



BBSH • InTouch

The Newsletter of The Barbara Brennan School of Healing®

Issue 16-Spring 2004

Meet The BBSH Office Staff!

—by *Linda Tarbox*

Hello! I'm Linda Tarbox, Barbara Brennan's Executive Assistant and Manager of Business Affairs for BBSH.

In this issue we will begin a series of articles highlighting the BBSH office staff. We'd like you to get to know and appreciate this wonderful, dedicated and capable team of people who work extremely hard to make our school run smoothly. I am one of the 7-person management team headed by Barbara Brennan. The other managers, most of whom you know through these pages and during class weeks, are: Bonnie Brandt, Director of Academic Affairs; Evelyn Kannawin, Director of Admissions; Laurie Thorp, Director of Student Affairs; Di Dodge, Controller and Human Resources Manager; and Marie Ponsot, Programs/Hotels Manager.

Together we supervise the office team who cover 12 areas of responsibility which we'll be describing in these articles.

Our office, pictured here, is located in Boca Raton, Florida. In October, we expanded into a larger office space, which we desperately needed, complete with new furniture and a telephone system with voicemail! The move

went very smoothly and we are pleased to be settling into our lovely surroundings.

Let me begin by telling you a little about myself and my work here.

I have been working for BBSH since May of 2002 when I was hired as Barbara's Executive Assistant. I have the pleasure of working very closely with Barbara, handling her schedule, correspondence, requests and calls; computerizing her lectures; and generally keeping her informed of the events and happenings in the office. Like most of us here, my duties and responsibilities have expanded and I recently acquired the additional title of Manager of Business Affairs. My responsibilities now include the overall running of the office, putting systems into place, and overseeing the departments of Registration, Reception, Publications, Website and Database. I also handle all legal and copyright issues.

I am married to a wonderful, supportive man and we have five children: three girls and two boys ranging in age from 25-33. I also have two grandchildren, ages 11 and 3 (both boys and full of energy), and one dog, a 15-year-old snoodle named Duke. I truly love being a grandmother and spend a lot of time with my grandchildren. We moved from Columbus, Ohio 14 years ago and are fortunate enough to have three of our children and both grandchildren near us; we have a daughter who lives in San Diego and a son who still lives in Columbus.

So let's begin our tour of the BBSH office with the Registration department, which is comprised of three very talented ladies: Ana Alvarrão, Tiffany de Berry and Lin Manown. They have done an amazing job of organizing this department and are continually coming up with ways to improve it even further.



Linda Tarbox, Barbara's Executive Assistant and Manager of Business Affairs for BBSH...

and a look at BBSH's new office space in Boca Raton, Florida!



BBSH[®] In Touch

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From Bonnie Brandt, BBSH Director of Academic Affairs

Greetings!

When people learn that I work for the Barbara Brennan School of Healing, they inevitably ask, what is it like to work for a renowned school of healing? The assumption is that because BBSH is a school of healing, it must be very different from working at any other school or college.



To some extent this is absolutely true. I am constantly amazed at how quickly things manifest and how the seemingly isolated concerns or issues I deal with as part of my daily responsibilities, so often emerge in subsequent class weeks as underlying themes or challenges for the entire school or a particular year of training. Working at BBSH has increased my awareness of how intimately connected we all are, and of how our individual "reality" often reflects the deeper truth of an entire community.

My position with BBSH has also afforded me the opportunity to more actively engage in my personal healing journey on a day-to-day basis. Unlike other jobs where I could "hide out," relying on my technical skills and professional experience to get me through the workday, at BBSH I am constantly challenged to show my authentic self. I often find that I must rely on my "inner knowing" to make a decision, or that a deeper level of contact with others is required for me to resolve a particular situation or complete a work task.

At the same time, the BBSH office is much like any work place. Being both a licensed school in the State of Florida and a business means that BBSH staff regularly engage in activities related to government regulations, accountability and fiscal responsibility. We are constantly challenged to multi-task, juggle priorities and phone calls and to find ways to make daily operations more efficient. We also celebrate birthdays with fabulous cakes, share pictures of spouses, children and dogs, and talk about how our weekends aren't long enough!

Beginning with this issue of *BBSH In Touch* you will have an opportunity to meet the many talented people who work "behind the scenes" in the BBSH office and learn more about how the various departments work to support the students and faculty. As you will see, the BBSH staff is an incredible group of people who contribute enormously to the success of BBSH and BBSHE.

A Barbara Brennan School of Healing *Europe* Update

Greetings From Mondsee, Austria!

We ended the Class #3 school week with a teaching by Christine Whaite on the origins and mystery surrounding the labyrinth. Christine, a graduate of both our four-year BHS



Taking a refreshing stroll around Schloss-Mondsee between classes.

Program and post-graduate Advanced Studies Program in World Service, is currently completing her second year of Advanced Studies in Education in Mondsee.

For her World Service project Christine received permission from the City of London to create a temporary labyrinth in London so that people could have an opportunity to experience the tranquility and inner focus that walking the labyrinth can provide.

According to Christine, the earliest known labyrinth is from Minoan Crete, which dates back to the second or even third millennium BCE. The labyrinth was meant to be walked as a pilgrimage, a questing searching journey with the hope of becoming closer to God.

In class, the teachers sought out the energy vortex in our classroom and then laid the labyrinth drawn on canvas over it with tape. Each circle represented a level of the field so each level could be more deeply experienced during the walk.

There are various approaches to walking a labyrinth. The one we observed was "the threefold path." The threefold path includes releasing, receiving and integrating. As each person

began their walk, they focused on releasing, emptying and letting go. At the center of the labyrinth was the point to receive illumination, insight and clarity. Then while making one's way out of the labyrinth, the focus was about integrating the insights or illumination gained while walking toward the center. While it was set up this way, I must say that my experience walking each level held all three aspects.

It was a very powerful experience. We had set it up at the beginning that after each person completed the labyrinth that would be the end of class and they would be free to go. Instead what happened was that each person's connection was so strong that everyone stayed, holding the sacred space while quietly humming the Buddhist peace chant that was playing. After everyone had finished, no one was prepared to leave, so we came together in a circle, still humming, looking at each other with reverence and love. Indeed, the labyrinth had fulfilled its purpose:

In experiencing that quiet place of love in ourselves and in seeing that truth reflected in each other, we had become closer to God.

***With love,
Laurie Keene***

Barbara at BBSHE Class 2...enjoying a moment with some students in traditional Lederhosen attire.



Meet The BBSH Registration Department.



Ana Alvarrão
Registrar

Ana Alvarrão was hired in May of 2002 as the BBSH receptionist and was swiftly promoted to the demanding Registrar position, which has since expanded to include the European school and the Bachelor of Science Degree Program.

Most students and faculty who call the office will recognize Ana as the one with the South African accent. Actually, she was born in Portugal but grew up in South Africa, embracing both cultures. She's now adapting to a third culture, having lived in the United States for five years.

Ana loves pottery, drawing and painting and received a degree in Ceramic Design. She is married to her childhood sweetheart and has two wonderful daughters who are 13 and 15 years old.

Ana's favorite part of her job as Registrar for both schools is "interacting with all the students and faculty from all four corners of the globe." In addition, she says, "The variety and pressure of the work always keep it interesting!"



Tiffany de Berry
Assistant Registrar

Tiffany de Berry joined BBSH in November of 2002 to replace Ana as the receptionist. Last fall she began working as Assistant Registrar, as the Registration Department's responsibilities have grown by leaps and bounds since the launch of the degree program and the opening of BBSHE.

Tiffany was born and raised in Gainesville, Florida, graduated with a degree in Spanish, and delights in traveling abroad.

For a brief time, she played bass in a "chick" band, and now confesses, "We were terrible!" She's been married since April of 2002 and still relishes the newlywed life, carpooling and lunching almost every day with her husband.

At the BBSH office, Tiffany likes being able to employ her proofreading skills on occasion.

And she's thankful that, "The number of women in the office necessitates that the higher-ups regularly ply us with chocolate!"



Lin Manown

Online Academic Coordinator

Lin Manown has served in various capacities since she began at BBSH in July of 2002. She has been the Executive Assistant to the Director of Academic Development, Executive Assistant to the Director of Operations, and is now the Online Academic Coordinator. Perhaps she is so adept at acclimatizing to new job functions because she is accustomed to cross-country moves; Lin is originally from Ohio but has moved 34 times in her lifetime!

Lin's passion is interior design, and she has a lovely home where she enjoys reading and spending time with her husband, two cats and a dog. In addition to overseeing the online course program, Lin manages the bridge line teleclass program, helps evaluate transcripts for transfer credits, and is creating a transcript system for the new BBSH database.

She likes the BBSH office environment because, "We have a fabulous group of people all working toward a common goal: successfully growing the school and making it better every day!"

Online Students' Lifeline to BBSH!

Lin dedicates most of her time to assisting students enrolled in these courses and keeping the program on track. She is responsible for tracking and assigning new registrants to courses, verifying students' proctor information, offering counsel and support as needed, sending instructions and reminders to students, monitoring course attendance and participation, sending and receiving proctored exams, communicating final grades, and updating database records to reflect general education coursework.

Lin is truly a fantastic resource for online students and we hope that you will not hesitate to contact her if you have questions: lin.manown@barbarabrennan.com

She says, "I am awed by our students and very excited about the knowledge they've gained from the online courses. I encourage you to embark on an online adventure of your own if, as Barbara affirms, it is your longing!"

What Do We Do?

- **Enroll students in core curriculum, adjunct programs and online courses each semester.**
- **Register participants for IBHS workshops, the Alumni Intensive and Family Days.**
- **Interact with students on a daily basis to provide informational and administrative support and to fulfill requests for information, forms, etc. via phone, fax, mail and e-mail.**
- **Prepare reports and organize materials for class preparation before each of 10 class weeks.**
- **Input student data after each of 10 class weeks.**
- **Attend class when needed to staff registration and/or information tables.**
- **Create and maintain current BBSH and BBSHE student files; track missing application items and follow up with students.**
- **Obtain and update current and former students' contact information for their database records and student files.**
- **Evaluate students' transcripts for potential transfer of credits.**



How Do Students Like Them?

—by Ana Alvarrão, Lin Manown, and Tiffany de Berry

Over the last three semesters, we've offered four of the nine General Education courses that many of you are taking to earn your Bachelor's Degree in Brennan Healing Science. In the year since we began to offer General Education online courses, many of you have contacted us with specific questions or concerns regarding the courses.

To our delight, you have also given us a great deal of feedback, by far most of it positive. As in all BBSH courses, we take student comments very seriously and make the improvements you suggest whenever feasible. We're now familiar with the ins and outs of online courses and can say that we are very pleased with the results so far and the promise online programs hold for future BBSH study.

We felt all students and alumni would appreciate reading about online students' experiences in their own words as much as we did. These comments are a fair sampling of the many we have received from students who completed courses during the past year.

But before the quotes, a success story:

One alumna who was enrolled in *Strategies for Success* had attended college 30 years ago. Like many BBSH students, she fretted because she had virtually no experience with computers, and English is her second language. On our advice, she contacted Technical Support Services on multiple occasions during the first few days of the course.

They guided her, not only in accessing and navigating the course, but also in the basics of computer

and Internet use.

After successfully completing the course, she was so excited that she contacted us to share her experience. While she had really struggled at the start, she felt was able to "conquer" the computer.

She is proud of her accomplishment, which has given her new confidence and a wonderful feeling of empowerment.

As always, we find our students inspirational! Thanks to all of you for your permission to print your statements here.

Angie Brown, PS2:

I really enjoyed all three classes that I've taken so far. They each brought a new level of insight and awareness to my life, to a degree I had not expected. They also dovetail perfectly with the 'healing' outlook and work at fleshing out the places where the healing lifestyle meets real life, and how they can work together.

Karina Zabner de Milgram, PS2:

I took the *Strategies for Success* online course this last summer. I thought it was a wonderful course. It is a must. Since I have never had taken a class in English and my spelling is one of my weaknesses, it took me more time than the regular student. I spent between 1½ to 3 hours every day.

My experience was a very good one. I was afraid of the commitment and the discipline to sit down and do

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Calling All Graduates: Have You Ever Wanted To Work For BBSH?

—by Laurie Thorp, Director of Student Affairs and PS 1 Teacher

I know *I* did!

Years before I ever came to Florida and the BBSH office, I knew that somewhere, somehow and in some capacity, I wanted to work for BBSH. When I was offered the job as head of Student Affairs, my vision and longing were indeed manifesting.

It has been a fabulous two years, and it has recently become clear to me that it is time for me to move back to North Carolina. When I went home for Christmas, I began to feel an ache in my heart. I felt how much I missed my family, my friends and my community. I also

really “got it” that my mother, who has emphysema, is not going to be around forever. I realized that I did not want to be away in Florida

for this last part of her life. I simply had a strong yearning to go home and I am going.

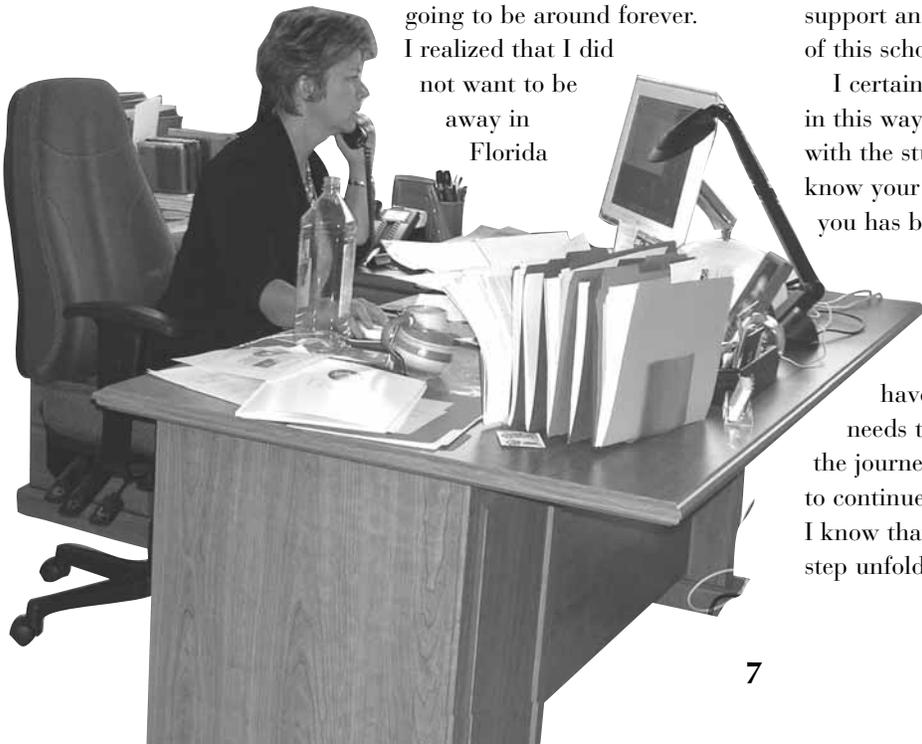
And so, we are looking for a new Student Affairs Administrator. Have you ever thought about the possibility of working at BBSH? We are looking for a graduate who has passion for BBSH and its evolution. We want someone with strong administrative skills and experience, as well as interpersonal skills, the ability to inspire and lead others, and to work as an integral part of our team.

We have a talented group of people at BBSH where every single person really brings their gifts and essence to the workplace. Working at the BBSH office will give you the opportunity to expand your skills and to support and contribute to the growth and evolution of this school.

I certainly feel blessed to have been able to contribute in this way. It has been my greatest pleasure to work with the students—past, present and future. To get to know your names, your faces and to have contact with you has been so rewarding.

It has reminded me that healing happens everywhere—not just in the healing room.

My commitment and love for the school have not diminished; my commitment simply needs to change form. As for what this next leg of the journey holds for me, I do not exactly know. I plan to continue teaching on the PS1 teaching team at BBSH. I know that I must sit in the Unknown and let the next step unfold.



it, but it was great—better and easier than I had expected.

I repeat that this course is a tremendous help, even if you are not going to pursue the degree program. I was amazed with the level, the organization, and the instructor of the course.

Eileen Coyle, PS4:

I had trouble in the beginning getting into the course after checking my setup. Technical Support Services helped me for a while, in detail, to find my error. They were patient, kind and very helpful. Just what I needed. [My overall online experience was] better/easier than I anticipated. Would take another in a heartbeat.

Jan Bell, ASED 1:

I found the pace [of the Ethics course] about right, if somewhat fast. I work full time, plus, I'm building my practice on my days off, so I tended to lose track of time.

My husband was taking the course at the same time and would remind me of due dates. Otherwise, I would have been completely behind on all of my assignments. The instructor was very forgiving of due dates and late assignments. The instructions are very clear, as are due dates.

Help was just an e-mail away if you had trouble with anything—signing in, accessing the bulletin boards, finding the mid-term, etc. Grades were posted in a timely manner, so you could track your progress.

Elise Schuitemaker, PS3:

I much enjoy the online experience—it's wonderful to be able to study in my own time while still having to do things. Especially with the *Success Strategies*, I also enjoyed the sense of community and sharing.

Michele Carlson, PS4:

The online aspect was very user friendly and easy to understand. I really loved the *Ecology* course. I found it to be more difficult than I expected after taking *Success Strategies*, which I found easier.

I liked the online lectures as a complement to actually reading the material. It expanded the level of learning for me.

Josef Beraha, PS3:

I did the *Strategies for Success* course, and I think everyone in the school should do it.

Barbara S. Fermon, PS3:

I really enjoyed the course. I was able to set my own pace, as this was the *Strategies* course. It was important for me to be able to set my own pace, as there is so much to do with homework, work, family, etc.

Alix Young Briggs '92

BBSH Teacher 1993-2001



"When the soul calls, we follow."

Alix Young was the consummate teacher. She prepared her lectures zealously.

No research was too inconvenient if it clarified her message. Students loved listening to her as difficult concepts became crystal clear. She was always open for deep discussion, which helped ground the principles of healing work in the students' heads as well as in their hearts. As a teacher and friend/roommate, I would often hear Alix's lectures in advance or receive them by e-mail and always, I would learn also.

Alix would take as much time to write a goofy newsletter about her friends and print it up for all of us. She included phony articles, jokes and references to our many foibles. She appeared to be such a serious person, and she was, but she was also capable of turning a discussion into a rolling, stomach-aching convulsion of laughter. Never have I known anyone with a more finely honed sense of humor.

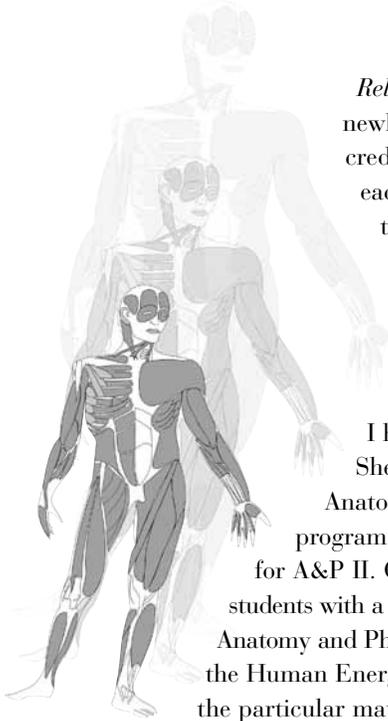
We taught together at BBSH for eight years and she enhanced my experience of learning, teaching and lying on the beach after class. We were both mothers of three kids, two boys and the baby girl, and we offered each other endless advice, which pretty much concluded with the fact that we were both such great mothers that our kids would be fine. This may or many not have been true, but it was comforting for us.

When Alix was diagnosed with cancer in September people made their inconvenient way to Halifax, Nova Scotia. Her daughter, Robin, remarked that her mom had no idea how much she was loved. This parade of people was really amazing! We didn't want to let her go and we prayed that she would survive. It became clear that wasn't to be and Alix approached her death the way she had her life, with intense clarity and good will. Alix always chose love. Her sweet husband, John, was given explicit instructions about her care. Her dear friend Chris Sarubbi traveled to Halifax to help and to be with her family.

On March 15, Alix died. She left her husband, John; three children, Jesse, Ben and Robin; three sisters; her father and stepmother; and scores of dear friends. We will miss her.

—Marcia Klam '90

BBSH A&P Program Expanding



Relationship is the focus of the newly offered A&P II college-credited course. Every aspect of each of us is in relationship to the inner and outer environment. In this course, we deepen our understanding of how interconnected every organism is to another.

Since late June '03, I have been working with Sherry Pae, head of the BBSH Anatomy & Physiology for Healers program, to create the curriculum for A&P II. Our vision is to provide students with a strong knowledge base in Anatomy and Physiology, including embodying the Human Energy Consciousness System for the particular material being studied.

As I have studied the science for the curriculum, specific guidance has been channeled to provide a deepening of the information given. It has been the most profound experience for me in all facets of my life.

In class #1, we provide an overview of the formation of our characterological defense structures. As you all have studied, this begins with the infant or child's experience of not being safe (the wound). The developmental phase the child is in when a particular type of wounding occurs causes him/her to hold energy in a particular way as a defense against the pain of that wounding. In A&P II we study the relationship of each holding pattern with the muscular, respiratory, skeletal and nervous systems' development. Students use High Sense Perception and their own bodies to identify the possible health issues that might result in each characterological structure.

In class #2, the focus spirals deeper to examine Psychoneuroimmunology or how the limbic brain (the emotional brain or mammalian brain) is in relationship with the various levels/chakras of the energy field, the immune system and the endocrine system. This relationship determines an individual's immediate emotional responses. We examine the physiology of these systems at a microscopic level. Utilizing harmonic induction, the participant experiences the various systems quite specifically within his/her own body including the

biochemicals secreted by various organs. Focusing on particular presenting complaints, the student is then able to track, first within the self and then within the other, just what is occurring in each of the systems. It is at this point that the focus shifts to where the "healer" can assist the client by bringing consciousness to a specific chakra or level.

In class #3, the deepening continues as more cellular information is given to identify specifically the components of a healthy cell in relationship to its inner and outer environments. The focus is on boundaries that exist outside and inside each of us including emotional and psychological issues. We explore how to bring consciousness for healing to those cells that hold traumatic memories as once again we use the knowledge of the five character defense patterns of holding energy. In this class, we open to the possibility of Bell's theory of "nonlocality" giving the BBSH healer's work support from the quantum level of matter.

The class #4 curriculum is centered on the energetic and physiological effects of trauma. The material presented gives the participant the information needed to recognize the symptoms of Post Traumatic Stress Disorder. We explore the appropriate use of Brennan Healing Science in working with someone who is recovering from shock and strain trauma as well as the challenges for the practitioner working with a client who is recovering from trauma.

Finally in class #5, we work with the heart and its health/disease/health continuum. Here each participant experiences cellular awareness of each heart cell, chamber, blood vessel and valve intimately within self. At this time there is a conscious awareness of the importance of space that must be allowed for each client. That true need is honored by softening HSP to a place of surrender of the unhealthy ego to a gentle holding of oneness with the client for his/her wholeness.

—by Anna Schalk '98
PS3 and A&P Teacher



Calling All BBSH Graduates
Continued from page 7

What is the next step in *your* journey? If you would like more information about the position, please feel free to call me at the BBSH office. I would be happy to talk with you.

If you are interested in applying for this position, please send your resume' to us at the BBSH office marked "Attention: Student Affairs."

We look forward to hearing from you!

P.S. I have to admit that living in warm, sunny South Florida is fabulous. The sky here is so expansive with billowing clouds. I have never seen such beautiful sunrises and sunsets, and the ocean is just a couple of blocks away. Most every morning when I walk outside I think, "This is Paradise!"

***JOB OPENING AT
BBSH OFFICE***

***Student Affairs
Administrator***

*Applications for the
position of Student Affairs
Administrator are being
accepted at the BBSH Office.*

*If you are a graduate of
BBSH and are interested in
applying, please send your
resume' to the BBSH Office
and mark it:*

"Attention: Student Affairs."

*(Please see the article
above, "Have You Ever
Wanted to Work for BBSH?"
which begins on page 7.)*

A&P

SUMMER INTENSIVES

All incoming 2004-05 PS3/PS4 Students and Alumni who need to complete A&P II for the Bachelor's Degree Program, we've got an Intensive just for you!

A&P II

August 23-27, 2004

A&P I

August 16-26, 2004

BONAVENTURE RESORT & SPA
Weston, Florida (Greater Ft. Lauderdale area)

Registration now open. Deadline is July 1, 2004.
Call the BBSH Registrar today:

561-620-8767



Dear BBSH Graduate,

Once again, we are very happy to invite you to participate in the annual BBSH Alumni Intensive. This year's program will take place from June 8-12, the fifth week of regular BBSH classes at the Radisson Deauville Resort in Miami Beach, Florida.

We want to welcome you back as a graduate to BBSH for nourishment, learning, and community, so the theme of the program is "Coming Home Through Reconnection and Renewal." We will be exploring the subtleties of healing and increasing our discernment about what continues to matter in healing ourselves and others. The opportunity to enhance our healing knowledge in the context of this Intensive can be truly empowering and uplifting.

This is the third year of the Intensive and the last two years' participant evaluations were exceptionally positive. Here are some of the many great comments we received:

"All the pieces [of the program] were jam-packed with great tools."

"I found that every lecture, every process and experience added the correct amount to the whole within myself."

"I loved seeing the most senior healers of the school, model, demo and embody an integrated and less technical version of healership."

"The whole week was perfect and held in fullness and harmony. It felt like coming home. I was welcomed with open arms and loving hearts by my spiritual family."

"This was just what I needed to reconnect with my inspiration and deep process. I'll be back!"

"I am very grateful for everything—I would not want to miss anything of what was offered. I thank every teacher for giving us their time, their knowledge and their loving attention. The [opportunity] to share our experiences with applying our BBHS skills in our work after graduation was great. The healing I got was extraordinary"

As in the past, the program will provide an opportunity to spend time with Barbara Brennan, the class deans, and a number of senior teachers who will share their current healing work and interests. Barbara will devote her time with you to answering your questions and sharing her current thinking about healing.

Here is a listing of the workshops with descriptions by the faculty. (Detailed program descriptions written by the presenters may be found on the BBSH website.)

Clarifying and Using the Brennan Integration Process in Relationship

Barbara Brennan, President and Founder, BBSH

The Presence of God in Healing

Laurie Keene, PS1 Dean & Sherry Pae, Integrative Care Department Head

Sexuality and Relationship in Your Healing Practice

Kahea Morgan, PS2 Dean & Lisa van Ostrand, ASSED Dean

Cellular Awareness: Practice in Presence

Donnalea Goelz, PS3 Dean

HSP: Energy in Relationships

Donna Evans-Strauss, PS4 Dean

The Healing Power of Unconditional Presence

Julie Murray, PS4 Teacher

Revisoning Your Practice

Patricia Pfost, Alumni Director and Professional Practice Department Head

Future Directions of BBSH

Bonnie Brandt, Director of Academic Affairs

The program will also include supervision in small groups, ongoing healing vessel for personal issues, opportunity to give and receive healings, and time for sharing successes and struggles in your healing practice.

Participants will attend the all-school events led by Barbara on Tuesday with the school opening; Friday with Heyoan and the Council of Light channeling; and Saturday's Goddess Healing. You are also invited to attend the Integrative Care/HMD Lectures, PS4 Ceremony, PS4 Graduation, and the PS1-PS3 performances.

Playtime, relaxation, and private time will be built into the program throughout the week. There will be two-hour lunch breaks that will allow time for swimming, sunbathing, and informal socializing.

I once again look forward to facilitating the Alumni Intensive program. I will be with participants throughout the week to assist in creating a cohesive environment and in integrating learning. We are confident that you will find the Alumni Intensive to be a valuable and enjoyable experience and hope that you will be able to participate.

Please call the BBSH office to register for this year's Alumni Intensive. If you have questions, please contact me at 732-747-4508 or by e-mail at dal-jk@monmouth.com.

We look forward to seeing you in June.

Love,

—Judy Krusell '96 • Alumni Intensive Facilitator

Healing By Any Other Name...

—by Alton Chung '03 • alton.chung@hp.com

At school, we were told by our teachers that when we align with our heart's longing, we can move through the world with effortless intention. Yeah, right. School, at times for me, seemed to be an endless struggle. I had no idea what they were talking about, until I began living it. Wouldn't you know, our teachers were right.

I never thought of myself as a storyteller. I had dabbled in storytelling prior to coming to BBSH and it came easily to me, but once I started classes, there was no time to pursue it further. That is, until they began requiring art projects. Healership, art project, the connection was a little vague to me. Having seen the performance pieces the previous year I decided to tell a story in my third year for my art project. Why not play to my strengths and not stress, especially when dealing with extra long and detailed case write-ups? That is when the miracle occurred.

I had the good fortune to be critiqued by Bruce Bell, then head of the Creative Arts Department, Rebecca Ellens, my third year small class

teacher and actress, and Joan McIntosh, a teacher and off-Broadway actress. With incredible perception and compassion, they were able to describe how I was running my energy and

gave me suggestions on how I might subtly shift those energy flows to facilitate my storytelling. They also

let me know that I could use all that I had learned about connection and relationship with others and apply that to my audience. With that subtle shift in perception, there was sudden realization, and everything made sense. The performance was a success thanks to the support of my classmates and the insights of my instructors.

When I graduated, I had no clients, not much of a bank account, and was really tired of process work. I also found myself with an abundance of time, even with my day job. I decided to see how far I could go with my storytelling.

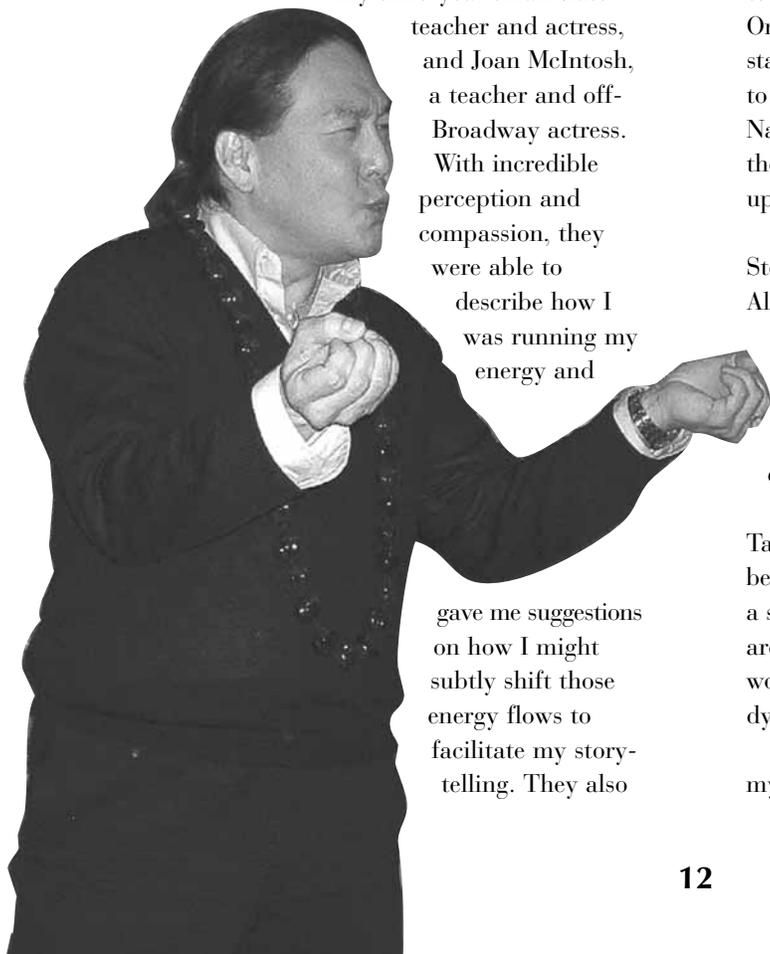
I heard of a showcase opportunity in which participants had five minutes on stage to wow an audience of librarians from Washington and Oregon. I gave it a shot, and a few weeks later, landed a series of library performances. Through other tellers, I was able to join the Portland Storyteller's Guild. I was also invited, as a teller, to my first storytelling festival in Corvallis, OR and ended up opening for the National teller.

Another festival organizer saw me perform and invited me to tell at her Stories-By-The-Sea Storytelling festival on the Oregon coast in mid-September. At her festival, I shared the stage with a National Storyteller, who asked me if I were going to Nationals in two weeks. Being a neophyte, I learned about Nationals too late and did not have a hotel room. He said that there was room where he was staying and offered to put me up for the festival.

Two weeks later, in early October I was at the National Storytelling Festival in Jonesborough, TN. This is like the All-Stars game in baseball. Only the best of the best get invited to tell there and it was magical. I got to see and speak with these amazing storytellers who made me laugh and cry. I also saw how far I need to go to perform at their level. I gained a whole new respect for the craft and a new definition of excellence.

I flew to Hawaii at the end of October and opened the Talk Story Festival in Honolulu. This was very special to me because, for the first time in his life, my Dad got to hear me tell a story. It was also my privilege to spend the weekend squiring around one of the grand dames of storytelling. We had some wonderfully affirming talks about storytelling and performance dynamics, and lunch on Waikiki Beach wasn't bad either.

I was back in Portland in early November and started my Tapestry of Tales performances. The Tapestry of Tales is



Portland's Storytelling festival. Last year, I told a five-minute story at the open-mike part of the festival. This year, I was asked to audition for the festival and was selected to be one of the two local storytellers.

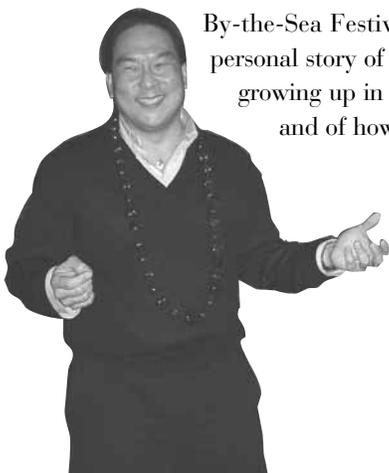
I told stories to about 1,200 kids at a couple of schools and also performed at several libraries throughout the city. It all culminated just before Thanksgiving, when I got to spend a Saturday telling stories with two National Storytellers.

I thought that things would calm down significantly for me after the Tapestry festival and I would get back my life for a bit. All I had was another Beginning Storytelling Workshop, which I was co-teaching and a Holiday Guild performance. I was wrong. The performance was supposed to highlight transformation stories and yet it was also our Holiday show. Suddenly, my intuition was screaming at me to do Dickens' *A Christmas Carol*. The feeling was so strong, that I immediately surrendered to my guidance, before the Are-You-Out-Of-Your-Mind response could initiate.

Thus began a three-week odyssey of creating a script, committing it to memory, discovering the characters and their voices, and then performing it for my fellow storytellers to get their feedback. What was I thinking? I condensed this huge work into 45 minutes, while trying to preserve its flavor and all four ghosts. I was living with the Ghosts of Christmas in my head for all that time. Twelve characters with different voices were running about my brain spouting Dickens' odd phrasing. This was over double the length of my longest piece and with three times the number of characters. It was intense. On performance night, I was nervous, as it was a full house, but people really seemed to enjoy it. I then collapsed into the Holidays. Egad.

Looking back over the last year, my entire mystical, magical storytelling adventure has been a study in effortless intention. It has been a lot of work, but the events have flowed from one to another in an intricate pattern all of their own. Unlike trying to develop a traditional Brennan Healing Science practice, which to me, was like pushing a boulder uphill, storytelling flows. This summer, I will be leading part of a pre-conference Youth Storytelling workshop as a prelude to the National Storytelling Conference in Bellingham, WA. I will be talking about how to teach young storytellers to ground, focus, and make contact with their audience.

While I was at the Stories-By-the-Sea Festival, I told a personal story of my Dad growing up in Hawaii and of how we



both had been picked on by other kids, while growing up, for having less than others. My Mom had just passed away and this was my way to thank and honor my family. At breakfast at a restaurant the next day, a woman stopped me to chat. She said that she was a teacher in town and had received tickets to the performance the night before. She had taken along a young man with learning disabilities. She said that when he heard my story of how I was picked on as a kid growing up, he suddenly sat up and began to really listen. She said that I was able to touch that young man in a special way and that he really enjoyed the show. That warmed my heart.

After breakfast, I returned to the auditorium for the final round of stories and at the end of the performance, I was stopped by another woman who presented me with some canned salmon. She said that she had also heard me the night before talking about my Dad, who had grown up poor. She told me that she knew what that was like because she had raised six children by herself in that small seaside community. She wanted me to give my Dad the canned salmon, which had been caught and smoked by her son, because she said she knew what it was like to be hungry. Tears filled my eyes and all I could do was weep and thank her for her gift.

When I graduated from BBSH, I felt like a failure because I did not have anything remotely resembling a practice, nor did I have any desire to seek out clients. Over the last year, I have finally come to realize that storytelling is my healer-ship. I do not have an office, but I have many libraries and auditoriums. I do not record client histories, but I do write down personal reflections from my life. I do not read the latest books on energy work, but I do read ancient folk tales and legends from many cultures. I still have my day job, but I also use my HSP and apply all that I have learned of relationship and connection to tell the stories of others, and help others tell their stories.

Stories are one way for all of us to retain our passion for life. Through ancient legends we learn from whence we came and what has gone before. Through folk tales we learn who we are and what we share with others on our journey. Through healing stories we learn how to reclaim ourselves and how to walk in the world.

Be open to the possibility that your healership may be very different from what you expect. By allowing it to reveal itself to you, it just may exceed your wildest dreams in ways you cannot imagine. Through my stories, I touch people, and in hearing their stories, they touch me. The circle is complete.

Healing Outreach: 3rd Free Energy Healing Clinic Held in New York City

—by Elizabeth Barrett '00

The third annual Free Energy Healing Clinic was held January 3 and 4, 2004 in New York City. This clinic was initially created in December 2001 by BBSH graduates as a local healing response to the 9/11/01 attacks on the World Trade Center. Because of the positive response we received, we have repeated the clinic annually.

Over the last three years, 36 BBSH graduate healers have volunteered their time and 212 clients have received free individual sessions. We estimate that the services offered through this clinic represent over \$12,000 in value donated in service each year.

This year, 13 healers volunteered, many returning for a second or third year. We did sessions for 66 clients, (10 male, 56 female), who ranged in age from 17 to 72 years old.

Clients are recruited through email, flyers and word of mouth—we do not do paid advertising. Although we accepted walk-ins during the first year, in the past two years we have been fully booked with reservations in advance. We rent 7 individual healing rooms at the New York CORE Center in midtown Manhattan, and an additional room to

serve as a healers' lounge/meditation room. We also have a reception area, kitchen, and client waiting room.

Because of the open nature of this type of clinic, hands-on healing work is practiced by insured graduates only. We have established a strong structure to hold both healers and clients. Each client is screened in advance by phone to find out if there are important medical issues that we need to be aware of before the session. On site, clients fill out a more detailed written intake form and sign a consent/release form. At the end of the session, we also ask that they fill out a feedback form. Materials about energy healing and healers' business cards and brochures are available on site.

Most healers did 4-5 sessions per day, with short breaks in between and a brief lunch. We work to hold a strong structure of time for the session length, giving a "reminder knock" on the healing room doors at 55 minutes into the session. With experience, we have developed a clinic template that integrates complex logistics, professional business principles, and group practice work with spiritual guidance and surrender.

The smiling faces of a job well done!

**FRONT ROW: Georgia Haneke '97, Karen Ebler '00, Thomas Ayers '97, Elizabeth Barrett '00, Kate Prendergast '00
BACK ROW: Catherine Karas '88, Carol Kulig '95, Rich Strilowich '02, Marilyn Ladner '97, Jane King '00, Esther Usai '01**



*In Loving Memory of
Mary Dean Miller '99*



*Wife, Mother, Grandmother,
Researcher, Social Activist,
Healer & Friend*

1936 - 2003

Mary Dean Miller, our beloved friend and fellow BBSH graduate, died peacefully in her home with family by her side on August 19, 2003, after a courageous journey with a rare form of uterine cancer. Our love continues to go out to Mary Dean and her family.

Mary Dean started her training at BBSH after receiving a Master's degree in Pharmacology from Radcliff, raising three children with her husband Kirby, and having had a successful career in scientific research. Her senior project at BBSH was about the role of food addiction in spiritual growth. Mary Dean's spirit is remembered by her exuberant claim, "I'm sassy!" as she jumped on the metaphoric church pews following her case presentation.

After graduating from BBSH, Mary Dean started her own business, Hands on Care. She received additional training in Plant-Spirit Medicine and became a practitioner at the Center for Integrative Medicine in San Jose, CA. Mary Dean was also a massage intern at the California Pacific Medical Center's Institute for Health and Healing, learning to use Touch Therapy in a hospital setting.

Mary Dean was very active in her church and community. She had a passion for social justice issues. She helped organize the Neighborhood Outreach Action Group to feed and care for the homeless. She also served on the board at the First Christian Church in San Jose and sang in the church choir.

A beautiful memorial service was held for Mary Dean on September 4, 2003 at the First Christian Church of San Jose. Those who wish may send donations to the Mary Dean Fund, c/o First Christian Church, 80 S. Fifth Street, San Jose, CA 95112. The fund will go to her favorite charities.

Mary Dean touched and inspired so many in her life. We are filled with gratitude, love and the enduring hope she instilled in us to make the world a better place. Thank you, Mary Dean.

*—Memoriam contributed by Karen Albertsen,
Kathy Bower, Sandy Foster, David Herron,
Anne Labrie, Marian Webster and Patricia WhiteBuffalo.*

Sitting at the reception desk, I could see by the clients' faces as they left that the level of the work was truly excellent, and the teamwork and alignment made everyone a pleasure to work with.

Esther Usai '01 interviewed each client in advance by phone, talking to over 83 people, in order to schedule the final sessions. She also sat at the reception desk both days to personally welcome each client, help process intake, and match clients to healers. She has a special gift for holding a heart space of invitation and welcome.

Thomas Ayers '97 recruited and coordinated the healer staff with grace and ease, organized the setup and takedown of the healing rooms, calmed and aligned us with beautiful invocations each day, and personally did 4-5 healing sessions each day.

Melissa Moss '00 stepped in to help with the administrative work of matching healers with clients, holding session time boundaries, and working with room assignments for the 7 healing rooms scheduled to change over each hour. This work is very important to keeping the clinic running smoothly and Melissa learned it quickly and did it well.

Kate Prendergast '00 not only volunteered as a healer, but also once again allowed us to raise the project funds through the nonprofit American Institute for New Health, where she is Executive Director.

The healers volunteered for the weekend, and, judging from the client feedback forms, did an outstanding job. We faced many challenges, including no heat in the morning on Saturday, but we were bold and undeterred. You can be proud of how they represented all of us as trained professionals. So please, hats off to them for excellent work both as individuals and as a team. (See picture on facing page.) I would also like to honor and thank our clients, a wonderful and diverse group of people, many of whom were new to energy healing. They were so receptive to our work and so happy that we are able to provide this service. It was a privilege to meet each of them.

Many thanks to those of you who have made donations toward our funding—all our expenses have been funded with donations from the BBSH community and clients' donations collected on site. Thanks also to those of you who offered prayers and meditations on our behalf--this is a community effort and your support is important. As a group we are very powerful and can accomplish many things!

We have reserved the dates of September 11 and 12, 2004 for the next free NYC energy healing clinic. We are also working on creating a prototype and template for similar outreach efforts targeting the medical community. If you are interested in volunteering, donating funds, or learning more, please contact me.

With love and gratitude...

*—Elizabeth Barrett
eabarrett@hvi.net*

Our Second Year Of Training At BBSHE Will Be Held In Mondsee, Austria.

Class #1 • September 21-26, 2004

Class #2 • November 10-14, 2004

Class #3 • January 12-16, 2005

Class #4 • March 16-20, 2005

Class #5 • May 11-15, 2005

