

**The Beingness Institute 2-year Professional Advanced Practitioner Program**  
**Professional Healing Energy Therapist (PHET) Diploma Curriculum - Hours per week, per year**

**In-Class Modules, Themes and Subjects**  
**Details and Teaching Schedule Distribution**

**PHET - YEAR 1**

**1. Subtle Energy Sciences Module IV - 6 in-class hours per week**

**1.1 Healing Energy Awareness Concepts and Principles (HEACP) IV - (3 hours)**

Class 1	- Psychological Subtle Energy Dynamics I - Introduction - Group Subtle Energy Dynamics I - Introduction	
Class 1 - 5	- Physical - Electromagnetic (auric) - Purpose of Life - Intention - Essence - Unmanifest - Unknown - Infinity - Allness	Through these States of Being segments you will be exploring the transpersonal, parapsychology, humanistic and spiritual psychology perspectives of Subtle Energy integrated into the psychotherapeutic facilitation of a client's process and group process through presentations, experiential learning and practice. HEA can be defined as a psycho dynamic subtle energy medium. The purpose of Subtle Energy Sciences in the advanced program is to help you determine a Subtle Energy Healing response as well as a Subtle Energy Psychotherapeutic response for yourself and/or a client, a group.

**1.2 Subtle Energy Facilitation (SEFT) Techniques IV - (1 hour)**

Class 1	- Introduction, Tracking, Perceiving, Sensing Psychological aspects of Subtle energy	
Class 2 - 5	- Tracking, Perceiving, Sensing <b>Individual</b> Psychological Subtle Energy Dynamics I	You will practice using PHEF year 1 - 3 SEF Techniques while facilitating individual or group psychotherapeutic process. You will learn specific techniques from different models (Asian, Theosophy, Brennan, Esalen, etc.) i.e. how to integrate balancing, neutral, inducing, stabilizing, clearing, opening, charging, closing, removing, replacing, transmitting, synchronizing, restructuring, subtle energy surgery, effortlessness, inviting, expanding, creating, and harmonizing subtle energy dynamics in the facilitation of individual and/or group psychotherapeutic processes so that <b>you can develop your own specific techniques</b> in the moment when needed. Each moment is a unique creation in itself. The goal is to promote the development of your unique ability to create the technique needed in the moment for
	- Tracking, Perceiving, Sensing <b>Group</b> Psychological Subtle Energy Dynamics I	
	- Facilitating <b>Individual</b> Psychological Subtle Energy Dynamics I - Facilitating <b>Group</b> Psychological Subtle Energy Dynamics I	

**1.3 Extra Sensory Perception (ESPT) Techniques IV - (1 hour)**

Class 1	- Integrating the Full Spectrum of ESPT into Individual Psychotherapeutic Process I- Introduction - Integrating the Full Spectrum of ESPT into Group Psychotherapeutic Process I - Introduction	
Class 2 - 5	- Physical - Kinaesthesia - Emotional - Intuition - Love - Hearing - Guidance - Tasting - Smelling - Seeing - Integration	- Clear Mental Concepts - Remote Viewing - Direct Knowing - Shamanic - Archetypal - Metaphorical - Mythological - Mystical - Sacred Geometry - Symbolism
		In these segments you will be learning how to perceive and use ESP techniques as well as naming them when needed for the benefit of an individual's and/or group's psychotherapeutic process. The purpose is not necessarily to focus on specific techniques but the actual physics dynamics and mechanics of Subtle Energy so that <b>you can develop your own specific ESP techniques</b> in the moment when needed. Each moment is a unique creation in itself. The goal is to promote the development of your unique ability to create the technique needed in the moment for yourself, a client or any situation.

**1.4 Paranormal Abilities (PAT) Techniques IV - (1 hour)**

Class 1	- Integrating the Full Spectrum of PA into <b>Individual</b> Psychotherapeutic Process I - Introduction - Integrating the Full Spectrum of PA into <b>Group</b> Psychotherapeutic Process I - Introduction	
Class 2 - 5	- Clairvoyance - Clairaudience - Clairsentience - Distant, Non-local Healing - Proprioception - Integration	- Telepathy - Telekinesis - Psychokinesis - Placebo/Nocebo Effect
		In these segments you will be learning how to perceive and use PA techniques and as well as naming them when needed for the benefit of an individual's and/or group's psychotherapeutic process. The purpose is not necessarily to focus on specific techniques but the actual physics dynamics and mechanics of Subtle Energy so that <b>you can develop your own specific PA techniques</b> in the moment when needed. Each moment is a unique creation in itself. The goal is to promote the development of your unique ability to create the technique needed in the moment for yourself, a client or any situation.

**2. Psychotherapy Techniques Module IV - 20,5 in-class hours per week**

**2.1 Personal Development, Transformation and Wellbeing (PTDW) IV - (1 hour)**

Class 1 - 5	- Subtle Energy Waves & Life Pulses concepts, principles and practice in the psychotherapeutic facilitation process I - Traumas and wounds, Abuse	
Class 2 - 5	- Child consciousness concepts and principles - Beliefs systems	In the advanced program you will learn how to use these developmental States of Being for your continued personal development and wellbeing. As well you will use these as tools to create your unique facilitation of individual's and/or group processes. These will also be explored from a coaching, counselling and psychotherapeutic perspective.
Class 3 - 5	- Images and idealized self -image - Masks	
Class 4 & 5	- Shadows, Positive, Negative	

**2.2 Psychological Defences, Uniqueness and Essential Qualities (EQs) IV - (1 hour)**

Class 1	- Reich/Lowen and Johnson's Characterologies and Character Styles in the facilitation process - Introduction	
Class 2 - 5	- Identifying, Reflecting and Using EQs in the facilitation process - Positive Psychology	In the advanced program you will be introduced to different psychotherapeutic modalities that relate to and complement Healing Energy Awareness Concepts and Principles. You will continue to develop your Essential Qualities and practice presencing these in your facilitation process for yourself, an individual or group's process.
Class 3	- Play therapy, Storytelling	
Class 4	- Art Therapy	
Class 5	- Ecopychology	

**2.3 Creative Arts & Play Therapy (CAPT) IV - (2 hours)**

Class 1	- Art as Healing in the facilitation process - Play as Healing in the Facilitation process	
		- 2 hours per on-site class week experiential learning, exploration and practice

Class 1 - 5		Different art therapy techniques will be used, drawing , painting, writing, comedy, dancing, theatre, etc. as well as adult play therapy techniques. You will have the opportunity to facilitate a creative arts and play therapy short segment.
GILM	- Art and Play Project	
		You will have to create one art project and one play project during your GILM hours and present these during class 3 SCD.
<b>2.4 Movement Therapy (MT) IV - (5 hours)</b>		
Class 1	- Movement as Healing in the facilitation process	
Class 1 - 5	- 5 hours per on-site class week of exploration and practice	
		This includes the exploration and practice of a variety of movement techniques such as yoga, tai chi, Chi Gong, Continuum, stretching, physical exercises, hara, as well as concepts and principles of movement as healing. These will be held inside and outside weather permitting. You will have the opportunity to facilitate a short movement segment.
GILM	- You are required to do 30 minutes of movement per day at home included in GILM hours.	
<b>2.5 Meditation, Contemplation &amp; Mindfulness (MCM) IV - (2.5 hours)</b>		
Class 1	- MCM in the facilitation process	
		The effects of MCM on individuals and groups in the facilitation process.
Class 1 - 5	- 2,5 hours per on-site class week of exploration and practice	
GILM	- You are required to do 15 minutes per day at home included in GILM hours.	
<b>2.6 Client-Practitioner Psychotherapeutic Facilitation Practice and Supervision I - (6,5 hours)</b>		
Class 1	- Concepts, Principles and models of individual psychotherapeutic process facilitation in the world	
Class 2 - 5	- Temenos - Therapeutic Safety and Security	
	- Tracking	These different <b>psychotherapeutic techniques</b> segments will be used to focus the teaching, exploration, practice and supervision of in-class <b>Individual</b> client/practitioner facilitation dynamics. These will be held in different contexts such as one-on-one sessions supervised by the faculty or observed and supervised by all the students at the same time.
- Interpreting		
Class 3 - 5	- Holding	
	- Reconstructive questioning	
Class 4 - 5	- Bridging	
	- Silences	
Class 5	- Dealing with resistance and difficulties	
<b>2.7 Group Process Facilitation Practice and Supervision I - (4,5 hours)</b>		
Class 1	- Concepts, Principles and models of group psychotherapeutic process facilitation in the world	
	- Directive, Exploratory, Delegating, Participative, and Recognizing group templates	
Class 2 - 5	- Temenos - Therapeutic Safety and Security	
Class 3 - 5	- Tracking	
	- Interpreting	
Class 4 - 5	- Holding	
	- Reconstructive questioning	
	- Bridging	
Class 5	- Silences, Not knowing	
	- Dealing with resistance and difficulties	
<b>3. Relational &amp; Professional Practice Techniques Module IV - 14 in-class hours per week</b>		
<b>3.1 Client - Facilitator Relational Dynamics (CFRD) IV - (1 hour)</b>		
Class 1	- Introduction and techniques practice	
	- Listening	
Class 2	- Contact	
Class 3	- Empathy	
Class 4	- Compassion	
Class 5	- Unconditional Love	
	These <b>relational techniques</b> segments will be used to focus the teaching, exploration, practice and supervision of in-class <b>Individual</b> client/practitioner and <b>Group</b> facilitation dynamics. The difference between coaching, counselling, psychotherapy, psychology and psychoanalyse will also be studied.	
<b>3.2 Subtle Energy and Psychological Concepts and Principles of Emotions (SEPCPE) IV - 1.5 (hours)</b>		
Class 1	- Introduction	
	- Major emotions, different models - Plutchik, Hawkins, Shaver et al., etc.	
Class 1 to 5	- Sadness	
	- Anger	
	- Fear	
	- Love	
	- Joy	
	Different "Emotion" concepts, models and principles will be introduced and studied. These different emotions will be presented, explored and practiced using a HEA perspective including experiential learning, this time for the purpose of individual client psychotherapeutic and/or group process facilitation.	
<b>3.3 Client/Practitioner Supervision (CPS) IV - (1 hour)</b>		
Class 1 - 5	You will have to present an in-between class client at least once during the 2 years. This segment will be supervised by a faculty member and observed by your student colleagues.	
<b>3.4 Social and Communal Development IV (SCD) - (4 hours)</b>		
Class 1 - 5	SCD includes whole school gatherings for sharing, mediation, social gatherings for dancing, art and play therapy, projects presentations as well as collective creations presentations either from the faculty or the student body or invited guests.	
<b>3.5 Clinical Practice (CP) IV - (2 hours)</b>		
Class 1 - 5	- This 2 hours per on-site class week segment includes HEA, SEFT, ESPT, PAT, PDTW, CFRD, SEPCPE techniques exploration and practice with an in-person client using laying of hands, hands-on techniques or with a non-local distant client. For some of these sessions, clients will be students from the BI open programs. These are basic healings and not psychotherapeutic process facilitation.	
<b>3.6 Group Psychotherapeutic Process (GPP) IV - (3,5 hours)</b>		

Class 1 - 5	- 1 segment of 2 hours and 1 segment of 1.5 hour per week. These are open group therapy segments facilitated by faculty members using a wide variety of body oriented and other psychotherapeutic modalities. You are required to process at least once a year. Group sizes may change and vary during the year.
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#### **4. Biomedical & Applied Sciences Module IV - 2 in-class hours per week**

##### **4.1 Healing Energy Awareness for Psychopathology (Pathos) I - (2 hours)**

	- DSM-V: I		
	Class 1	- Introduction & The divided brain, Neuroscience & process - Neurodevelopmental Disorders - Schizophrenia	These psychopathologies during both years will be explored using HEA to describe the subtle energy dynamics of all of these themes from the perspective of different States of Being, subtle energy, levels, planes, dimensions. You will have to choose one of these psycho pathologies and present it using HEA concepts and principles in your research project with a first draft to be presented for class 1 of the second year, a second draft for class 3 of the second year and the final paper for class 4 of the second year. This 40-50 pages double spaced paper will be periodically sent to a faculty member. It is part of your GILM hours. The goal is to create a Subtle Energy Psychopathology Compendium.
	Class 2	- Bipolar and Related Disorders - Depressives Disorders	
	Class 3	- Anxiety Disorders - Obsessive-Compulsive and Related disorders	
	Class 4	- Trauma and Stressor-Related Disorders - Dissociative disorders	
	Class 5	- Somatic Symptom and Related Disorders - Feeding and Eating Disorders - Elimination Disorders	

#### **5. Traditional, Complementary and Conventional Medicine Integration Module IV - 5,5 in-class hours per week**

##### **5.1 TCCMI modalities lectures IV - (4 hours)**

Class 1 - 5	Classes 1- 4 the BI will invite professional guests present 2 different TCCM modalities and their connection or integration with HEA. Class 5, some Year 3 & Year 5 students will be presenting their projects.
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##### **5.2 Creating Self-Care and Wellness (CSCW) IV - (1.5 hour)**

Class 1 - 5	- Basic Human Needs, Identifying and Fulfilling your Self-Care needs	During the advanced program the focus is for you to fully fulfil your basic needs. Through this personal process the goal is then to be able to facilitate and Individual's and/or Group process of manifestation of their basic needs.
Class 2 - 5	- Healing the practitioner	
Class 3 - 5	- Relaxation & MCM in daily life	
Class 4 & 5	- Stress	

#### **6. Research Science Module IV - 1 in-class hour per week**

##### **6.1 Quantitative and Qualitative Research Techniques, Organic, Intuitive and Integrative Inquiry I**

Class 1 - 5	- These segments, over the 2 years of the advanced studies, are dedicated to aspects of research techniques specifically for the domain of subtle energy, transpersonal, humanistic, spiritual and parapsychological psychotherapeutic research. This is support for you in your journey for your research paper. The advanced studies project is a full research paper of 40 - 50 pages double spaced studying the HEA of a specific psychopathology to be completed for class 4 of the second year. The goal is the creation of a Subtle Energy Psychopathology Compendium.
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### **Guided Independent Learning Modules (GILM) In-Between Class Modules, Themes and Subjects Details and Hours Distribution**

#### **PHET - YEAR 1**

#### **Guided Independent Learning Modules IV - 990 hours total for the year**

##### **- 5 GILM covering all departments**

Class 1 - 5	- GILM include all in-between class study hours related to each in-class segment as well as study hours not related to in-class segments such as: case write-ups, reading, research, clinical practice sessions, meditation, movement, art & play projects, personal psychotherapeutic process. - As a 1st year advanced student you will have <b>5 GILMs</b> for the year including a summer GILM before your first advanced PHET year. - You have about <b>40 in-between classes weeks</b> between the end of your PHEF third year @ 26 hours per week - There is no in-class time allocated. - In-coming 1st year advanced students will therefore have to do one GILM between the end of the PHEF year 3 and the start of their year 4 between June until October.
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#### **6. Research Science Module IV**

##### **6.2 Research Project (RS) IV - (80 hours included in total GILM hours)**

Class 1 - 5	- As a 1st year advanced student you will be spending your 1st year research project time in preparation for your project's 1st draft presentation for class 1 of your 2nd year. Your advanced studies project paper is a full research paper of 40 - 50 pages double spaced studying the HEA of a specific psychopathology.
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#### **3. Relational & Professional Practice Techniques Module IV**

##### **3.7 Personal Psychotherapeutic Process (PPP) IV - (20 hours included in GILM hours)**

End of year 3 until year 4 class 5	- As a year one advanced student you are required to complete 20 X 1-hour <b>psychotherapy sessions</b> for your year with a qualified therapist. This is 4 sessions to do on average in-between each classes after the end of year 3 until class 5 of year 4 to complete this requirement. This is an average of 2 sessions from September to June of each school year.
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##### **3.5 Clinical Practice (CP) IV - (160 hours included in GILMs)**

Class 1 - 5	- As a year one advanced student you will have to complete 2 X 1-hour Client/Practitioner Subtle energy Psychotherapeutic <b>practice sessions</b> per in-between class weeks 1 to 5 starting after class 1. You will be using one in person and one distant session out of these in-between class sessions to do a short case write-up for each to send to a faculty member before each class between classes 1 to 5. As a Year 1 advanced student you are required to do a <b>minimum of 80 practice sessions in between classes. 25 of these need to be distance sessions.</b> This is an average of 2 clinical practice sessions per in-between class weeks.
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**3.8 Case Studies (CS) Module IV - (36 hours included in GILMs)**

Class 1 - 5	<p>- As a year one advanced student you are required to complete <b>8 short case study write-ups</b>, two per class (one in-person and one non-local distant session) for classes 2, 3 &amp; 5 GILMs, with a different client for each and different from your full case client. Each write-up should take maximum 2 hours to write and will be part of the GILM write-ups to be sent to a faculty member for review and evaluation before each class.</p> <p>- As a year one advanced student your are required to complete <b>1 full case study write-up</b>, for class 4. This is a summary of 10 sessions minimum with one client over a minimum of 3 months. 20 hours total for this write-up to be sent to a faculty member for class 4.</p>
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