

CAT Studieplan van Opleidingsinstituut De Kleine Parel

Voorwoord

De globale structuur van de opleiding ziet er als volgt uit.

De student kan deelnemen aan één van de drie studieprogramma's:

1) MNRI® behandelaar met losse MNRI® bij- en nascholingen

Alle cursussen zijn als losse bij- en nascholingen te volgen. De student dient in dat geval wel rekening te houden met de vereiste cursussen die eerst gevolgd dienen te worden. Sommige cursussen zijn alleen beschikbaar voor studenten die zich hebben ingeschreven voor het MNRI® Core in Training Programma, of een bepaalde modulaire (deel-) opleiding hebben afgerond.

2) Modulaire af te ronden (deel-)opleidingen MNRI® Core in Training Programma

Dit programma bestaat uit 4 los af te ronden levels. Bij elk level horen een vereist aantal cursussen, 1 praktijktoets, 1 theorie examen, 64 uur stage en 1 praktijkexamen. Naast het volgen van de verplichte cursussen heeft de student beperkt keuze om aan het vereiste aantal cursussen te komen.

Elke Core in Training student start in Level 1, daarmee is het level dus nog niet afgerond, maar is de student bezig met het volgen van Level 1. Pas op het moment dat afgesloten is, komt de student in het volgende Level 2, wat betekent dat de student bezig is met het volgen van Level 2. Etc.

Na afronding van een Level behaalt de student een titel:

- MNRI® NeuroTactile Specialist (mogelijk na afronding Level 1)
- MNRI® Archetype Specialist (mogelijk na afronding Level 1)
- MNRI® Repatterning Specialist (mogelijk na afronding Level 2)
- MNRI® NeuroStructural Specialist (mogelijk na afronding Level 3)

3) Opleiding tot MNRI® Core Specialist

De volledige opleiding tot MNRI® Core Specialist bestaat uit het behalen van 4 levels van het Core in Training Programma. Daarna dient de student 4 final praktijkexamens af te ronden en een volgens bepaalde criteria opgestelde case study in te leveren. Deze case study wordt beoordeeld door de examencommissie, en na positieve beoordeling wordt de opleiding afgerond en mag de student zich MNRI® Core Specialist noemen.

MNRI® behandelaar met losse MNRI® bij- en nascholingen

K10415

Basiscursus MNRI® Neurotactile Integration

Skin, our largest organ, forms the boundary between our physical being and the outside world. It also houses the NeuroTactile system, which allows the body to access NeuroTactile sensations from the outside world. The skin possesses eleven different NeuroTactile receptors to distinguish the broad array of NeuroTactile stimuli input encountered by the body. This set of NeuroTactile receptors helps to inform and prioritize incoming sensory information for the central nervous system to process. Once processed, the central nervous system directs the body's actions in response to ever-changing NeuroTactile conditions. Due to congenital issues or trauma (in utero, at birth, or anytime after birth), NeuroTactile system challenges can result, causing any one of the following conditions.

- *Hyper-sensitive NeuroTactile System* – Also referred to as NeuroTactile defensiveness, this results in a negative, over-reaction to touch that typically would not be a problem. A person with a hyper-sensitive NeuroTactile system will often respond negatively to hugs, having their hair brushed or nails clipped, and complain about various textures, seams, tags and avoid wearing any form fitting clothes. A simple skin scrape can elicit a reaction expected for a far more debilitating wound.

- *Hypo-sensitive NeuroTactile System* – A person with a hypo-sensitive NeuroTactile system often does not respond to NeuroTactile input that would cause most people to act. A deep cut, a hard push, or other forms of physical harm lead to little or no reaction. NeuroTactile input important to taking action and avoiding harm, is often missed by a person with a hypo-sensitive NeuroTactile system, leaving them at risk for great harm. People with hypo-sensitive NeuroTactile systems often seeking more intense sensory stimulation in an effort to register sensation.
- *Non-Functioning NeuroTactile System* – A non-functioning NeuroTactile system is simply not working.

The reactions of a person with either a hyper- or hypo-sensitive NeuroTactile systems, often seem bigger or smaller than normal conditions would dictate. Such disproportionate reactions are often an indication that an individual's NeuroTactile system is not appropriately engaged and integrated.

The MNRI® NeuroTactile Integration program uses neuro-tactile techniques to stimulate different receptors in the skin, working to appropriately engage and integrate the NeuroTactile sensory system within the complete mind/body system. When the NeuroTactile system is integrated, the brain stem relaxes defensive reflexes, and opens the entire system to an experience of safety in which emotion and behavioral regulation improves and healthy motor, communication, and cognitive development can proceed.

Professionals, parents and caregivers interested in learning more about the MNRI® Method and its various programs are encourage to attend this course early on, given the fundamental role it plays in emotional and behavioral regulation, and overall maturation and development. The NeuroTactile Integration course explores in great detail the physiology and psychology of the NeuroTactile system, the developmental effects of over- and under-sensitive receptors, and the importance of an appropriately integrated NeuroTactile system to the process of integrating all motor reflex movement and patterns.

The MNRI® NeuroTactile Integration course explores

- The general MNRI® Method and role played by the NeuroTactile Integration Program
- NeuroTactile integration and how it relates to motor reflexes and other important body systems
- The neurophysiologic and psychological dynamics of the NeuroTactile system
- The role NeuroTactile integration plays in establishing a foundation for motor, communication and cognitive development, and emotional and behavioral regulation
- MNRI® techniques designed to assess, activate, and integrate NeuroTactile sensitivities
- How to create MNRI® NeuroTactile integration programs for individual clients
- How to incorporate use of MNRI® NeuroTactile Integration course content into daily client and home practice

Learner Objectives

The student will be able to:

- 1) Explain the Masgutova Neurosensorimotor Reflex Integration SM (MNRI®) Method.
- 2) Explain the innate nature of the motor reflex system.
- 3) Describe the role of a reflex and its sensory, motor, and central nervous system mechanisms.
- 4) Describe and explain when, why, and how the brain engages in protection versus learning and development.
- 5) Describe and demonstrate the role NeuroTactile integration plays in motor reflex integration and advanced learning.
- 6) Explain the neuro-physiological and psychological dynamics of the NeuroTactile sensory system.
- 7) Demonstrate the ability to identify, explain and classify the types of neurons and divisions found within the skin, while exploring how the nervous system functions as a whole to control and coordinate the body systems.
- 8) Demonstrate the ability to identify, explain and classify the seven types of sensory cells found in the peripheral and central nervous systems, and the role each plays in processing sensory stimuli and establishing an individual's relationship to self, others and the general environment.
- 9) Demonstrate the ability to compare, contrast and differentiate between conscious and subconscious somatic and specialized senses and how each impacts learning in various settings and social situations.
- 10) Demonstrate the ability to compare, contrast and differentiate between Subconscious somatic and visceral stimuli and gain an understanding of how stimuli variation influences learning, social/emotional and NeuroTactile development in challenged individuals.

- 11) Describe research regarding the relationship between individuals with challenges and tactile integration.
- 12) Demonstrate and explain the impact NeuroTactile integration can have on
 - (1) emotional and behavioral regulation,
 - (2) advancing maturational reflexes,
 - (3) motor, communication and cognitive development, and
 - (4) growth, learning and academic functioning throughout the lifespan.
- 13) Describe how to implement MNRI® neuro-stimulation techniques designed to assess, activate and integrate challenged NeuroTactile systems.
- 14) Review, demonstrate, and apply an understanding of the four general MNRI® NeuroTactile technique variations.
- 15) Demonstrate how each activates, re-educates and integrates NeuroTactile receptors and the proprioceptive system.
- 16) Describe the impact integration can have on improving function and learning.
- 17) Demonstrate and apply how to apply each of the four NeuroTactile technique variations, including lengthening and stretching, rotation, compression and traction, and deep pressure touch to:
 - a) Activate physiological and structural connections between skin, muscles, tendons and bones
 - b) Alleviate the negative physical and psychological effects of sensory stimuli
 - c) Reduce stress at the physiological level, alleviating stress responses that would otherwise inhibit reflex integration required for core stabilization, improvement in joint mobility, range of motion and motor coordination
 - d) Demonstrate and apply additional NeuroTactile program techniques to:
 - i) Explain a kinesthetic sense of appendage length, size, and boundaries
 - ii) Provide an awareness of the sagittal, axial and coronal planes of body coordination, coronal planes of body coordination and core integration
 - iii) Develop the clinical skills necessary to generate body awareness and enhance spatial skill development
- 18) Demonstrate for course instructor ability to appropriately apply all NeuroTactile integration techniques presented in class.
- 19) Apply course knowledge to create and apply an individual MNRI® program for clients with various challenges.
- 20) Develop an individual MNRI® program based on assessment results and targeted individual challenges.
- 21) Explore with client family the potential impact the individualized program can have on supporting the integration of archetype motor movements, primary motor reflex patterns and other motor reflexes and body systems; body structure, posture, and motor maturation; motor, communication and cognitive learning abilities and emotional and behavioral regulation.
- 22) Explore, evaluate and develop strategies to incorporate the use of the MNRI® NeuroTactile Integration course content into daily client and home practice.