

## *Commentary on Mary Kay Wright's Creating Vital Structures to Assure the Future of the Rosen Method*

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I am writing in response to Mary Kay Wright's thorough and well-written article "Creating Vital Structures to Assure the Future of the Rosen Method." I was so very glad to read that many of the issues that I encountered during my training as a Rosen Method Bodywork practitioner are now being formally addressed, and that the Rosen Institute is maturing to a new stage of organizational development.

I studied Rosen Method Bodywork from 1994 until 2001, taking week-long training intensives at three different centers. I experienced the training as a rich and yet oftentimes troubling blend of thoroughness and omission, professionalism and messy boundaries, safety, support, and conflict. Often, neither I nor my fellow students looked beyond the individual centers for help with any concerns. A good number of promising students dropped out of the training due to unresolved conflicts.

Rosen Method Bodywork is a powerful modality, and as Ms. Wright states, much "...near the surface" unconscious material is what gets acted out within the Rosen community." This was certainly my experience. In order to reduce conflict and enhance each student's learning experience, I strongly support the suggestion that the curriculum include an introduction to the concepts of projection, transference and counter-transference, as well as guidelines for maintaining healthy boundaries. It is also very important that formal processes for requesting assistance with conflict resolution be created and then introduced to all students.

Also, a "review of the training calendar and curriculum" for each center, and an "official system of oversight for the quality of our work in the Rosen community" is so essential now that the Rosen community has grown so large. When I became an intern and began seeing clients, I found that there were substantial gaps in my knowledge. I have heard it emphasized many times that Rosen Method Bodywork practitioners are not psychotherapists, and yet we are taught powerful techniques for accessing the subconscious of our clients. I felt that my training did not give me sufficient tools to help my clients work with the issues that surfaced and then move towards the safe closure of the session. A standardized curriculum which includes such topics as trauma, physical and emotional abuse, and dissociative states, for example, would enable each practitioner to meet, in a knowledgeable and responsible way, the issues that each client brings to their sessions.

In her discussion of basic business principles, Ms. Wright mentions instruction in effective marketing practices. I feel that this also should be an essential component in the curriculum in order to help student's promote their private practices, and to raise awareness about the benefits of Rosen Method. It is important for these and the other plans and guidelines outlined by Ms. Wright to be fulfilled in order to ensure the continued growth of Rosen Method in a responsible, professional manner.