

THE BRENNAN INSTITUTE™

2018–19 Advanced Studies Program Catalog



DEDICATED

To the Evolution of the Human Spirit Through Education, Healing, and World Service

2018–2019 BRENNAN INSTITUTE ADVANCED STUDIES PROGRAM CATALOG

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For more information please contact the Brennan Institute at 800.924.2564, or visit our website at:

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Contents

INTRODUCTION

The Ever Evolving Healer	5
Our Mission	6
Dr. Barbara Brennan	7
Resident Training Facilities	8

ADVANCED STUDIES PROGRAM

Program Overview	9
Admission Requirements	9
Completion Requirements	11
Evaluation Process	11
Year 1 Course Descriptions	12
Year 2 Course Descriptions	14
Year 3 Course Descriptions	16

ACADEMIC PROCEDURES

General Information	17
Student Life and Services	19
BBSH Alumni Program	21

ADMINISTRATION, FACULTY AND STAFF

Who to See for Information and Support	22
Faculty Overview	23
School Standards and Policies	25

OWNERSHIP

The Brennan Institute™ is owned by Barbara Brennan School of Healing, Inc., a corporation formed under the laws of the State of Florida, United States.

Mailing Address: The Brennan Institute
500 N.E. Spanish River Boulevard, Suite 208
Boca Raton, FL 33431-4559
USA

Telephone: +1.561.620.8767

Fax: +1.561.431.0877

E-mail: bbsh.office@barbarabrennan.com

Web Address: www.barbarabrennan.com

Office Hours: Monday–Friday, 8:30 AM–4:30 PM (U.S. Eastern Time).
Voice mail is available 24 hours a day.
The office is closed on school holidays.

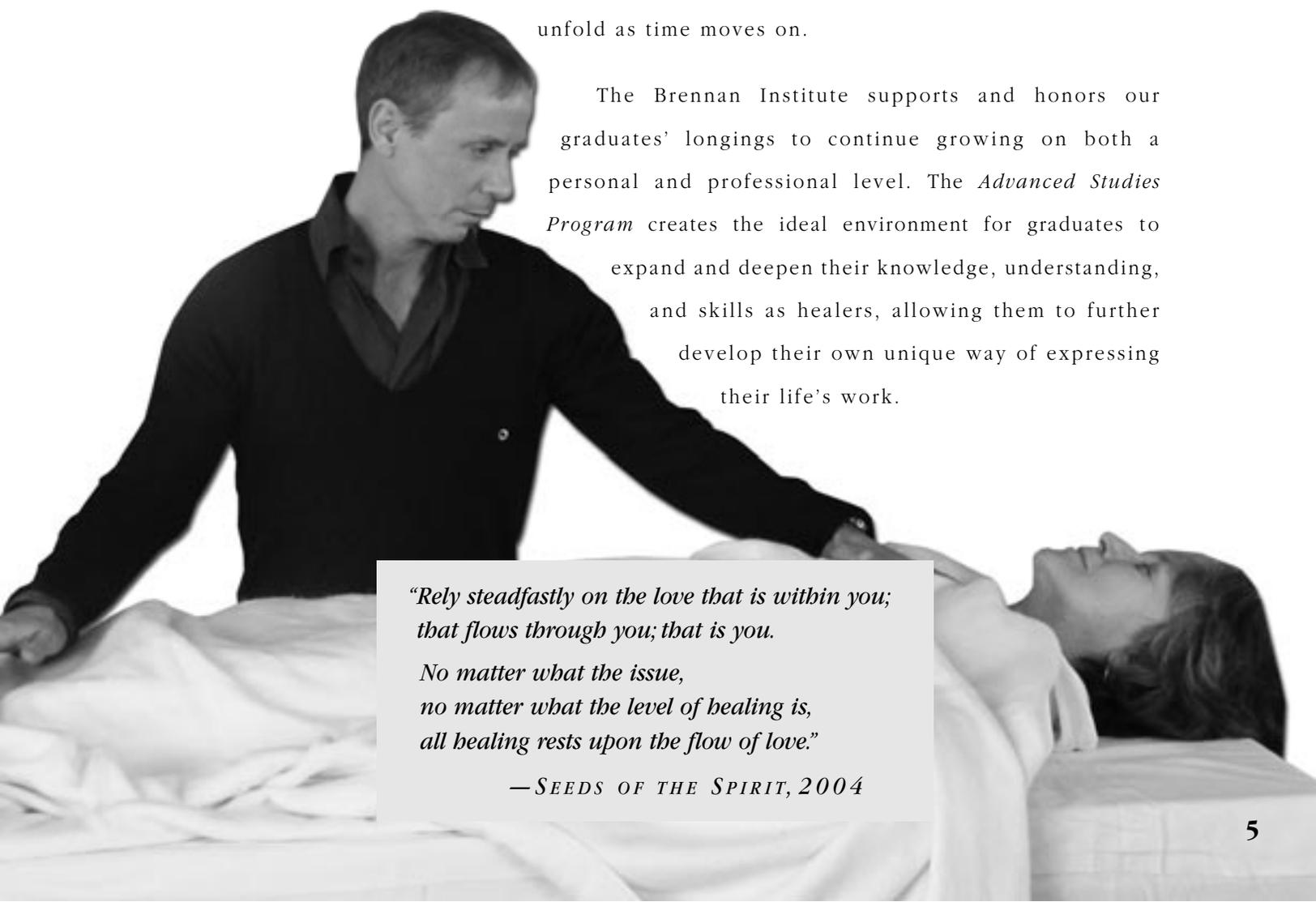
NON-DISCRIMINATION POLICY

BBSH and the Brennan Institute do not discriminate regarding race, creed, color, national origin, sex, marital status or sexual orientation.

The Ever Evolving Healer

Graduates of the Barbara Brennan School of Healing and the Brennan Institute have a compelling desire to heal and make a difference in their own lives—and in the lives of others. They have a passion for learning, for community, and for experiencing the fullness of themselves while being in a loving relationship with life. They've discovered that the path of personal transformation and professional development is never-ending, and continues to unfold as time moves on.

The Brennan Institute supports and honors our graduates' longings to continue growing on both a personal and professional level. The *Advanced Studies Program* creates the ideal environment for graduates to expand and deepen their knowledge, understanding, and skills as healers, allowing them to further develop their own unique way of expressing their life's work.



*“Rely steadfastly on the love that is within you;
that flows through you; that is you.*

*No matter what the issue,
no matter what the level of healing is,
all healing rests upon the flow of love.”*

—SEEDS OF THE SPIRIT, 2004

Our Mission

PHILOSOPHY

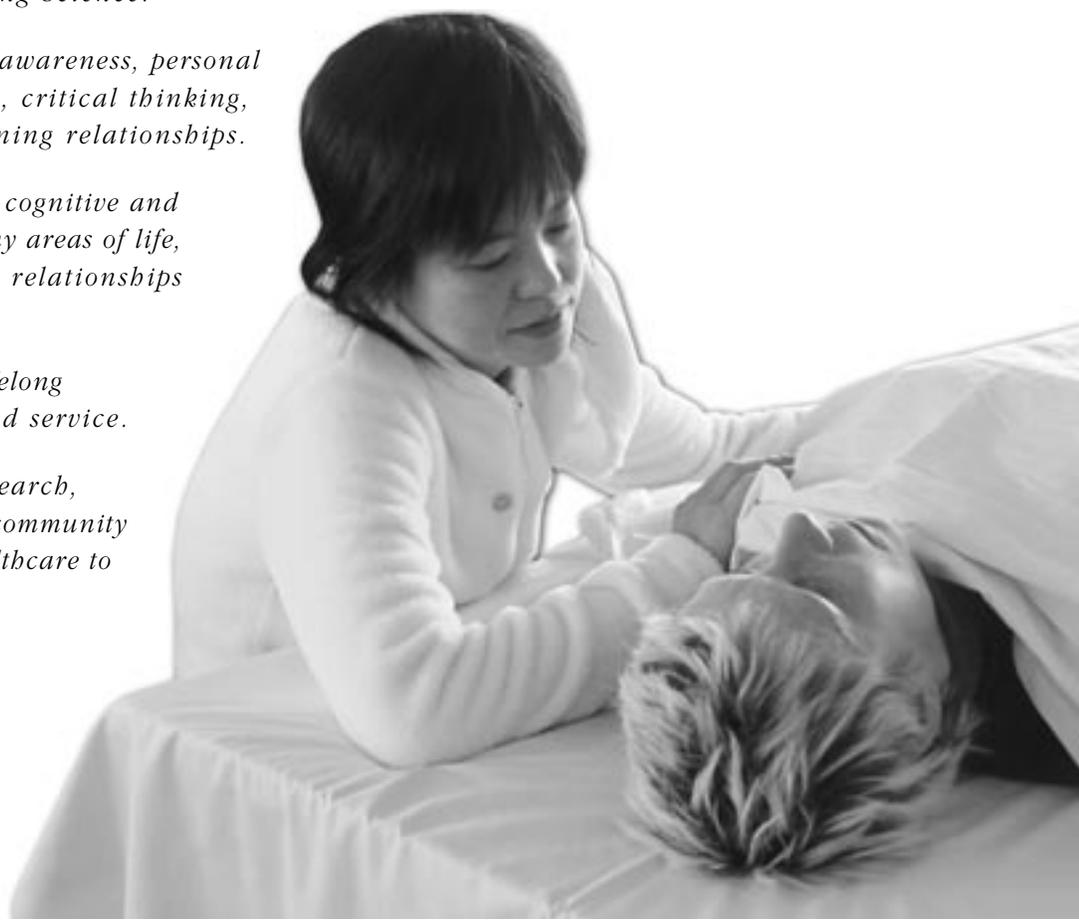
The Brennan Institute is dedicated to the evolution of the human spirit through education, healing, and world service. The Brennan Institute works to:

GLOBAL PURPOSE

- *Create optimum health on a global level.*
- *Enhance human consciousness and planetary evolution.*
- *Promote understanding of all aspects of life from conception through death.*
- *Help facilitate humanity's next step of evolution.*
- *Honor our ancestral, spiritual and universal heritage.*
- *Honor and preserve our present and future generations.*

PERSONAL PURPOSE

- *Provide comprehensive instruction in an integrated and specialized form of complementary healthcare, Brennan Healing Science.*
- *Develop competence in self-awareness, personal expression, communication, critical thinking, and building and maintaining relationships.*
- *Facilitate the application of cognitive and experiential learning to many areas of life, including: work, community, relationships and personal spirituality.*
- *Promote a commitment to lifelong learning, self-exploration and service.*
- *Create opportunities for research, continuing education and community education in integrative healthcare to promote optimal health.*



Dr. Barbara Brennan



Dr. Barbara Brennan, the founder and President of the Barbara Brennan School of Healing, is a world-renowned spiritual leader, healer, and educator. No longer a teacher at the School, she now devotes much of her time to writing about her work.

A pioneer and innovator in the field of energy-consciousness, the former NASA physicist has been researching and exploring the Human Energy Field and realms of human consciousness for more than 35 years. She holds a Ph.D. in Energy Medicine from Greenwich University, a D.Th. in Healing from Holos University, an M.S. in Atmospheric Physics and a B.S. in Physics from the University of Wisconsin. She worked as a research scientist at NASA's Goddard Space Flight Center, and is a graduate of the Institute of Core Energetics, a Senior Pathwork® Helper, and a Licensed Massage Therapist.

Her best-selling books—*Hands of Light*® and *Light Emerging*—are considered classics in the fields of energy work and complementary medicine. Her newest book, *Core Light Healing*, completes the trilogy and further explores the Human Energy Consciousness System and its relation to the creative process. Her other releases, the *Seeds of the Spirit*® 1998-2009 book series, are compilations of all of Barbara's plenary Seed Lectures presented from an expanded state of consciousness while in meditation. Each book offers new concepts and practical guidance on all aspects of life. They contain practical psych-spiritual teachings and guides to integrate the material and spiritual worlds.

2018–19 Resident Training Facilities

JURYS INN OXFORD
OXFORD, ENGLAND

+44 1865 489 988 · www.jurysinns.com/hotels/oxford



The Resident Training portion of the programs is held at Jurys Inn Oxford in Oxford, England, located just 10–15 minutes from historic Oxford city center with easy transport links to the city. Jurys Inn Oxford is easily accessible by car from A34, A44, and M40, and is a 15-minute drive from the nearest train station, Oxford Railway Station (25 minutes by bus). The closest airport is London Heathrow (55 miles).

During each class week, the Brennan Institute utilizes most of the resort's flexible meeting space. Each class meets separately in one of several large event rooms, while individual classes take place in more intimate meeting rooms.

During the Resident Training, the hotel becomes a wonderful, vital community that provides an invaluable support system for the students staying there. Because of the nature of the intensity and complexity of Resident Training, *we strongly recommend that students stay on campus at the hotel for Resident Training.*

Jurys Inn Oxford offers 240 stylish refurbished guest rooms featuring free WiFi, en-suite bathroom, air conditioning and 24-hour room service. In addition, the hotel features the Medio Brasserie restaurant, the Medio Bar, the Cappuccino Lounge, and the all-new Marco Pierre White Steakhouse, Bar & Grill. Another feature is the Juvenate Health and Leisure fitness club, which includes a heated splash pool, extensive fitness suite, squash courts, studio exercise classes, and a both a sauna and steam room.

Advanced Studies Program

- **Brennan Integration Work**
- **BHS Teacher Training Internship**



Advanced Studies Program Overview

The Advanced Studies (AS) program offers professional courses of study in both **Brennan Integration Work** (Years One and Two) and **Brennan Healing Science Teacher Training Internship** (Year Three). These courses provide a powerful journey of transformation—expanding and deepening your facilitation skills as a healer and further opening the way for the full expression of your life’s work.

Both of these courses of study are built upon the practice of Brennan Healing Science with all principles and skills being taught from the perspective of the Human Energy-Consciousness System. Students will learn how to apply these principles to create and support effective group dynamics, individual and group learning, and team building.

Specific courses within these programs are delivered by a combination of Resident Training, Internship, Distance Learning Modules, and private personal process sessions. Throughout the programs students are supported by experienced faculty who are mentors, teachers, and supervisors.

Upon successful completion of Years 1 and 2 of the Brennan Healing Science Advanced Studies program, students will receive certification as a Brennan Integration Practitioner (BIP), qualified to provide BBSH and Brennan Institute students with their required personal process sessions. Successful completion of Year 2 is required to be eligible for Brennan Healing Science Advanced Studies Year 3, the Brennan Healing Science Teacher Training Internship. Entry into Year 3 is on an invitation-only basis.

Training in Brennan Integration Work

This training is a dynamic, exciting, multi-disciplinary approach to the art and science of facilitating personal process work. Students who commit to this level of training can expect to deepen their own personal growth and to develop a clear

understanding of how to sustain and deepen a client’s personal process as a part of their healing work.

This work is rigorous, fun, enriching, and alive. It is uniquely balanced between various theories and their practical applications, between predesigned lectures, experiential exercises and spontaneous group-supported demonstrations of “live” individual and group sessions. Students will receive ample opportunities for supervised practice sessions during their training.

Brennan Healing Science Advanced Studies Year 1

The Brennan Healing Science Advanced Studies Year 1 program focuses exclusively on a practitioner’s capacity to attend to a client’s ongoing personal process. It emphasizes body and energy awareness in each individual’s emotional and psychological experience. Students break into groups of three (triad work) and learn to play each of the three roles: practitioner, client, and observer. Through this role-play, students are taught how to track and understand individual and group dynamics. They learn to observe and reflect upon the process, and give guidance and advice as a result of their observations.

Year One students are required to do a presentation on a chosen curriculum-focused topic, as well as take a final exam. Students are also required to complete Distance Learning Modules that are reviewed and discussed during in-class supervision groups.

Application to Year One is open only to graduates of the four-year Brennan Healing Science Professional Studies Diploma or Bachelor of Science Degree Programs. Acceptance is based on a review process and the number of available enrollment positions. The Department Head, under the supervision of the School Dean, evaluates each candidate based on their overall performance during their four years at the school, their skills progress reports for

each year, student evaluations and student interaction/meeting forms, and the confidential questionnaire located in the Advanced Studies Student Applications.

Brennan Healing Science Advanced Studies Year 2

The Brennan Healing Science Advanced Studies Year 2 program is a continuation and deepening of what students learn in Year One. In Year Two, students are expected to demonstrate a clear understanding of individual process dynamics, and an ability to deepen a client's work, both within a session and over the course of successive sessions.

Students develop presentations, and specialized segments are presented to incorporate techniques to help clients manage emotional intensity. Students are required to complete Distance Learning Modules, and demonstrate their proficiency with process work, both in person and through long distance phone sessions.

Year Two is open only to those students who have successfully completed Advanced Studies Year One—Brennan Integration Work. Students who successfully complete Advanced Studies Year Two receive a Diploma (Advanced Studies Year Two—Brennan Integration Work), and are certified as Brennan Integration Practitioners (BIPs).

Brennan Healing Science Advanced Studies Year 3

The Brennan Healing Science Advanced Studies Year 3 program is a select course of study for those students interested in becoming teachers at the Brennan Institute. Entry into Year Three, the Brennan Healing Science Teacher Training Internship, is open only to students who have successfully completed Year Two of the Advanced Studies Program in Brennan Integration Work and have become qualified as Brennan Integration Practitioners.

Also, entry into Year Three is on an invitation-only basis. Interested Year Two graduates may apply for consideration. Each application is reviewed by an advisory committee.

Applicants who are accepted into Year Three are required to complete a two-day Intern Intensive before the start of Class One. During the school year, students will intern on small class teaching teams at all five Resident Training weeks, participating in all aspects of teaching work, and receiving support and evaluations from the Dean of the year to which they are assigned.

Upon successful completion of Year Three, students are eligible to apply for consideration for hire at faculty status.

Brennan Healing Science Advanced Studies

Year 1 Courses

Advanced Brennan Healing Science I:
Process Work with Healing Science Skills

Advanced Psych-Spiritual Development I:
Individual and Group Process Work

Advanced Professional Practice I:
Individual and Group Practicum Sessions

Advanced Creative Arts I:
Movement and Embodiment

Advanced Integrative Care I
Integrative DLMs I

Year 2 Courses

Advanced Brennan Healing Science II:
Process Work with Healing Science Skills

Advanced Psych-Spiritual Development II:
Individual and Group Process Work

Advanced Professional Practice II:
Individual and Group Practicum Sessions

Advanced Creative Arts II:
Movement and Embodiment

Advanced Integrative Care II
Integrative DLMs II

Year 3 Courses

**Brennan Healing Science
Teacher Training Seminar**

**Brennan Healing Science
Teacher Training Internship**

Brennan Healing Science Advanced Studies Completion Requirements

BRENNAN HEALING SCIENCE ADVANCED STUDIES YEAR 1

Students must fulfill the following requirements to graduate from Year 1 and to be eligible for application to Year 2:

1. Attend five Resident Training weeks (six days at each Resident Training week). (NOTE: Students may not miss more than one full week during the first 2 years of the program.)
2. Complete all Integrative Distance Learning Modules and any homework that may be assigned.
3. Complete 18 semimonthly personal process sessions (outside of class) with an approved BIP or therapist.
4. Receive a satisfactory evaluation by faculty and passing all skills associated with Year 1.
5. Pass the Final Exam; passing grade is 70%.

BRENNAN HEALING SCIENCE ADVANCED STUDIES YEAR 2

Students must fulfill the following requirements to graduate from Year 2, become a Brennan Integration Practitioner (BIP), and to apply for consideration to enter Year 3, the BHS Teacher Training Internship.

1. Attend five Resident Training weeks (six days at each Resident Training week). (NOTE: Students may not miss more than one full week during the first 2 years of the program.)
2. Complete all Integrative Distance Learning Modules and any homework that may be assigned.
3. Complete 18 semimonthly personal process sessions (outside of class) with an approved BIP or therapist.
4. Receive a satisfactory evaluation by faculty and passing all skills associated with Year 2.
5. Pass the Final Exam; passing grade is 70%.

BRENNAN HEALING SCIENCE ADVANCED STUDIES YEAR 3

Year 3 students must fulfill the following requirements to graduate from Year 3 and to apply for consideration for hire at faculty status at the Brennan Institute:

1. Attend the five Resident Training weeks and attend the two Teacher Prep days prior to each Resident Training session. (NOTE: Students may not miss any days during the third year of the program.) Students will be interning on a small class teaching team at the Brennan Institute.
2. Attend and receive a satisfactory evaluation at the two-day Intern Intensive. The Intern Intensive is held for the two days prior to Class 1 Teacher Development.
3. Complete 18 semimonthly supervision sessions (outside of class) with an approved Brennan Institute Supervisor.
4. Receive a satisfactory evaluation from Class Deans and School Dean.
5. Maintain personal professional liability insurance and submit yearly proof of coverage.

Evaluation Process

Students in the Brennan Healing Science Advanced Studies Year 1, Year 2, and Year 3 programs are assessed through:

1. Written evaluation from the Advanced Studies faculty. All courses and skills are graded on a Pass/No Pass basis.
2. A comprehensive Final Exam. The Final Exam is graded on a Pass/No Pass basis; a passing grade is 70%.
3. Integrative Distance Learning Modules are assessed on a Pass/No Pass basis.



Continuing Education

In the future, the Brennan Institute may require Continuing Education courses for Brennan Integration Practitioners (BIPs) to update their skills.

Advanced Studies Year 1 Course Descriptions

Course Title: Advanced Brennan Healing Science I: Process Work with Healing Science Skills
Clock Hours: 15 Hours

This course explores the integration of an individual process session with Brennan Healing Science. Throughout the year, students learn to apply Healing Science skills as a part of an individual process session. Students learn to assess the energetic healing aspect for an individual's specific characterology, as well as for the individual's primary issue in their personal process. Brennan Healing Science is utilized as part of the process work, as well as to support the integration of process work. Classes are centered around tracking and processing issues through the Four Dimensions.

Course Title: Advanced Psych-Spiritual Development I: Individual Process Work
Clock Hours: 90 Hours

This course focuses on the study of various psychological and spiritual methodologies and teachings that enable students to both deepen their own personal process development in an individual setting, as well as facilitate the personal process of others in a one-to-one format. The spiritual teachings provide a framework for the practical application of the various clinical theories and approaches that are studied and explored. Students will develop an appreciation for the degree in which the deepening of their own personal process enables them to better facilitate their client's process. Learning is reinforced through lecture and discussion formats, large-class demonstrations, and written reflective analysis.

Classes include:

- Characterological Development and the Human Energy Field
- Body-Mind Principles in Personal Process
- Psych-Spiritual Development Skills
- Working with Emotional Processes
- Process Observations and Interventions

Course Title: Advanced Psych-Spiritual Development I: Group Process Work
Clock Hours: 60 Hours

This course focuses on the study of various psychological and spiritual methodologies and teachings that enable students to both deepen their own personal process development in a group setting, and also understand the methodology of processing the experience of others in a group format. Students participate in small, medium and large group experiences that are both peer and teacher led. Students will deepen their appreciation for the usefulness of group process work, and learn how the experience of one individual, within a cohesive group, can transform the experience of the entire group. Learning is reinforced through lecture and discussion formats, large-class demonstrations, and written reflective analysis.

Classes include:

- DLM Supervision in a Group Setting
- Process Integration with Large Groups
- Group Dynamics—Theory and Concepts



Course Title: **Advanced Professional Practice I: Individual and Group Practicum Sessions**
Clock Hours: **60 Hours**

This course addresses issues surrounding professionalism and ethics. It supports the practitioner's ability to develop, apply, and sustain the facilitation skills cultivated in Advanced Studies Year 1 in a professional and responsible manner. Essential practice time is provided to assist students in developing competence with individual and group facilitation skills.

Classes include:

- Practitioner Policy, Procedures and Ethical Standards
- Student Presentations
- Working with Transference & Countertransference in Sessions
- Individual and Group Process Supervision
- Professional Practice Issues

Course Title: **Advanced Creative Arts I: Movement and Embodiment**
Clock Hours: **15 Hours**

This course explores the concept of the student's own body being an instrument for facilitation work. Students participate in guided experiential forms of movement in order to deepen the felt sense of embodiment. Breathing and grounding techniques, movement, and visualization experiences are all utilized to increase awareness of bodily sensation, feeling, and the students' learning of embodiment.

Class material includes:

- Embodiment—Body/Mind Principles
- Self-Awareness Through Movement
- Integration Practices—Meditation, Contemplation, Journaling, Drawing

Course Title: **Advanced Integrative Care I**
Clock Hours: **15 Hours**

Advanced Studies students attend the Healing Medicine and Dis-ease/Integrative Care Lectures each class week. These lectures focus on specific dis-ease states and provide a holistic overview of the nature and manifestation of each dis-ease, as well as the treatment from an Integrative Care model. Complementary treatment modalities are also presented and discussed, as students gather essential information about other healing disciplines that further supports working from the unitive perspective.

Course Title: **Distance Learning Modules I**
Clock Hours: **7 Integrated Modules**

A series of seven integrated modules are assigned to assist Advanced Studies Year 1 students support and expand their learning of Brennan Integration Work. The DLMs consist of reading and written assignments that are directly related to the materials and practicums that occur during the Resident Training classes, and are considered to be an essential part of the student practitioner's professional development. As part of their written assignments, students utilize a specially designed Process Session Write-Up format to demonstrate the deepening of their self-awareness as well as their facilitation skills.



Advanced Studies Year 2 Course Descriptions

Course Title: Advanced Brennan Healing Science II: Process Work with Healing Science Skills
Clock Hours: 15 Hours

This course furthers the integration of an individual process session with energy healings. Students apply Brennan Healing Science as a part of individual process sessions. Students deepen their ability to assess the energetic healing aspect for an individual's specific characterology, as well as for the individual's primary issue in their personal process. Students are expected to hold these sessions as they would in their professional practice settings. Classes support the integration and practical use of High Sense Perception and Four Dimensional awareness within the therapeutic relationship.

Course Title: Advanced Psych-Spiritual Development II: Individual Process Work
Clock Hours: 90 Hours

This course continues to build on the study of various psychological and spiritual methodologies and teachings that enable students to deepen their own personal process development in an individual setting, as well as facilitate the personal process of others in a one-to-one format. Students are expected to demonstrate awareness of their "developmental edge" in tracking their own personal process. Students also learn to make use of their own developing "energetic presence" as part of growing their individual facilitation skills. Learning is reinforced through lecture and discussion formats, large-class demonstrations, and written reflective analysis.

Classes include:

- Characterological Development and the Healing Process
- Embodiment in Personal Process
- Psych-Spiritual Development Skills
- Techniques in Process Work
- Process Observations and Interventions—Developing Mastery



Course Title: Advanced Psych-Spiritual Development II: Group Process Work
Clock Hours: 60 Hours

This course continues the study of various psychological and spiritual methodologies and teachings that enable students to deepen their own personal process development in a group setting, as well as apply these methodologies to the processing of others' experiences in a group format. Students once again participate in small, medium and large group experiences. Students practice leading or co-leading group process work with peers. Under the supervision of faculty, students learn how to “energetically hold” the whole group, while also attending various individual processes simultaneously. Students learn to utilize their own presence in order to enter into group dilemmas and issues, and to then bring a “transformational presence” to a group experience. Learning is reinforced through lecture and discussion formats, large-class demonstrations, and written reflective analysis.

Classes include:

- DLM Supervision in a Group Setting
- Process Integration with Large Groups
- Group Dynamics—Theory and Concepts
- Student Lead Groups—Practice Sessions

Course Title: Advanced Professional Practice II: Individual and Group Practicum Sessions
Clock Hours: 60 Hours

This course requires Advanced Studies Year 2 students to demonstrate their awareness of issues surrounding professionalism and ethics. It will support the student practitioner's growing ability to develop, apply, and sustain the facilitation skills cultivated in Advanced Studies Year 2 in a professional and responsible manner. Students are expected to show proficiency in the facilitation of individual process sessions in this year. Students will be expected to demonstrate basic awareness of group process, and demonstrate a fundamental ability to hold a group that is in process. Essential practice time is provided to achieve competency with individual and group facilitation skills.

Classes include:

- Student Presentations
- Ongoing Work with Transference & Countertransference
- Individual and Group Process Supervision
- Professional Practice Issues

Course Title: Advanced Creative Arts II: Movement and Embodiment
Clock Hours: 15 Hours

This course explores the concept of the student's own body being an instrument for facilitation work. Students participate in guided experiential forms of movement in order to deepen the felt sense of embodiment. Breathing and grounding techniques, movement, and visualization experiences are all utilized to increase awareness of bodily sensation, feeling, and the students' learning of embodiment.

Class material includes:

- Embodiment—Body/Mind Principles
- Self-Awareness Through Movement
- Integration Practices—Meditation, Contemplation, Journaling, Drawing

Course Title: Advanced Integrative Care II
Clock Hours: 15 Hours

Advanced Studies students attend the Healing Medicine and Dis-ease/Integrative Care Lectures each class week. These lectures focus on specific dis-ease states and provide a holistic overview of the nature and manifestation of each dis-ease, as well as the treatment from an Integrative Care model. Complementary treatment modalities are also presented and discussed, as students gather essential information about other healing disciplines that further supports working from the unitive perspective.

Course Title: Integrative Distance Learning Modules II
Clock Hours: 7 Integrated Modules

A series of seven integrated modules are assigned to assist Advanced Studies Year 2 students support and expand their learning of Brennan Integration Work. The DLMs consist of reading and written assignments that are directly related to the materials and practicums that occur during the Resident Training classes, and are considered to be an essential part of the student practitioner's professional development. As part of their written assignments, Advanced Studies Year 2 students use both Process Session Write-Up as well as Supervision Session formats to demonstrate their deepening self-awareness skills, their ability to facilitate an ongoing client's personal process, and provide supervision for others in a professional manner.

Advanced Studies Year 3 Course Descriptions

Course Title: Brennan Healing Science Teacher Training Seminar
Clock Hours: 15 Hours

This two-day intensive seminar assists the student in developing his/her knowledge and skills as a Brennan Healing Science Instructor. Students learn how to work with group process while exploring their own style and leadership. This seminar focuses on the Human Energy-Consciousness System. Students learn to identify and work with different types of professionals that support clients.

Seminar Covers:

- Group Process
- Supervision Group
- Psych-Spiritual Development Skills
- The Human Energy Field
- Body-Centered Process Work
- Teaching and Evaluating Brennan Healing Science skills
- Private Supervision Sessions

Course Title: Brennan Healing Science Teacher Training Internship
Clock Hours: 405 Hours

Student internship is designed to provide students with a supervised experience, preparing them to teach in the Professional Studies Diploma Program or the specialized coursework that is part of the Advanced Studies Diploma Program. As part of the student teaching internship, students participate in all aspects of the instructional process—planning, teaching, evaluating and reporting under the direct supervision of the faculty. Student teaching internship spans the five Resident Training weeks of the school year, providing students with a comprehensive teaching experience.

General Information



Tuition, Costs and Refund Policy

The Brennan Institute reserves the right to change programs, start dates, tuition, fees, and/or to cancel programs. Tuition and costs for the current year, as well as the refund policy, are detailed in the Advanced Studies Application.

Grading System

All instruction, skill evaluations, and written assignments and examinations are conducted in English. Student progress is evaluated throughout the year. Grades are assigned to students on a pass/fail basis.

Interruptions in Training

Make-Up Work

Students are not admitted to Resident Training Classes without completion of all assigned Integrative Distance Learning Modules. Students who miss a week of Resident Training must agree to and sign an Exceptions Form, which stipulates how and when missed work is to be made up. Students may purchase a set of recordings of class lectures for the missed week. Healing Science and Psych-Spiritual Development Skills missed during an absence may be made up at tutorials offered during the subsequent Resident Training week.

Tardiness

All students are provided a schedule of class meeting times and are expected to arrive on time. Students who are late for a Resident Training week will be marked absent for those days missed.

Break in Enrollment

Students who experience a break in enrollment, who have been suspended, or have been dismissed must apply for readmission. Readmission is not automatic because of enrollment limitations and changes in academic regulations. Questions concerning readmission should be directed to the Registrar and/or Class Dean.

Absences

Students enrolled in the Advanced Studies Year 1 and 2 Programs are required to complete a minimum of four entire Resident Training weeks per year and may not miss more than one full week during the two years. Students enrolled in the Advanced Studies Year 3 Program may not miss any Resident Training classes.

Buddy System

Students pick a Student Buddy on the first day of Resident Training Class #1. They keep in touch with this person by exchanging home addresses and phone numbers, and check in with each other at the beginning of each Resident Training session. If someone's Buddy is not in class, we ask the student to call that person, and also notify the Class Dean or Small Class Teacher.

Advertisements/Bulletin Boards

The student bulletin boards are exclusively for the purpose of sharing information and networking within each class. Posting information on another class's bulletin board is permitted with the approval of the Student Council.



Student Life and Services

Family Days

Each year during Class Week 4, the Brennan Institute invites families of our students to visit us during Resident Training—and to learn firsthand about Brennan Institute programs. Scheduled activities for both adults and children are available during these fun-filled days!

Professional/Academic Advising

Professional and academic advising is provided to the student by the Small Class Teacher and Class Dean. Small class size and low student-to-teacher ratio allow time for personal attention and interaction. In addition, Teachers have weekly office hours when they are available by telephone. Professional and academic advising includes the following:

- Assisting students in clarifying, articulating and attaining academic and life goals.
- Facilitating each student's academic adjustment to the Institute's environment.
- Explaining and clarifying the Institute's courses and graduation requirements.
- Educating family members of students by providing on-site family visitation during one class each year.
- Serving as advocates and mediators for students.

When a student's academic progress is below established standards, a team conference is held with the student to outline a course of action that best supports the student's success. Team conferences are attended by faculty members who will best support the student.

Although the intensive programs at the Brennan Institute require diligence in work and study, the Resident Training sessions also offer opportunities for students to get together socially. Throughout the week, students gather to relax, swim, make music, dance, and in general, have fun! And in addition to required coursework, many choose to participate in optional elective courses or meetings.



Counselor Qualifications

The Deans, Teachers and Project Advisors serve as academic and professional counselors during the student's education. The minimum education requirement for academic and professional counseling is six years of training at the Institute, which includes the four-year Brennan Healing Science program and two years of the Advanced Studies program. In addition, many of our teaching staff, Directors and Deans possess other academic degrees, and have training in a variety of majors. (See *Faculty Overview* section.)

Placement Assistance

Placement assistance is provided to students through Professional Practice classes. These classes are structured to assist students in setting up their own Brennan Integration Work practice or integrating their skills into their current profession.

All graduates are assisted in establishing their own practice as Brennan Integration Practitioners (BIPs). The *Directory of Brennan Integration Practitioners* is a listing of all active BIPs, who are trained to provide Brennan Integration Work. All Brennan Institute students have easy access to this directory on the school website, and are encouraged to use BIPs to satisfy their personal process requirement throughout the school year. Successful graduates of the Brennan Healing Science Advanced Studies Year 2 program may be included in the *Directory* upon request.

There is no guarantee of placement and/or employment with the completion of this program.

BBSH International List of Graduates

BBSH has the sole discretion to include, or not include, a graduate student's name on its brochures, literature, advertisements, websites, and all other written or electronic materials that are published by BBSH. The inclusion of a graduate student's name by BBSH, however, is not a guarantee that the student has a right or interest in having his or her name remain on BBSH's brochures, literature, advertisements, websites, or on any other written or electronic BBSH materials. BBSH will, at all times, have the discretion to withdraw a graduate student's name from its written and electronic materials.

Student Records

Records of academic progress are permanently maintained by the school, kept in a computer database at our administrative offices and backed up nightly to assure their integrity. In addition, hard copies of these records are kept on file in the Institute's administrative offices. Records of academic progress are also furnished to the student.

Housing

During Resident Training sessions, the Brennan Institute contracts with a hotel for a block of rooms at a discounted rate. Students are responsible for registering with the hotel and paying for their room and meal expenses. (See *Resident Training Facilities*.)



BBSH Alumni Program

“We are a community of the sacred human heart, and together we embody a powerful unified field of loving presence in the world.”

Purpose

The BBSH Alumni Program provides opportunities for alumni to be in contact with each other and with the School, continuing their personal and professional development.

In-School Alumni Activities

Activities for alumni are scheduled each Resident Training week. Alumni are invited as honored guests to attend whole-school events. These include the Welcome on Day 1, early morning movement, the Healing, Medicine, and Disease lecture series, meditations, Creative Arts performances, the morning all-school healing, and the healing sessions which follow. Logistics permitting, there is also space for an alumni sharing group.

Alumni often reunite informally throughout the class week to soak in the atmosphere of the School and relax with their families in the beautiful healing environment. For alumni, school weeks are opportunities for revitalization, healing, full expression, recognition and support as a professional healer, and reconnection with the loving heart of the BBSH community.

Worldwide Alumni Network

While some alumni groups meet and thrive at the moment, the School's intention is to help spread the network throughout the world, providing professional and personal support to graduates. Alumni group activities focus on many areas, including career support, professional development, social support and recreation, community service projects, and promotion of energy healing as a legitimate healthcare modality. Marketing the professional practices of Brennan Healing Science Practitioners and informing the community of the School

are important activities. Groups can also undertake such programs as peer supervision and exchange healings, participate in health expos, and help sponsor *Hands of Light*[®] workshops.

BBSH In Touch

The school newsletter unites us all in the BBSH community—students, graduates, faculty, staff, friends, and family. *BBSH In Touch* presents up-to-date information about school events, new programs, and administrative activities. Each issue presents a variety of information, including articles by faculty and alumni on various healing and self-transformation topics, professional announcements, and personal updates.



Who to See for Information and Support

Student Affairs Manager

The Student Affairs Manager holds the template of integration for the Brennan Integration student, providing guidance and support in areas such as school requirements, policies, and expectations. This pivotal position is usually the first point of contact for incoming students, assisting them across their journey at the Institute.

As a skilled listener and a caring, proactive student advocate, the Student Affairs Manager is a key member of the Brennan Institute student support team, working closely with the School Dean and Class Deans.

School Dean

The School Dean holds the vision and overview of the Institute. The School Dean is instrumental in maintaining the direction and focus of an excellent integrated education in Brennan Healing Science. In this position as Steward, the School Dean holds a kind and loving consideration for all those who come in contact with the Institute.

The School Dean acts as manager and liaison between the governing body, faculty, students, general public and the Brennan Institute office.

Class Dean/Class Leaders

The Class Dean is the one individual who is fully responsible for his/her class year. They are “there for the students,” concerned

about their well-being, how they are doing in class, and how they are developing as spiritual beings.

A Class Dean holds an overview of the entire class and its curriculum, integrating the departmental teaching requirements into the overall theme for the year’s work. They are also responsible for the continuity, consistency and quality of the teaching. They direct and guide the team of Small Class Teachers—to create and maintain an environment in which the vision for the Institute, the students and the Teachers is upheld.

Small Class Teachers

Small Class Teachers (SCTs) are those individuals who have been approved by BBSH to present course material and be fully responsible for holding the energy of the small classroom—the student’s home away from home—managing the learning process and assuring everyone’s safety. The SCT is responsible for skills teaching, evaluation, and maintenance of student records. He/she is there to support students at all times, and to lovingly guide the emergence of their healership.

Audiovisual & Logistics Staff

The logistics staff coordinates all logistics of every class with the hotel, acting as liaison between the Institute and the hotel for all logistical and administrative communications. The audiovisual staff provides audiovisual technical assistance and operates all sound and camera systems.



Faculty Overview

Our faculty come from many professions, including business executives, artists, medical doctors, psychotherapists, and other health-related professions. They are an incredible group of dedicated, highly skilled teachers and healers who lovingly serve in offering students and the Brennan Institute their experience, wisdom, guidance and support.

The professional faculty members provide a powerful and safe environment in which healing can take place on the physical, emotional, mental and spiritual levels.

At the present time, there is no other person or institution authorized to teach Brennan Healing Science or the Barbara Brennan School of Healing material in the United States, or the Brennan Institute material in the United Kingdom.

The following is a listing of faculty as of September 1, 2018. Please note that faculty is subject to change. All of our Teachers are graduates of the 4-year BHS Program and the Advanced Studies Program.

Brennan Institute Advanced Studies Faculty



LAURIE KEENE • B.S.

Teaching Experience: Brennan Institute Teacher, 2018–Present; BBSHE Teacher, 2002–15; BBSH Teacher, 1993–2016 & 2018–Present; Continuum Teacher, 2010–Present; Hands of Light Workshop Facilitator Training, 1996–Present; BBSH Teacher Training Department Head, 1994–99.

Professional Experience: BBSHE School Dean, 2002–15; BBSHE Year 1 Class Dean, 2002–13; BBSH School Dean, 1996–99 and 2012–16; BBSH Director, 1999–2003; BBSH Teacher Training Department Head, 1994–99; BBSH Year 1 Class Dean, 1993–2016; Hands of Light Workshop Facilitator, 1994–Present; Private Healing and Supervision Practice, 1992–Present; Core Energetics Therapist, 1998–Present.

Education/Training: B.S. Liberal Arts, Excelsior College, 2009; Continuum Certified Teacher, 2010; Core Energetics Institute of New York City Graduate, 1998; Integrated Kabbalistic Healing Graduate, 1995; BBSH Teacher Training Program Graduate, 1993; BBSH Professional Studies Graduate, 1992; School for the Work of Byron Katie, 2012; Studies with Rosalyn Bruyere, 1989–1993; L'Academie de Cuisine Professional Chef Graduate, 1984; L'Academie de Cuisine Professional Pastry Chef Graduate, 1984; Liberal Arts Studies, University of Maryland, 1972–76.

Certification: Core Energetics Therapist, 1998; A Society of Souls, 1995; Brennan Healing Science Practitioner, 1992.



CHRISTINE WHAITE • M.A., M.B.A.

Teaching Experience: Advanced Studies Education Program, 2003–04; BBSHE Teacher, 2003–14; Brennan Institute Teacher, 2018–Present.

Professional Experience: Investment banking, 1982–89; Management Consulting, 1989–94, including the Rio Earth Summit, 1992; Trustee 1987–Present, Chairman 2002–Present, The Friends of Christ Church Spitalfields, the trust leading the restoration of this national monument.

Education/Training: M.A., Oxford University, England; M.B.A., University of Western Ontario, Canada; BBSH, 1999; BBSH Advanced Studies World Service Program, 2001; BBSH Advanced Studies Education Program, 2004.

Certification: Master Practitioner NLP (Neuro Linguistic Programming); Diploma in Hypnotherapy.

School Standards and Policies

Brennan Work requires a serious commitment on the part of the student to loving self-responsibility. Students of the School are asked to conduct their personal lives in and out of class with a high degree of personal integrity. Healership requires adherence to the highest standards of personal excellence. It is essential to live what we profess.

To maintain Love, Truth and Wisdom throughout the program, a code of ethics is set not only for Teachers, but also for students.

Please read the following Standards and Policies carefully. It is important that you fully understand the high standards of the School and the ethical behavior that will be required of you as a healer.

SCHOOL STANDARDS

Dismissal or Suspension from School

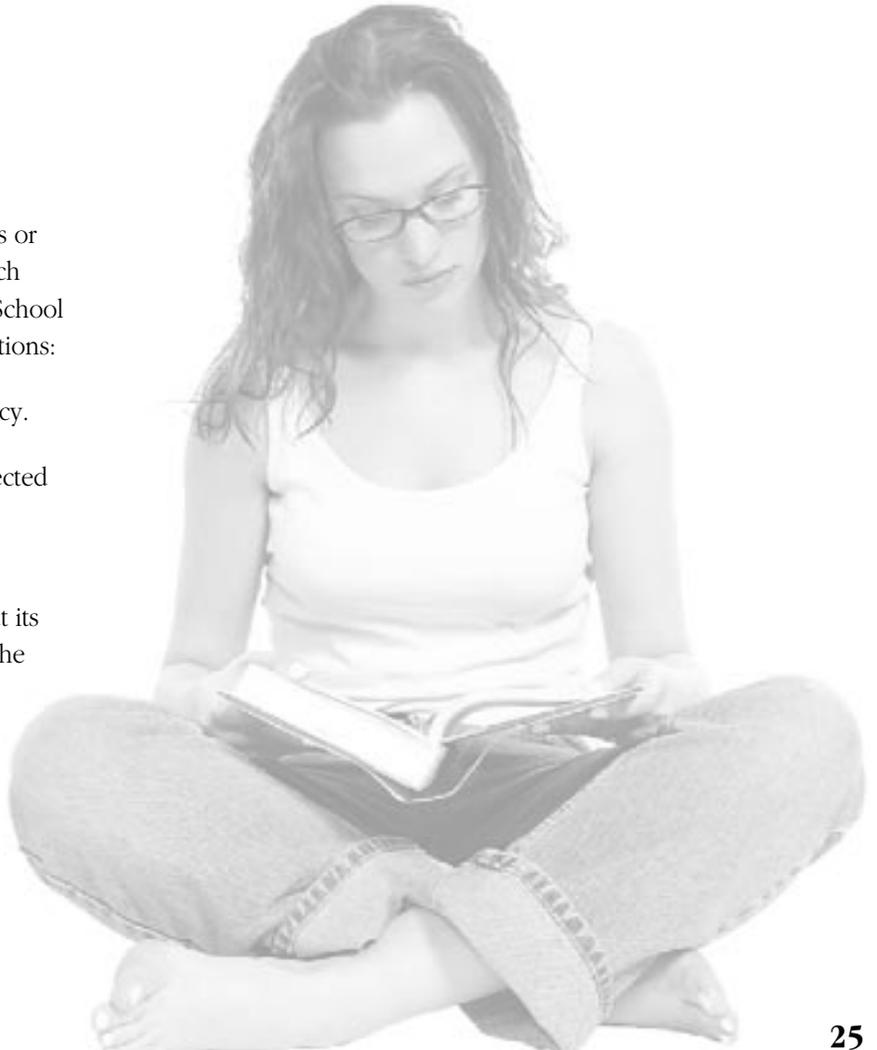
The School reserves the absolute right to dismiss or suspend any student at its sole discretion when such action is deemed to be in the best interests of the School or its students, or in any one of the following situations:

1. The student fails to adhere to any school policy.
2. The student engages in physical violence directed towards another person.
3. The student's physical, mental or emotional health is such that the School—in carrying out its responsibility to other students, members of the faculty and staff, or the public to be served by the students upon completion of the Program—determines that the student should be dismissed or suspended for a period of time selected by the School.
4. Such action is deemed by the School to be in the best interests of the School and its students.

If a student is suspended, the School will set forth in writing the conditions of his/her return, as well as the length of the suspension. The student must provide documentation that all conditions have been fulfilled prior to being allowed to return to school.

If a student is dismissed, he/she may reapply for admission. Readmission will be considered if the student is able to demonstrate compliance with the School's recommendations set forth when dismissal or suspension occurred.

Tuition refunds will be based on the refund policy set forth in the Enrollment Agreement.



The Spectrum of Confidentiality

There is a wide spectrum of confidential/not confidential behavior. At the least confidential end of the spectrum is gossip, saying anything about anyone at any time. At the most confidential end is never talking about others but speaking only about yourself and your own experience.

There are times when it is useful to discuss others. It is useful and necessary for Teachers to discuss the progress of their students with each other regularly, and this discussion may include any aspect of the class activity, including supervision groups. It will be useful for you to discuss your client cases (with your client's permission) with your class Supervisor.

However, it is not usually necessary or constructive to talk about people. What is valuable in conversations is talking about your experience, not always telling stories about others. It is important that we always look at our own intention when we discuss others. Ask yourself:

“Why am I saying this about this person? Does my talking about them contribute to their and my own well-being?”

In class situations, as with clients, the more the students (clients) and their actions are held to be confidential, the more safety they have to fully express their personal process and the parts of themselves they have been reluctant to reveal. We encourage students to practice a high level of confidentiality now so that they are fully prepared to create a safe, secure environment for their own clients when they begin their healing practices. Please observe the following standards of confidentiality. A high level of confidentiality is essential.

1. During class weeks, do not talk about other people and their process. If you wish, share your personal experiences, but you must be very careful not to bring gossip into your sharing. This means not talking about other students, their process, what they said or what they did. If it serves no purpose in your learning or in another's process, then it should not be talked about. Give your fellow students the freedom to fully experience their own process without outside comment, judgment, or intervention.
2. Nothing of a personal nature about another student's participation inside of class should ever be talked about outside of the classroom. The names of all participants in these classes are confidential as well as their words and actions. Of course, you can talk about the types of things that are learned. We encourage you to talk about the things you study and do in the learning process. You can cover the full spectrum of activities, but be sure not to compromise anyone's privacy.
3. Be careful about misrepresenting the class work to those outside of class. Many people do not understand how and what we study and can be threatened, confused, or fearful about our work. Be sure that you are communicating with them in a way that contributes to their own sense of well-being and also honors the healing profession.
4. Mailing lists are also confidential. Please do not use any mailing list of the students in your class or any other class to create networks. If you wish to make a mailing list on your own, write the purpose of the mailing list, including exactly what the names will be used for, on a blank piece of paper and ask people to personally sign the list giving you their addresses.
5. The complete confidentiality of private healings, private supervision, and private group supervision given outside of the class meetings will be honored by those practitioners who also teach at the school.

SCHOOL POLICIES

Formal school policies are presented in a format indicating the subject of the policy, the group of individuals to whom the policy applies, and, in the case of newer policies, the date the policy becomes effective. A brief discussion of the purpose of the policy is included. The consequence of not following the policy is clearly indicated and will be adhered to.

School policies are subject to change. Students are notified of changes in existing policies at least 30 days before the effective date of the policy. Since new policies are made in response to an immediate need, there may not be time to notify students about a new policy before it goes into effect. However, students are notified of new policies as soon as possible.

POLICY:	PROGRAM STANDARDS AND ETHICS
FOR:	BBSH Students (Degree and Diploma Year 1–4 Students and AS 1–3 Students) and Teachers
DATE:	1992 (Revised 1/96; 4/03; 12/08)

OVERVIEW

The Brennan Healing Science programs require a serious commitment on the part of participants to loving self-responsibility. All are asked to conduct their personal lives, in and out of class, with a high degree of personal integrity. Healership requires adherence to the highest standards of personal excellence. It is essential to live what we profess. To maintain Love, Truth, and Wisdom throughout the program, a code of ethics is set for Teachers and students.

Therefore, all participants in the Barbara Brennan School of Healing are required to adhere to the following standards of behavior and ethics:

1. An acceptance of the idea that you create your own experience of reality and that you are responsible for it.
2. An awareness that you are sharing an existence with others who are experiencing their journeys in their own ways.
3. A commitment to participate with others, in all interactions, in a way which contributes to their well-being.
4. A commitment to use psychic energy only in ways which will contribute to the health and well-being of others, will be of service to humanity and the healing of the planet, and will not be for negative intent.
5. An agreement to take no psychotropic medications, seizure disorder medications, or prescription sedatives at any time during your participation in this program unless as prescribed by a physician for a particular physical condition. If your physician prescribes any of these medications you must immediately inform your Small Class Teacher in writing via e-mail or other means.
6. An agreement not to take consciousness-altering substances of any kind during the years of attending BBSH.
7. An agreement to take no alcohol during the five (or six) days Resident Training classes meet.
8. An agreement not to misrepresent your personal history on the Confidential Student Profile or any information on any School document.
9. An agreement to maintain confidentiality with respect to students and faculty of the School and all clients.
10. An agreement to keep financial commitments to the School.
11. An agreement to complete and hand in homework and Distance Learning Modules on time.
12. An agreement to immediately advise your Small Class Teacher in writing via e-mail or other means of any physical or mental health challenges you are experiencing.
13. An agreement to honor the leadership of others and to practice meticulous honesty with the Self, discovering the Divine Truth within and following the Divine Will within.
14. A commitment to inform the School faculty of any difficulty you encounter in maintaining these standards throughout the term of all Programs.
15. An agreement to be familiar with and adhere to all School policies, procedures, and requirements.
16. An agreement to abide by the Principles of Practice for Brennan Healing Science Practitioners as set forth in this catalog.

POLICY:	PSYCHOTROPIC MEDICATIONS, SEIZURE DISORDER MEDICATIONS, PRESCRIPTION SEDATIVES/HOSPITALIZATION FOR MENTAL OR EMOTIONAL DISORDERS
FOR:	BBSH Students and Teachers
DATE:	June 1995 (Revised 8/96)

No individual can be a student or Teacher of the Barbara Brennan School of Healing if he/she is or has been taking psychotropic medications, seizure disorder medications, or prescription sedatives during the school year or within proscribed periods prior to the school year. This includes psychotropic medications, seizure disorder medications, and sedatives prescribed to treat a mental or emotional disorder. Psychotropic medication includes anti-anxiety agents, anti-manic agents, anti-depressants, psychostimulants, anti-panic medication, and anti-psychotics.

In the case of psychotropics classified as anti-psychotic, the proscribed period shall be two years.

In the case of other psychotropics, seizure disorder medications, and prescription sedatives, the proscribed period shall be six months.

If the medication was prescribed solely for a physical condition and not for any type of mental or emotional condition, the prospective or current student or Teacher must submit a physician's statement, using the School Medical Release Form #16, attesting to this fact.

In addition, no individual who has been hospitalized for a mental or emotional disorder within the past five years will be admitted into the Program or permitted to continue in the Program.

DISCUSSION

Individuals who participate in BBSH programs may encounter situations that initiate deep personal process. Frequently, an individual who is on these types of medications or has been hospitalized for the above reasons cannot tolerate stressful emotional situations. He/she must postpone enrollment in the School or, in the case of active students, withdraw from the School. A student can reapply to the School after he/she has been medication-free and/or not hospitalized for the appropriate period and he/she feels that he/she can comfortably engage in deep self-exploration.

POLICY: SCHOOL ENVIRONMENT
FOR: BBSH Students, Teachers and Staff Members
DATE: August 1998 (Revised 1/02; 4/03)

BBSH endeavors to enhance and foster increasing sensitivity to the creation of a study and learning environment between and among students, Teachers and staff members that is respectful and honoring of individual rights and freedom and that provides a collegial environment encouraging professional growth. In keeping with this policy, discrimination or harassment of any student, Teacher or staff member on the basis of race, color, religion or creed, national origin, disability, marital status, sex, gender, pregnancy, or sexual orientation is strictly forbidden and will not be condoned.¹

Each student, Teacher and staff member is responsible for creating an atmosphere free of discrimination and harassment, sexual or otherwise. We ask that BBSH students, Teachers and staff diligently be conscious of their own and others' actions.

For purposes of this policy, sexual harassment by a student, teacher or staff member includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- (i) submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of employment, or obtaining an education, or participating in a BBSH program or activity; or
- (ii) submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
- (iii) that conduct or communication is so severe and pervasive that it has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.

Examples of conduct that may constitute sexual harassment include, but are not limited to:

- Demanding sexual attention with implied or overt threats or rewards;
- Inappropriate or unwelcome energetic sexual attention;
- Leering or ogling at a person's body;
- Physical assault or battery, including rape;
- Sexual advances;
- Touching, patting, grabbing, kissing, or hugging or restraining someone's movement in a sexual way;
- Sexual jokes;
- Sexually suggestive or foul language;
- Unwelcome sexually motivated or inappropriate physical contact and unwelcome sexual behavior or words;
- Display of offensive or sexual items or pictures.

Other prohibited harassment by a student, Teacher or staff member includes unwelcome verbal or physical conduct relating to an individual's race, color, religion or creed, national origin, marital status, gender, pregnancy, disability or sexual orientation when the harassing conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.

If you believe that you have been subjected to sexual or other harassment, other inappropriate behavior or discriminatory conduct, BBSH encourages, but does not require, you to indicate promptly and firmly to the offender that the behavior is unacceptable. If you believe that you have been subjected to harassment or discrimination based on race, color, religion or creed, national origin, disability, marital status, sex, gender, pregnancy, or sexual orientation, BBSH requires that you promptly report any incident, regardless of who the offender is. The report must be made to any of the following: the Class Dean, or Student Affairs Manager, or the School's Human Resources Administrator.

Any report will be treated as discreetly as possible and will be promptly investigated, and appropriate action will be taken. Upon such investigation, BBSH will respond, where warranted, to incidents of harassment or discrimination. Such response may include reprimanding the offender, reassignment, temporary suspension, permanent suspension, dismissal, discharge, or other such disciplinary action. A false report will result in serious action and may result in disciplinary measures. There will, however, be no retaliation should you make a report in good faith.

If you believe you are being retaliated against, you must promptly report it to the Class Dean, or Student Affairs Manager, or the School's Human Resources Administrator. A retaliation complaint will be treated according to the same procedures as set forth above.

¹This policy should not be read to abrogate the "Working Environment" policy in the BBSH Employee Handbook, which applies to employees of BBSH. It is the intent of BBSH that its policies are read consistently to provide the highest level of protection for unlawful discrimination and harassment in the provision of educational services and opportunities and for its workforce.

POLICY: **RELATIONSHIP BETWEEN BBSH STUDENTS, AS STUDENTS AND TEACHERS**
FOR: **Degree and Diploma Year 1–4 Students, Advanced Studies Year 3 Students, and Teachers**
DATE: **October 17, 1995 (Revised 1/2/02; 4/03; 2/04; 1/11)**

If any BBSH Teacher or AS Year 3 student enters into a romantic relationship, sexual or nonsexual in nature, with a BBSH Year 1–4 student, that Teacher or AS student will be dismissed from the School. (A person is considered a BBSH student as soon as he/she is accepted into Year 1 of either the Degree or Diploma Programs.) The Year 1–4 student will not be dismissed from the School.

The purpose of this policy statement is to make explicit what Teachers and Advanced Studies Year 3 students know, namely that entering into such a romantic relationship with a Year 1–4 student is profoundly contrary to the principles of sound psychological training.

Furthermore, if any BBSH Teacher enters into a romantic relationship, sexual or nonsexual in nature, with an AS student, the Teacher will be dismissed from the School. The AS student will not be dismissed from the School.

DISCUSSION

At BBSH, we work to create a safe space for our students to become aware of their psychological boundaries and to explore intimate personal issues as they grow into the profession of healership. Teachers and AS Year 3 students hold the ethical responsibility for the safety of the healing vessel for the entire class. The clarity and predictability of the Teacher/student relationship is critical to this environment. Because of the deep personal process that students go through at BBSH, Teachers and Advanced Studies Year 3 students must hold clear boundaries to safeguard Year 1–4 students.

AS Year 3 students are learning to make the transition from student to Teacher and continue to deepen their personal process. During this transition, AS Year 3 students find themselves in a dual role with respect to maintaining clear boundaries. In their relationship to Year 1–4 students they help hold the healing vessel of the class and must maintain the same boundaries with these students that BBSH Teachers hold. At the same time, they are also BBSH students involved in deepening their own personal process and the Teacher/student relationship between BBSH Faculty and AS Year 3 students must also be maintained.

We consider any relationships other than Teacher/student to be inappropriate during the years that an individual is a student in the School and for a period of at least four months after the individual has graduated from the School.

EXCEPTIONS FOR PREEXISTING RELATIONSHIPS

The above policy does not apply if a relationship existed between:

1. A Teacher or AS Year 3 student and a Year 1–4 student or AS Year 1–2 students, prior to the Year 1–4 student enrolling in the School.
2. A Teacher and an AS Year 3 Student, prior to the AS Year 3 student enrolling in the AS Year 3 program.
3. An AS 1 student and a Year 1–4 student prior to the AS student enrolling in the AS program.

In these cases, the preexisting relationship must be disclosed to the Class Dean and the Student Affairs Manager and the Teacher may not be the student's Small Class Teacher, BIP, Supervisor, or Case Leader. The Teacher and student will be advised to keep clear and distinct boundaries around their roles within the School and seek supervision as needed.

OTHER TEACHER/STUDENT RELATIONSHIPS

Although not grounds for Teachers' or AS Year 3 students' dismissal from the School, other Teacher/student relationships that are considered inappropriate to the BBSH teaching environment are:

- Meetings with a student and/or his/her family for social purposes only.
- Any other personal relationship in which the teaching and the well-being of the student are not the primary objectives. This includes all business relationships.

In a teaching and/or therapeutic environment, it is imperative that clear and predictable boundaries are kept for our students. Relationships of Teachers with students outside the primary teaching or supervision relationship create situations in which the therapeutic transference can no longer be as clearly identified and constructively used. New situations occur where different types of transference and countertransference reactions occur and the original Teacher/student relationship becomes less clear and less honest. This is also true of AS 3/Year 1–4 students because AS 3 students are in an internship role with respect to Year 1–4 students. It is therefore inappropriate for Teachers/AS 3 students to enter into any personal or business relationships with BBSH Year 1–4 students.

PROTOCOL

If a Teacher or AS Year 3 student begins to feel romantically or sexually attracted to a student, he/she should bring it to his/her supervision sessions to work on the underlying issues so that they can be dealt with and cleared, and also notify their Class Dean and Director of Academic Affairs. It is most important that these feelings are not kept secret from the faculty in order to keep them from being acted out. In this way the Teacher/AS 3 student can uncover the true nature of the relationship and make more informed decisions about his/her future with respect to the School.

We ask that you fully consider the very serious implications of Teacher/student relationships on your personal well-being, the safety of the students, the integrity of the teaching, and the reputation of the School and of the Brennan Healing Science profession.

Note: For further study, please read the article "Working with Sexual Transference" by Virginia Wink Hilton and Pathwork® Lecture #44, "The Forces of Love, Sex and Eros."

TEACHER/TEACHER RELATIONSHIPS

Romantic relationships, sexual or nonsexual, are not permitted between Teachers, or between Deans and Teachers, assigned to the same teaching team. If a Teacher or Dean begins to feel romantically or sexually attracted to another Teacher on his/her teaching team, the faculty member must notify their Class Dean. Additionally, the Teacher or Dean should deal with the situation in his/her supervision sessions.

Upon learning of a romantic relationship between team members, the Class Dean, in collaboration with the BBSH President as appropriate, will assess the implications for the students, School and teaching team. After assessing the situation, one of the faculty members involved will be reassigned to another teaching team.

POLICY:	SHARING THE BBSH BODY OF WORK
FOR:	BBSH Students (Degree and Diploma Year 1–4 and AS 1–3) and Graduates
DATE:	June 15, 1999 (Revised 2/00; 4/03; 2/12)

The purpose of this policy statement is to provide guidelines to help BBSH students, Teachers and graduates speak about BBSH and Brennan Healing Science in a manner that will be most beneficial to the School, the work, and to the development of the individual practices of Brennan Healing Science Practitioners. It is the intention of the School and its principals to create a program that can be accepted by our society as a bona fide certification of quality and competence in the professional practice of Brennan Healing Science and thereby to legitimize hands-on healing in our time. Therefore, we have designed specific ways to share the work to maintain the quality of the work in order to legitimize it.

I. SHARING ABOUT THE SCHOOL AND THE HEALING WORK

A. BBSH Students and Graduates Speaking About the School and the Work

BBSH students and graduates are free to speak about the School and speak about (not teach) the healing work they have learned to any individuals or groups. In fact, this is a great help to BBSH. We really want to get BBSH known in the world and need students and graduates to help! BBSH will provide materials about the School to students and graduates who may wish to share with people who ask for information. Although BBSH students do not yet have healing practices, they should feel free to speak about the School and the work in general in interviews or presentations to local and nationwide press or media. Relating one's personal experience is an effective way to communicate about the Brennan Healing Science skills and about the School itself.

1. If a student or graduate would like to share about the School or answer questions about the School, the books, or the work, we ask that you follow these guidelines:
 - Identify yourself as either a student or graduate of BBSH.
 - Inform your audience that you are in a position to share your personal experience of the School, the work, and the healing process as you know it.
 - Please inform people that you are not an official representative of the School, have not been trained to teach the work, and cannot act as an authority regarding questions they may have concerning the books or the School material. If a student or graduate plans to speak about the School and Brennan Healing Science in their community (perhaps in a presentation to a community group, through a newspaper interview or article, or on a local TV program), you may contact the School office to discuss your plans. The School office will send you an information packet with facts and handouts about the School, which you may use in your talk to the public.

B. Additional Speaking Opportunities for BBSH Graduates Who Are Brennan Healing Science Practitioners

It is also the intention of the School to support and facilitate the development of private practices of the Brennan Healing Science Practitioners who are the conduits of this healing work to the world at large. Therefore, it is desirable, appropriate, and encouraged for graduates to inform the public about BBSH, Brennan Healing Science, and the existence of Brennan Healing Science Practitioners in the following way:

1. In free, public introductory programs in which the graduate talks about Brennan Healing Science and BBSH in addition to his/her personal practice. It is also appropriate in this program for the graduate to demonstrate (not teach) a healing technique(s) for the purpose of promoting the School, the work, and/or in order to build his/her healing practice.

C. What BBSH Qualifies Its Graduates to Do

It is the intention of the founder and managing body of BBSH that the healing techniques, exercises, and methods developed by BBSH be made available for healing in the world by BBSH graduates in the following contexts:

1. Use with a client during a professional healing period, including showing verbally or through demonstrations self-care skills necessary or important to the client's healing.
2. Use for informal verbal sharing with friends or family members for the purposes of healing, communication, and improving relationships. (In such informal sharing no financial exchange would be involved.)
3. If qualified through and certified by BBSH, within the context of offering HOL (Hands of Light) weekend workshops.

II. RESTRICTIONS ON SHARING PARTICULAR ASPECTS OF THE BRENNAN HEALING SCIENCE WORK AND CURRICULUM

This policy is also to ensure that the healing techniques, exercises, materials, and terms are utilized appropriately, that is, in ways that enhance their integrity, authority, power, and effectiveness. By ensuring the appropriate use of this body of information we have created a program that can be accepted by our society as a bona fide program of quality and competence in the professional practice of Brennan Healing Science and thereby to legitimize hands-on healing in our time.

To this end we have designed the following restrictions to the use of School information and ask that students and graduates observe the following guidelines for using and sharing this work:

A. Self-Promotion and Advertising

1. Unless certified by BBSH as an HOL workshop leader, students and graduates of BBSH may not advertise or present themselves in any way that implies that they are a branch or authorized representative of BBSH.
2. Unless certified by BBSH as an HOL workshop leader, students or graduates of BBSH also may not advertise or represent themselves as being certified by BBSH to teach.

B. Use of School Materials: Copyrights

1. Any materials handed out during the classes are for students', graduates', or Teachers' personal use. Please do not give any materials to any other individuals, including to clients or to family members.

"Materials handed out during classes" include class handouts, Student Workbooks, Student Handbooks, Teacher Workbooks, Teacher Handbooks, Paperwork Administration Manuals, any website material, all Heyoan lectures and Q&A handouts, and any audiotapes or videotapes of lectures or classes.
2. BBSH materials have been developed with meticulous care and fall within the full protection of U.S. and international copyright law. The unauthorized distribution of copyrighted or altered copyrighted materials in any form is prohibited by law.

C. Use of Trademarks and Service Marks

1. Do not improperly use the various trademarks and service marks owned by BBI to describe the healing services that you, as a graduate, offer. These marks include all of the ones listed on the copyright page of the most recent BBSH Catalog. These marks are the property of BBI and they represent the valuable goodwill and high quality standards that the School has developed over the years. Only BBSH may use these marks to identify its teaching services and materials.
2. If you, as a graduate, have been given explicit permission in writing by Barbara Brennan to use these marks in an informational way to accurately describe the healing services you offer in your practice, you should capitalize them and include a prominent notice that these are trademarks and service marks of BBSH as follows: "(LIST EACH OF THE MARKS THAT APPEAR IN YOUR MATERIALS) are trademarks and service marks of Barbara Brennan, Inc."

D. Teaching of BBSH Techniques, Methods, Exercises, and Materials: Unfair Business Practice and Unfair Competition

BBSH healing techniques, methods, exercises, materials, and any other parts of the curriculum developed by BBSH and used exclusively in teaching at BBSH may not be taught other than the sharing in one-on-one individual sessions with a client and as listed in items IA, IB, and IC above unless you have received permission to do so in writing from Barbara Brennan. Students or graduates of BBSH also may not advertise or represent themselves as being certified by BBSH to teach. (Teachers and AS 3 students, please refer to the policy in your contract related to teaching the work.)

1. "Techniques, methods, exercises, and materials" refers to any such material found in any BBI published materials including the books *Hands of Light*,[®] *Light Emerging*, and *Seeds of the Spirit*.[®]
2. Graduates of BBSH are authorized as healers to practice Brennan Healing Science but are not authorized by BBSH to teach or train others in BBSH healing methods and techniques. Such training is available only from BBSH. BBSH has devoted significant resources over the years to building its reputation for providing an exceptionally high quality of training in the healing field. It is necessary to learn to teach this material before presenting it. Furthermore, the material is so vast that it takes a community of Brennan Healing Science teachers with many different qualities and areas of expertise to include the full scope of Brennan Healing Science. Therefore, at this point in time, learning to teach this work, and teaching it, can be done only at BBSH.

3. Setting up schools, seminars, workshops, tutorials, or training programs that utilize BBSH techniques, curriculum, materials, and/or trademark or service mark terms is unlawful. These actions could also constitute unfair business practice and unfair competition.
4. Please note that BBSH does not have jurisdiction over information originating from other sources. In other words, permission to teach material that originates from the Pathwork®, the Institute of Core Energetics, or elsewhere must be sought from those organizations.

III. PROCEDURE FOR GIVING AN INFORMATIONAL TALK

If a Teacher or graduate wishes to give an informational talk about BBSH or a talk that includes information about BBSH, the Teacher or graduate must state in his/her advertising that this is a talk about BBSH. In addition, the Teacher or graduate must contact the School office through e-mail, telephone or fax and provide the following information: date of talk; time of talk; location of talk (home, library, bookstore, auditorium, etc.); address of talk; expected number of attendees; overview of talk; and the phone number to call for information.

The reasons for contacting the School office are:

- So BBSH can keep a record of how BBSH is being shared throughout the world.
- To ensure that the information presented is both accurate and appropriate.
- So BBSH can provide promotional materials, if appropriate.
- So BBSH can promote scheduled informational talks on the BBSH website.

POLICY:	CREATING A HEALING PRACTICE
FOR:	Any Person Ever Enrolled in Any BBSH Program
DATE:	August 30, 1994 (Revised 5/00; 4/03; 2/04)

No person who has ever been a student/attendee of BBSH in any program, workshop, or lecture may open a Brennan Healing Science Practice until he/she has completed and graduated from the BBSH four-year Bachelor of Science Degree or Professional Studies Diploma Program. In order to then open a practice, the graduate needs to comply with his/her local country/state/province law(s) in doing so.

A student may provide Brennan Healing Science techniques during the course of fulfilling the BBSH course requirements of the Distance Learning Modules assigned practicums and Resident Training practicums. Distance Learning Module practicums are those assigned between classes and Resident Training practicums are those done in class.

If a student wishes to continue practicum of any Brennan Healing Science (BHS) skill the student has passed in order to improve the student's proficiency in the skill, he/she may do so.

The following rules hold for all three situations mentioned above:

It is recommended that students do practicum on other students. However, if a student wishes to do practicum in the United States on anyone other than a fellow student or if the practicum client is a U.S. citizen in another country, the student healer needs to be covered by malpractice insurance and the School is to be added as an additional insured.

No BBSH student/attendee may charge fees for performing any BHS technique until he/she has graduated from the BBSH four-year Bachelor of Science Degree or Professional Studies Diploma Program.

Students performing any BHS technique or doing practicum must do so in accordance with the laws of the country, province or area in which the practicum is done.

Furthermore, no person who has ever been a student/attendee of any BBSH program, workshop or lecture may advertise themselves, whether in writing or verbally, as a BHS practitioner or as a person authorized to perform these techniques or hold themselves out as qualified to perform any BHS techniques until he/she has completed and graduated from the BBSH four-year Bachelor of Science Degree or Professional Studies Diploma Program. Until graduation from the four-year program, no BBSH student/attendee may advertise her or himself as having been trained by Barbara Brennan or as a graduate of the Barbara Brennan School of Healing.

POLICY: THERAPY/BRENNAN INTEGRATION PRACTITIONER RELATIONSHIPS BETWEEN STUDENTS (Year 1–4 and AS 1–3), TEACHERS AND STAFF
FOR: BBSH Students (Year 1–4 and AS 1–3), Teachers and Graduates
DATE: December 1, 1992 (Revised 1/02; 4/03)

Students may have as their therapists* other BBSH students, Teachers or staff members only if the therapeutic relationship existed before the student enrolled in Year 1 of the Bachelor of Science Degree or Professional Studies Diploma Program. (The therapist must meet the BBSH therapist criteria as listed under “Personal Process Requirement [for Years 1, 2, 3, 4]” in the *Adjunctive Requirements* section of the BBSH School Catalog.)

Once a student, Teacher, or staff member has entered into any financial relationship with the School, no therapeutic relationship may begin until six months after the relationship with the School has ended.

No student may be in the same small class or supervision/process group as his/her therapist or BIP, or have the therapist or BIP be his/her Small Class Teacher, Group Supervisor, Year 4 Case Presentation Leader, Year 4 Case Presentation Assistant, or Year 4 Project Advisor.

No therapist*/client relationship may exist between a Teacher and AS student unless the relationship began before the client was enrolled as a Year 1 student in the School. Teachers/AS students who are in a therapeutic relationship with each other may not be in the same small class, supervision/process group, or Year 4 Case Presentation team. BBSH staff members may not be therapists/BIPs to each other.

Visiting professors shall not take on any BBSH student or Teacher as a therapy client during their contract year and six months thereafter.

**In this sentence, we are referring to therapists, not to Brennan Integration Practitioners.*

POLICY: PROHIBITED HEALING SESSIONS
FOR: BBSH Students (Year 1–4 and AS 1–3), Teachers and Graduates
DATE: December 1, 1994 (Revised 1/02; 4/03)

No BBSH Teacher, AS student, or staff member may give healing sessions to any other BBSH Teacher, staff member or student when the healer's staff position confers direct authority over the client. This policy shall apply to the period beginning four months before the academic year and ending four months after the academic year.

DISCUSSION

In order to maintain clear relationships in the school community, it is necessary to define certain healer/client relationships. For instance, when a Teacher who has direct responsibility for a student is also that student's healer there is a strong potential for “double transference.” In this case the student/Teacher boundaries cross the client/healer boundaries and the student has neither a clean relationship with his/her healer nor his/her Teacher. Both the student and the Teacher have to face the transference from one scenario (i.e., Teacher/student) while they are in another scenario (i.e., healer/client), and this makes their relationship with each other confusing, difficult, and full of unforeseen pitfalls.

Other examples of inappropriate relationships would include:

- Class Dean/Class Student
- Small Class Teacher/Small Class Student
- Supervisor/Student Being Supervised
- Small Class Teacher/AS 3 Student Assigned to Team

POLICY: **SELLING SERVICES OR PRODUCTS**
FOR: **BBSH Students, Teachers, Graduates and Resident Training Employees**
DATE: **October 1993 (Revised 7/98; 8/02; 4/03; 2/12)**

The policy of BBSH is that no student, Teacher, graduate, or staff member may sell or advertise any product or service in conjunction with the School's programs (i.e., Anatomy and Physiology, personal process, Resident Training), or at the School's locations unless in a BBSH store as established and administered by BBSH. In conjunction with the School's programs refers to any product or service offered to BBSH students, Teachers or graduates scheduled around the School's programs, whether on site or held in nearby locations. The School's location is defined as any area associated with any School teaching, especially the hotels and their grounds and parking lots.

This policy refers to, but is not limited to, the selling of products and services of any kind, including tapes and books, workshops, classes, massages, energy work, therapy and healing sessions.

No student, Teacher, graduate, or staff member may use a BBSH mailing list, BBSH class list, BBSH email list, or BBSH social media network to solicit students for non-BBSH goods or services. Furthermore, no student, Teacher, graduate, or staff member may directly or indirectly solicit students for non-BBSH programs that either they have created or from which they receive remuneration, whether or not they are offered in conjunction with the School's programs.

EXCEPTIONS

Brennan Integration Practitioners may offer Brennan Integration Work sessions to current BBSH students in conjunction with the School's programs as long as these sessions are not conducted during scheduled Teacher Prep or during Resident Training days.

Current faculty may offer Brennan Healing Science sessions in conjunction with the School's programs as long as these sessions are not conducted during scheduled Teacher Prep or Resident Training days.

DISCUSSION

BBSH acknowledges that we all have many fine talents and gifts to offer each other. We encourage students, graduates and the Teachers to take these gifts out into the world. The intent of this policy is to help create clear and safe boundaries so that students have an optimal environment to deepen their personal process and develop their healership.

The School's programs and schedule have been carefully designed to take students through an in-depth personal process. It is distracting and disruptive to the School's purpose and intended student outcomes to have non-BBSH workshops or other services offered in conjunction with the School's programs.

Additionally, in order to maintain appropriate boundaries and support all students in their process, it is crucial that BBSH students maintain a student/student relationship with each other. When a student creates other types of relationships with fellow students, such as massage therapist/client, healer/client, teacher/student or therapist/client, boundaries are not clear and students do not have the freedom necessary to fully engage in their personal process.

POLICY: **SCHOOL PUBLICATIONS**
FOR: **BBSH Graduates**
DATE: **August 23, 1994 (Revised 1/2/02; 4/03; 2/12)**

Any graduate who does not adhere to the Principles of Practice, standards, and policies of the School may be removed without notice from the *International List of Graduates* at the discretion of the School Dean or President.

POLICY: **STUDENT GRIEVANCES**
FOR: **BBSH Students (Year 1–4 and AS 1–3)**
DATE: **February 20, 2004 (Revised 2/12)**

BBSH believes that open communication and the expression of concerns and differing points of view is essential to maintaining the integrity of its programs. A grievance procedure is available to all students to ensure that student complaints and concerns are reviewed and resolved in a timely and equitable manner.

A student with a grievance should first meet with his/her Class Dean to discuss the concern and seek a resolution. If a satisfactory resolution cannot be achieved, the student should submit a written statement to the Student Affairs Manager and the School Dean. The statement should include the following information: the student's full name, contact information, class year, and a brief statement of the nature of the grievance.

The Student Affairs Manager will review the grievance, gather additional relevant information and determine the appropriate action. The Student Affairs Manager may involve the Class Dean, School Dean, BBSH President, and/or other School personnel. After reviewing the grievance, the Student Affairs Manager will provide the student with a written response to the complaint that includes a description of any decisions or actions the School has made, as well as any timelines for the implementation of the decisions/actions. The School's written response to the grievance will be final.

If a student feels that his/her grievance is unresolved, he/she may refer the grievance to the Commission for Independent Education, Florida Department of Education, 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400; 888-224-6684.

POLICY: GRADING SYSTEM AND ACADEMIC PROGRESS
FOR: BBSH Students (Year 1–4 and AS 1–3)
DATE: April 2, 2003

Grades are assigned to students on either a letter grade or pass/fail basis depending upon the program and course. The grading system incorporates letter grades, pass/fail criteria, point values for determining grade point average, penalty grades and special grades (i.e., grades with no effect on Grade Point Average) as follows:

Letter Grades and Point Value for Grade Point Average:

A = 4.0 B = 3.0 C = 2.0 D = 1.0 F = 0.0

Pass/Fail Criteria:

Pass = 70%

Penalty Grades and Point Value for Grade Point Average:

WU/Withdrawal Unsatisfactory = 0

Special Grades with No Effect on Grade Point Average

AU Audit
I Incomplete
P Pass for Credit
N No Pass; no Credit Awarded
W Withdrawal
D Dismissal

Academic Progress

BBSH monitors the academic progress of students to ensure satisfactory progress toward completion of its programs. The following criteria is used to determine if a student is making academic progress:

- Maintain a minimum acceptable cumulative grade point average
- Achieve minimum acceptable incremental program completion rate
- Complete the program within the maximum allowable timeframe

If a student is not making satisfactory academic progress, BBSH will work with the student to implement appropriate remediation. Students failing to achieve minimum standards will be placed on academic probation.

Students failing to make acceptable academic progress will be notified in writing that they are being placed on academic probation. Specific conditions that the student must fulfill to be removed from academic probation, along with the timeline for completing the stated conditions, will be included in the notification. Continued failure to make acceptable academic progress within the stated time-frame for remediation will result in dismissal.

Minimum Cumulative Grade Point Average (CGPA)

- Achieve a minimum 1.0 CGPA at the end of Year 1
- Achieve a minimum 1.5 CGPA at the end of Year 2
- Achieve a minimum 2.0 CGPA upon graduation

Note: Grades earned for transfer credits are not calculated into CGPA.

Minimum Incremental Program Completion Rate

- Pass all Brennan Healing Science Skills associated with their class year/program
- Pass all Psych-Spiritual Development Skills associated with their class year/program
- Pass all assigned Distance Learning Modules
- Pass all program specific requirements associated with their class year/program

Maximum Time Frame for Program Completion

- Credit hours attempted cannot exceed 1.5 times the credit hours required to complete the program