NEUROSOMATIC PSYCHOLOGYTM



Stress Relief

Neurosomatic Psychology Series By

Richard Durée



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This book is dedicated to the memory of

Dr. John F. Thie

For teaching me the value of placing the healing in the hands of the public.

Thank you John.

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The Reason For This Manual

Due to the current pandemic the novel coronavirus (COV-ID-19) has caused and the resulting social distancing and selfisolation that it requires, many people are left in their homes to deal with the stress, anxiety, and resulting fear this causes them to feel by themselves. This creates a situation where selfhelp tools to relieve stress are needed.

It is my desire to provide some helpful easy to master techniques to take charge of your situation and empower you to relieve that stress and anxiety in yourself and your family.

These techniques can be used on the young and old alike.

Please feel free to share these techniques using appropriate technology as it may not be safe to make contact with people outside of your immediate, live in, family.

Please be diligent in your hand washing. It is the most effective way to keep the virus from spreading along with social distancing and self-isolation.

Remember to train yourself to refrain from touching your face.

Be well and Safe.

Richard Duree

Stress

You are required to social distance and self-isolate. The kids won't stop screaming, you are afraid they (or you yourself) might get the virus, your boss has been hounding you because you turned a report in late due to having to take care of the children while working at home. Perhaps you are not working due to the pandemic and you owe house or rent payments and the tax people money you don't have. You're seriously stressed out.

Stress is actually a normal part of life. At times, it serves a useful purpose. Stress can motivate you to get that promotion at work, or run the last mile of a marathon. But if you don't get a handle on your stress and it becomes long-term, it can seriously interfere with your job, family life, and health. More than half of people in industrialized nations say they fight with friends and loved ones because of stress, and more than 70% say they experience real physical and emotional symptoms from it.

Causes of Stress

Everyone has different stress triggers. Work stress tops the list, according to surveys. Forty percent of workers in industrialized nations admit to experiencing stress at their jobs, and one-quarter say work is the biggest source of stress in their lives.

Causes of work stress include:

Being unhappy in your job

Having a heavy workload or too much responsibility

Working long hours

Having poor management, unclear expectations of your work, or no say

in the decision-making process

Working under dangerous conditions

Being insecure about your chance for advancement or risk of termination

Having to give speeches in front of colleagues

Facing discrimination or harassment at work, especially if your company isn't supportive

Life stresses can also have a big impact. Examples of life stresses are:

A Global pandemic

The death of a loved one

Divorce

Loss of a job

Increase in financial obligations

Getting married

Moving to a new home

Chronic illness or injury

Emotional problems (depression, anxiety, anger, grief, guilt, low self-esteem)

Taking care of an elderly or sick family member

Stressful relationships, at work, home, school, with friends or family members

Cultural expectations, rules, beliefs, societal judgements, etc.

Traumatic event, such as a natural disaster, theft, rape, or violence against you or a loved one

Social media, receiving judgements from and comparing self to others

Sometimes the stress comes from inside, rather than outside. You can stress yourself out just by worrying about things. All of these factors can lead to stress:

Fear and uncertainty.

When you regularly hear about the threat of viral pandemic, terrorist attacks, global warming, and toxic chemicals on the news, it can cause you to feel stressed, especially because you feel like you have no control over those events. And even though disasters are typically very rare events, their vivid coverage in the media may make them seem as if they are more likely to occur than they really are.

Fears can also hit closer to home, such as being worried that you won't finish a project at work or won't have enough money to pay your bills this month.

Attitudes and perceptions.

How you view the world or a particular situation can determine whether it causes stress. For example, if your television set is stolen and you take the attitude, "It's OK, my insurance company will pay for a new one," you'll be far less stressed than if you think, "My TV is gone and I'll never get it back! What if the thieves come back to my house to steal again?" Similarly, people who feel like they're doing a good job at work will be less stressed out by a big upcoming project than those who worry that they are incompetent.

Unrealistic expectations.

No one is perfect. If you expect to do everything right all the time, you're destined to feel stressed when things don't go as expected.

Change.

Any major life change can be stressful -- even a happy event like a wedding or a job promotion. More unpleasant events, such as a divorce, major financial setback, or death in the family can be significant sources of stress.

Your stress level will differ based on your personality and how you respond to situations. Some people let everything roll off their back. To them, work stresses and life stresses are just minor bumps in the road. Others literally worry themselves sick.

Effects of Stress on Your Health

When you are in a stressful situation, your body launches a physical response. Your nervous system springs into action, releasing hormones that prepare you to either fight or take off. It's called the "fight or flight" response, and it's why, when you're in a stressful situation, you may notice that your heartbeat speeds up, your breathing gets faster, your muscles tense, and you start to sweat.

This kind of stress is short-term and temporary (acute stress), and your body usually recovers quickly from it. But if your stress system stays activated over a long period of time (chronic stress), it can lead to or aggravate more serious health problems. The constant rush of stress hormones can put a lot of wear and tear on your body, causing it to age more quickly and making it more prone to illness.

If you've been stressed out for a short period of time, you may start to notice some of these physical signs:

Headache Fatigue Difficulty sleeping Difficulty concentrating Upset stomach Irritability

When stress becomes long-term and is not properly addressed, it can lead to a number of more serious health conditions, including:

Depression Fatigue, no energy Irritability, anger, and frustration High blood pressure Abnormal heartbeat (arrhythmia) Hardening of the arteries (atherosclerosis) Heart disease Heart attack Heartburn, ulcers, irritable bowel syndrome Inflammation Upset stomach -- cramps, constipation, and diarrhea Weight gain or loss Changes in sex drive Fertility problems Flare-ups of asthma or arthritis

Skin problems such as acne, eczema, and psoriasis

The Neurology and Chemistry of Stress

It is important to understand that how we react to our environment, or how we think in response to some past or future moment that may be stressful, is responsible for most of the maladies, both physical and emotional, from which we suffer.

It's that simple.

When we repeatedly (chronically) place ourselves in a highstress mode, or when we are hyper-vigilant in looking for stressors that may affect us at some future moment, we engage the body's emergency response to stress all the time. What with continually being on high alert or in emergency mode, our body doesn't have the time or the resources necessary to repair and regenerate itself.

In many of the NP Neurosomatic Psychology programs we talk about the body's innate intelligence and its ability to help us heal? Well, when we are constantly engaged in the stress response, that intelligence gets silenced. In addition, our body is in a constant state of trying to catch up, but it can't.

In one scenario, we may be loudly arguing with our spouse, or madly dashing around trying to fit a day's worth of errands into an hour. At such times, a stressor in the present moment has us mashing a figurative gas pedal to the floor, to produce the adrenaline that is the primary chemical released during the stress response.

In another type of situation, no current stressor can be seen. We might be sitting in sitting in a chair or lying in bed, not even moving, and yet we are under stress just the same, worrying about our family and friends or how we are going to pay next month's property taxes. At such times, we are anticipating a future stress that we'll need to resolve. Now we



have the brake on plus the gas pedal is pressed to the floor, because that future stress is flooding our body with adrenaline and other stress hormones.

In either case, we are depleting our body's systems until the point at which they break down. We know this breakdown by other terms: illness, injury, and overload.

We respond to stress via two pathways. The first one is called the neurological response; the second pathway is termed the chemical response.

The Neurological Response: The Fast Track

A quick overview of the neurological process that constitutes a stress response proceeds like this:

1. The first response is the most immediate. In it, the autonomic nervous system turns on in response to something real or imagined in our environment.

2. The autonomic nervous system passes along information directly through the spinal cord and spinal nerves to the peripheral nerves that are most readily connected directly to the adrenal glands.

3. Once this lightning bolt of information reaches the adrenal glands, they produce adrenaline (also known as epinephrine) that goes immediately into the bloodstream.

This first/immediate response takes place in a flash. It produces an adrenal hit that results in a radical altering of our chemical makeup, plus a number of other physiological responses. The body shuts down or limits nonessential func-



tions like digestion, and the blood is diverted from internal organs to the muscles to prepare them for action. We are in a state of heightened awareness and energy. We are ready either to fight or to flee. This whole process takes place in a matter of seconds..

The Chemical Response: The Slow Track

Just like the neurological stress response, the chemical response of stress can be triggered by a mere internal thought as well as a reaction to something outside of us. Here is how this process transpires: when we have a reaction to a actualstressor, anticipation of a stressful event, or the memory of a past stress, we activate a state dependent response.

Those state dependent memories send a signal to a part of the midbrain called the hypothalamus. The hypothalamus is a kind of factory that takes in chemical raw materials and assembles them to produce peptides. A peptide is a chemical messenger that signals the body to turn on, or off, some function.

In the stress response, the peptide made from the hypothalamus is called corticotrophin releasing hormone (CRH). Once CRH is released, it delivers a chemical message to the pituitary gland. When the pituitary gets the signal from the hypothalamus, it makes another chemical peptide called adrenocorticotropic hormone (ACTH). The new chemical message is now "acceptable" to the receptor sites located on the cells of adrenal glands in the body.

The chemical message from the pituitary (ACTH) makes its way to the adrenal glands, and it stimulates its cells to produce various chemicals called glucocorticoids, which further



change the internal order of the body.

Glucocorticoids are steroid hormones secreted by the adrenal glands in much the same way as testosterone and estrogen, which are made in the sex glands. Just as in the neurological response, similar physiological changes are occurring in the body in response to the presence of these chemicals that are being released.

The slow-track chemicals are made through the hypothalamus-pituitary peripheral gland axis, and their activity takes minutes or hours to transpire. One of the ways to think of the two different responses is that the first is more immediate and direct, like the express lanes on an interstate. The second involves more "exit" and "entrance" ramps and consequently is akin to the local lanes. They both get us to Survival City, but one (relatively speaking) does it much faster:

Stress Defined

When we are living in survival mode, our neocortex becomes attuned to functioning as a kind of radar sweeping the environment. When it perceives a threat, we are immediately on alert. We move into a heightened state of anticipation (or even expectation) that something potentially harmful could (or will) happen. Unlike most other vertebrates, we can activate this response by our reaction to the environment or just by expectation, through thought alone.

Whenever we are in the presence of a stressor or we anticipate being in the presence of one, and any of our normal homeostatic levels (blood pressure, heart rate, pupil dilation, chemical balance, and the like) change, we're now experiencing stress. As you can imagine, based on our understanding of homeostasis and the body's innate desire to return to a state of order, the body will always react in response to that stress by releasing high amounts of adrenaline and glucocorticoids. All the changes in the chemical balance in the body during the stress response are due to the release of adrenaline and glucocorticoids from our adrenal glands.

Humans share this response with many other life forms, but because of our enlarged brains with their huge memory capacity and our evolved social structures, we experience very different types of stress inducing stimuli, environments, and behavioral responses. As humans, we're subject to three categories of stress: physical, chemical, and emotional-psychological.

1. Physical stress includes events like a car accident, a fall, an injury due to overexertion, and exposure to harsh environmental conditions such as extreme cold or heat, lack of sleep, and lack of food or water.

2. Chemical stresses are an increasing concern for many people today. In our environment, we are exposed to a host of toxins, allergens (including certain foods), pollutants, and many other chemical stresses.

3. Emotional-psychological stresses include concerns about time, money, career, and loss of a loved one.

An important thing to remember is that when we are exposed to any of the three categories of stress, the body will respond to each type in the exact same fashion as with an autonomic reaction For the most part, all other species, except for some social primates, experience stress as primarily a physical threat to their survival: predators, starvation, lack of mates, and disabling injuries primary among them. We, too, have physical stress, as well as chemical stresses that can manifest themselves as physical, emotional, and psychological problems.

The Techniques

On the following pages you will find several useful techniques.

As many of you are self-isolating I have included the communication technique Feel, Want, and Willing.

You may find this useful for not only becoming aware of your own needs. As you may be isolated with others for an extended period of time you may need an effective conflict resolution technique as well.

Remember with all of these techniques to breath.

Good luck.

Be Safe.

Working with Breathing

Breathing techniques have been used throughout history to relieve stress and create a calm relaxed state.

The rhythm of breathing co-ordinates electrical activity across a network of brain regions associated with smell, memory, and emotions, and can enhance their functioning, according to a new study by researchers at Northwestern University.

Findings published in the Journal of Neuroscience, suggest that breathing does not merely supply oxygen to the brain and body, but may also organize the activity of populations of cells within multiple brain regions to help orchestrate complex behaviors.

1. Breathe in slowly and deeply (through the nose if possible) while pushing down on the diaphragm, holding the breath in for about 10 seconds, then exhaling slowly (through the nose if possible). Repeat at least 10 times.

2. This helps release tension in the Ventral branch of the vagus nerve complex. This lowers excitation of the sympathetic nervous system responsible for the fight & fight response. This helps to relieve anxiety and stress.

FRONTAL/OCCIPITAL HOLDING

Purpose: This is a powerful technique for defusing 'negative' emotions, processing emotional experience and balancing the hemispheres. One hand contacts the forehead (frontal lobes of the brain) while the other hand contacts the occiput (area closest to the brain stem and the limbic system). You can either focus on a memory or stressful situation; OR gently focus on your internal experience, on somatic sensations in your body. You can do this for yourself, or even better with a partner.

The Steps:

1. Select something to focus on: either your internal experience (somatic sensations) OR on some emotional distress.

2. Rate the issue or memory 0 - 10

3. Place one hand across the forehead with the little finger across the eyebrows and the thumb up by the hairline, or friend can do this for you.

4. Lightly hold the back of the head with the other hand, with the little finger at the base of the skull, holding the rounded portion of skull under the occipital ridge.

5. Gently focus on your internal experience OR on the issue or distress, while breathing gently but deeply.

6. Gently hold this position for several minutes until you feel a pulse or heartbeat in both hands; or until the issue or distress shifts and releases.

Note: As you hold your forehead and occiput with your hands while breathing, you will notice your body calming down, shifting, processing, and re-integrating. When you've gone through several shifts, and are feeling the pulses synchronized and even in both hands, you're done.





Enteric Release Technique

This technique helps to relax the Abdominal Brain (The Enteric Nervous System). When most of you have feelings you feel them in this area first. Information released by this brain affects other systems in the body including the brain in the head.

Think about the current situation that is stressing you. Begin to use the breathing exercise. Then:

1. Go to the area around the navel.

2. Pressing slowly around the navel with one hand spiraling out in the direction of the illustration on the next page. (clock-wise)

3. When you find tight areas or soreness press into the area with a ferm pressure and with your other hand hold the area on top of the shoulder or top of the thigh at the same time.

4. Hold the two points and think or talk about the issue (Use Feel, Want and Willing) until the pulse comes up at the enteric point, the area below your hand softens.

5. Continue this process until there are no more reactive points in the abdominal area on that issue.

6. Breath for a few more minutes and just relax.



Enteric Release Technique

Feel, Want and Willing

This technique was given to me by one of my mentors, Gordon Stokes. It is so useful that I suggest that you practice it until it becomes a natural part of how you express yourself, particularly in conflict situations.

For the purpose of this program use it when working with your partner, or self, when using the de-stressing techniques presented in this program.

State what you Feel : I feel happy, Sad, Not Heard?

State what you Want: How do you want the situation to be different or resources you may need.

State what you are personally Willing to do to make it happen. (Not what you think others need to do.)

The value of this technique can not be over stressed. In a challenging discussion with another it allows you to express yourself without pushing the other person. Also you can not, legitimately, be told that you don't feel what you feel, want what you want, or that you are not willing to do what you are willing to do.

How to Talk to Children

Here are UNICEF's eight tips to help comfort and protect children

It's easy to feel overwhelmed by everything you're hearing about coronavirus disease 2019 (COVID-19) right now. It's also understandable if your children are feeling anxious, too.

Children might find it difficult to understand what they are seeing online or on TV – or hearing from other people – so they can be particularly vulnerable to feelings of anxiety, stress and sadness. But having an open, supportive discussion with your children can help them understand, cope and even make a positive contribution for others.

1. Ask open questions and listen

Start by inviting your child to talk about the issue. Find out how much they already know and follow their lead. If they are particularly young and haven't already heard about the outbreak, you may not need to raise the issue – just take the chance to remind them about good hygiene practices without introducing new fears.

Make sure you are in a safe environment and allow your child to talk freely. Drawing, stories and other activities may help to open up a discussion.

Most importantly, don't minimize or avoid their concerns. Be sure to acknowledge their feelings and assure them that it's natural to feel scared about these things. Demonstrate that you're listening by giving them your full attention, and make sure they understand that they can talk to you and their teachers whenever they like.

2. Be honest: explain the truth in a child-friendly way

Children have a right to truthful information about what's going on in the world, but adults also have a responsibility to keep them safe from distress. Use age-appropriate language, watch their reactions, and be sensitive to their level of anxiety.

If you can't answer their questions, don't guess. Use it as an opportunity to explore the answers together. Websites of international organizations like UNICEF and the World Health Organization are great sources of information. Explain that some information online isn't accurate, and that it's best to trust the experts.

3. Show them how to protect themselves and their friends

One of the best ways to keep children safe from coronavirus and other diseases is to simply encourage regular handwashing. It doesn't need to be a scary conversation. Sing along with The Wiggles or follow this dance to make learning fun.

You can also show children how to cover a cough or a sneeze with their elbow, explain that it's best not to get too close to people who have those symptoms, and ask them to tell you if they start to feel like they have a fever, cough or are having difficulty breathing.

4. Offer reassurance

When we're seeing lots of troubling images on TV or online, it can sometimes feel like the crisis is all around us. Children may not distinguish between images on screen and their own personal reality, and they may believe they're in imminent danger. You can help your children cope with the stress by making opportunities for them to play and relax, when possible. Keep regular routines and schedules as much as possible, especially before they go to sleep, or help create new ones in a new environment.

If you are experiencing an outbreak in your area, remind your children that they are not likely to catch the disease, that most people who do have coronavirus don't get very sick, and that lots of adults are working hard to keep your family safe.

If your child does feel unwell, explain that they have to stay at home/at the hospital because it is safer for them and their friends. Reassure them that you know it is hard (maybe scary or even boring) at times, but that following the rules will help keep everyone safe.

5. Check if they are experiencing or spreading stigma

The outbreak of coronavirus has brought with it numerous reports of racial discrimination around the world, so it's important to check that your children are neither experiencing nor contributing to bullying. Explain that coronavirus has nothing to do with what someone looks like, where they are from or what language they speak. If they have been called names or bullied at school, they should feel comfortable telling an adult whom they trust.

Remind your children that everyone deserves to be safe at school. Bullying is always wrong and we should each do our part to spread kindness and support each other.

6. Look for the helpers

It's important for children to know that people are helping each other with acts of kindness and generosity.

Share stories of health workers, scientists and young people, among others, who are working to stop the outbreak and keep the community safe. It can be a big comfort to know that compassionate people are taking action.

7. Take care of yourself

You'll be able to help your kids better if you're coping, too. Children will pick up on your own response to the news, so it helps them to know you're calm and in control.

If you're feeling anxious or upset, take time for yourself and reach out to other family, friends and trusted people in your community. Make some time to do things that help you relax and recuperate.

8. Close conversations with care

It's important to know that we're not leaving children in a state of distress. As your conversation wraps up, try to gauge their level of anxiety by watching their body language, considering whether they're using their usual tone of voice and watching their breathing.

Remind your children that they can have other difficult conversations with you at any time. Remind them that you care, you're listening and that you're available whenever they're feeling worried. — Information compiled by Jacob Hunt, UNICEF communications specialist

Timeline for Children

"HOW TO MAKE CHILDREN'S EXPERIENCE OF THESE WEEKS OF SELF-QUARTENE SEEM SHORTER"



Hello, I am M. Carmen García-Caro, a psychologist. Many of you are commenting on how difficult it is to spend so much time at home these days without going out, with the children, the lack of space, the boredom, the friction ... That's why I want to share with you a technique that will help you and your children to perceive these weeks in a different way.

It is called the Timeline and it comes from Neurolinguistic Psychology. It is used to graphically represent time:

- Visualize when certain historical events happened
- Have an overview of an era
- Or put into perspective the duration of a certain event.

Today we are interested in using it to achieve the third objective and we are going to combine it with another tech-

nique called Creative Visualization. In this way the results will be multiplied.



To apply it with the children you will need a piece of cardboard or two pages that you will stick with adhesive tape one after the other and one meter. In them you are going to draw a horizontal line, from left to right of 52cm.

With a tape measure you divide it into 52 equal parts, 1 cm each, which will represent the weeks of the year. The first two will be these two weeks. With the help of a calendar you will indicate in each mark what date it is, it will go from Sunday to Sunday starting on March 15. You can paint each month a different color, make it as beautiful as you can because it will be your "adventure calendar" for the whole year.

Once this is done, the child has to start thinking about all the activities that he/she would like to do in the following weeks and months, starting from the 3rd week of the graph.

For example:

1. "Do the choreography of a dance for Sonia's birthday" and place it in a balloon on the corresponding date. Or "Make a cake for your birthday" ...

2. "Go hiking in the mountains with my survival kit"

3. "Learn a song and sing it in a group with my friends for Sergio's birthday"

4. "Make surprise crafts to give to my friends when I see them again"

5. "Make an album or a personalized notebook with photos or drawings about experiences with my friends or with my family"

6. "Go horseback riding one day" or "see horses", "to a natural park", "to the science museum", "organize a treasure hunt with my friends", "a scape room", etc. ...

Everything can be included, of course, depending on the age of the child, you can search for many more suggestions on the internet or inquire about what they would love to do (it is a good opportunity to get to know your children even better)

The idea is that for many of those activities that they have scheduled and placed on the Timeline they will have to be prepared in advance. For example they will have to learn how to make a cake, or the choreography of a dance and practice it several times, learn a song and rehearse it, etc. ... And what better time than NOW ?? !! They have plenty of time to practice ... (in fact they will soon realize that two (now four) weeks is not enough).



So they make a small drawing or write the name of the activity on a balloon (as you can see in the image) that comes out of the date it is going to be done.

Then, in large size, on a sheet of paper or cardboard they will make a drawing, with details and colors, of them putting it into practice. And then a story of what the story of that adventure will be like with protagonists or characters. (If you still don't know how to write, create the story together out loud).

With this combined technique several objectives are achieved:

• First, and most importantly right now, to visualize the true duration of two (now four) weeks compared to the 52 one year, so that they understand that it is almost nothing.

• The second is that, while imagining an activity or a goal, a part of

us is already living it so we can feel the emotions associated with it such as enthusiasm, fun, companionship, surprise ... If you look closely you will see how their faces they change while they draw or write the story, because with their imagination, at that moment, they have already left home.

I have been using these techniques for more than 22 years so that both adults and children learn to see problems in their true dimension and the changes are surprising. You can use it later to explain to children when you travel the duration of the journey by car compared to the time you will spend in the place where you go, or to avoid separation anxiety if you are the ones who leave, etc. ...

I hope you put it into practice soon and tell me the results.

A hug more virtual than ever.

The Author



RICHARD DURÉE, is an internationally known Kinesiologists, Psychopractor ®, educator, author, lecturer and counselor. During his 47 years in the field of education, specialized kinesiology, energy medicine, and somatic energy psychology

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He is the creator of the Neurosomatic Psychology System, N.P., Structural Kinesiology, Phased Reflex System and the Advanced Professional Practitioner Programs with Andrew Verity, N.D. Richard worked for many years with Olympic and other world-class professional athletes under the direction of Dr. Leroy Perry now with the International Sports Medicine Institute, Los Angeles.

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Richard has published numerous papers in kinesiology journals worldwide and contributed to numerous books related to the subject including Touch for Health 2nd edition by Dr. John Thie, Staying Young by Dr. Ivan Popov, M.D. and Energy Medicine by Donna Eden and David Feinstein, Ph.D.

Richard and his former partner Shanti were included as two of the pioneers of kinesiology in Claudia and Andreas Niklas' book "Kinesiologie" Released in 2012 (German).

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