Middle cerebellar peduncles and their connection to the hands and fingers
- Importance of the hands and fingers in initiating movement and balance of the whole body
- Function of the cerebellum on equilibrium and balance
- Working with people who have had seizures

THE ROLE OF THE BRAIN CLASS 2 (CLASS 10)

- Review of central nervous system as one inner organ
- Mediastinum and its relationship to the midbrain
- Embryological development of the heart and brain
- Embryological folding of the midbrain and bowing of the heart versus flexing the neck
- Periaqueductal gray and ependymal cells
- Structures of the midbrain
- Working with and embodying the cerebral peduncles to decrease tone and overactive readiness to respond
- Relationship of the hands to the cerebral peduncles
- Working with and embodying the substantia nigra to bring up postural tone
- Exploration on aligning the midbrain and mediastinum

THE ROLE OF THE BRAIN CLASS 3 (CLASS 11)

- Review of class 2 material
- Reticular formation and reticular activating system
- Thalamus and its reception of sensory information
- Perception as a motor act
- Sitting in the thalamus to perceive oneself before placing hands on someone else
- Hypothalamus and its relationship to the thalamus in processing sensory information
- Balancing parasympathetic and sympathetic nervous system
- Presence and awareness of self and other before working hands-on

THE ROLE OF THE BRAIN CLASS 4 (CLASS 12)

- Balancing parasympathetic and sympathetic nervous systems
- Review of central nervous system, development of the brain, mediastinum, thalamus and hypothalamus, reticular activating system
- Shifting from stress to ease in each of the reviewed structures and spaces
- Major landmarks of the cerebral cortex
- Major areas of the cerebral cortex
- Insular lobe
- Working with and embodying these major landmarks and areas in the brain
- White matter in the brain: association fibers, commissural fibers, corpus callosum and anterior commissure, commissural fibers between the cerebral cortexes of both hemispheres, projection fibers through the internal capsule and corona radiata
- Working with the two halves of the brain and body (cells to brain on the same side and brain to cells on the opposite side) with brain injuries that affect the opposite side of the body