



BBSH • InTouch

The Newsletter of The Barbara Brennan School of Healing®

Issue 17-Summer 2004



Celebration!

Our 22nd school year has come to a close and we celebrate all who have traveled so far together:
The students, teachers, alumni, staff, family and friends of BBSH and BBSHE.

It's been a great year of deep exploration, contemplation,
revelation, expression and completion. A job well done indeed!

Come join us as we journey through some of the many accomplishments of our community.
And give yourself the gift of appreciating all that you have achieved this year.

*"It is by living the plain and simple grounded truth
That you most automatically radiate it out to others."*

—HEYOAN



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Greetings everyone!

On June 12th we ended the 2003-2004 school year with 103 students from 16 countries graduating from the BBSH Professional Studies Program. Congratulations BBSH Class of 2004! It was a privilege and honor to share in the celebration of your accomplishments.

As part of this celebration, the graduating Class of 2004 created and performed an incredible ceremony—*The Journey Home to the Global Heart*. Through words, movement, music and visual imagery, the entire PS4 Class shared their healing journey, showed their gratitude to the faculty who supported the development of their healership, and presented Barbara with an exquisite body sculpture depicting the Globalheart...the heart “where all hearts beat as one.” The ceremony was a delight to the senses and deeply touched those of us in the audience.

On Saturday we continued the celebration with a graduation tea for family and friends, and the graduation ceremonies. The graduates participated in a very special private ceremony with Barbara, and later were joined by family, friends, other students and the faculty for the formal graduation ceremony where they received their BBSH diplomas. The graduation ceremony was a uniquely BBSH experience, complete with lively music, a Heyoan channeling, moving and inspiring speeches by Donnalea Goelz (PS3 Dean) and Christiane Corbat and Brian Delaney (class representatives), a beautiful rendition of *Amazing Grace* sung by classmate Cecilia Fortin, and of course, dancing!

My favorite part of the ceremony was when the graduates came on stage one by one to receive their diplomas. As each person stepped forward, that person’s unique essence shined forth into the ballroom, and I truly experienced the *Global Heart* of the BBSH community.

To the 2004 BBSH graduates and to all of you who are part of this community, may the next phase of your journey be filled with joy, love, and an ever-deepening experience of oneness.

—**Bonnie Brandt, BBSH Director of Academic Affairs**

Our wonderful student art projects were recently presented at BBSH Class 4, and are displayed throughout this issue of IN TOUCH.





Laurie Keene
BBSHE Dean

The Faculty, Students and Administration of the Barbara Brennan School of Healing *Europe* Celebrate the Completion of our First Year in Mondsee, Austria!

I am observing this celebration by spending some time with my good friend and colleague, Irene Tobler. Today, as we sit on the beaches of the Mediterranean outside Barcelona, I thought I would take this opportunity to interview Irene for the newsletter and find out what motivated her to go to BBSH. It is in the sharing of our stories and paths that we come to realize that spirit, when we choose to listen, is always guiding and lighting the way for us.

Originally from Switzerland, Irene has been living in Spain for the last two years. She is on the PS1 teaching team in Europe. Before the opening of our school here, Irene was on the PS2 team for 3 years in the U.S. during which time she completed the Brennan Integration and Supervision Training Program. As a naturopath and homeopath, she heads up the Integrative Care curriculum in Mondsee. She will also be teaching the Anatomy and Physiology Intensive in Europe in the summer of 2005.

Laurie:

I always love to hear why and how people chose to study at BBSH. So Irene, what brought you to BBSH?

Irene:

I read Barbara's book 5 years prior to coming, just as I opened my homeopathy practice. I loved it. It was a mind opener to me. Hands Of Light felt true to me. I read the book in 2 days and at the end, on the last page, I saw that there was a school that taught what was in the book. I decided then to go to the school when I had the money. It took a few years. I had just started my practice and I had some debts to clear. So it was 5 years after I read Hands Of Light that I came to BBSH.

Did you find that your studies at BBSH complemented both your spiritual and medical training?

Well, as you know, I am both a naturopath and a homeopath. I've also been involved in Buddhism and yoga for 20 years. The thing that I love about BBSH is that it blends both the physical and spiritual worlds.

The school is incredibly helpful with the psychological aspects of human development, and I needed that support. I had this schizoid defense, a lot of terror about being in the physical. My training at BBSH really helped me come into my body. After that it helped me to trust to come into close relationship. I met my husband during my PS3 year at a Core Energetics workshop.

In this blending of both worlds, it gave me a deeper understanding of homeopathy and the deep process involved in healing, no matter what tools you use. It brought me more into the multidimensional aspects of homeopathy. I started integrating Brennan Healing Science with homeopathy, and this is a very exciting thing for me.

Can you elaborate on how you have been able to blend the two modalities in your own practice?

The way I use homeopathy multidimensionally is that I trace back to the basic image or belief that is, of course, the basic misconception about life. This is tied into the disease process. In my practice, I use all of my training and all of the tools I have learned to support a client's healing. In the first session, I take the case homeopathically and I give the person a remedy. That starts to unlock their process. From there I go into body-oriented process work that leads into using the healing science techniques. The way I work with the clients, even on the table, is that I ask them to connect with whatever process is coming up for them. We work together as co-creators of their healing journey.

How do you feel about being back home and helping to bring Brennan Healing Science to Europe?

I have really enjoyed the first year and especially being with so many different people from so many European cultures. It feels right for me to be here. I also like the pioneering aspect of it, and it feels very right for the school to be in Europe. Many students would have been unable to go to the United States. It's great for people to be able to study this work here, in their home.

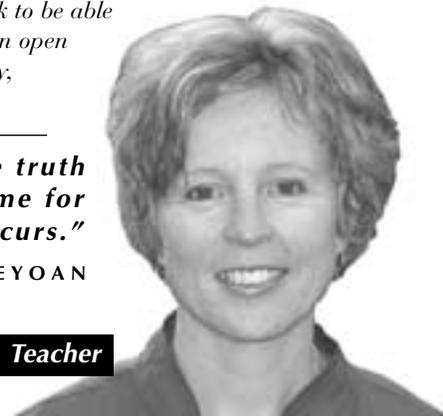
If there is one thing you could impart to your readers about healing, what would that be?

Let me say the reason I appreciate BBSH/BBSHE so much is because it includes the personal process. If there is one thing, I would say it is that training must include the personal work. The school makes it so clear that you have to do your own work to be able to work effectively with clients. In clearing oneself, one can then open their channels and be able to use their healing skills effectively, while grounding the higher dimensions into physical reality.

Thank you so much for sharing some of your journey with us. I've always experienced you as a person who is steadfastly committed to following her path. A part of that path is your generosity in sharing your knowledge learned, with others along the way.

**"It is in surrender into the plain and simple truth
Of who you are and what you have come for
That love arises and healing occurs."**

— HEYOAN



Congratulations To Our 2004 Graduates!

Professional Studies Program

Javier Alcantara
Mexico City, Mexico

Anne Louis Alons
Den Haag, The Netherlands

Aluvia Marlene Astrid
Austin, Texas

Ian Bain
Kilmun, Scotland

Laura Eva Bauer
Harrisburg, Pennsylvania

Molly Jamison Benot
Ocate, New Mexico

**Eugenia Alicia
Velázquez Berumen**
Mexico City, Mexico

Christina Katherine Biel
McLean, Virginia

Annette Blom
Stockholm, Sweden

Lou Boden
Clifton, Virginia

Erin Bower
Santa Cruz, California

Anne C. Bradley
Jemez Springs, Colorado

Catherine A. Brady
Tokyo, Japan

**Alexander J.
Gordon-Brander**
New York, New York

Mary Madeline Brown
Beacon Falls, Connecticut

Michele Lee Carlson
New York, New York

Ann Bolger Cates
Naples, Florida

Judith G. Chant
Milford, Pennsylvania

Christine Ruth Clements
Lansing, Michigan

Karen M. Connor
West Chester, Pennsylvania

Kristin O'Dwyer Cook
Nederland, Colorado

Gail Anne Ellis Corse
Eau Claire, Wisconsin

Melinda Cosky
Mound, Minnesota

Eileen Donnelly Coyle
Collingswood, New Jersey

Loni Rae Cramer
Providence, Rhode Island

Brian Delaney
Mountrath, Ireland

Cornelia Mieke Eeltink
Edam, The Netherlands

Sandra Rekers Egli
Phoenix, Arizona

Thomas E. Elliott
Livingston, Montana

Patricia M. Eschuk
Winnipeg, Canada

Hilary Francine Friedberg
New York, New York

Maureen Gallinger
Duncan, Canada

Cypress Celeste Garrett
Chapel Hill, North Carolina

Melanie Ruth Hahn
Miami Beach, Florida

Cindy Hays
New York, New York

**Suzanne E.J.
Herrmann-Barros**
Naples, Florida

Sandra F. Heu
Honolulu, Hawaii

Miho Hisaeda
Milford, Massachusetts

Andrew (Andrzej) Jablonski
Ottawa, Canada

Kelly Pierce Jones
Wheeling, West Virginia

Denise M. Kander
Clarkston, Michigan

Kathie M. Keane
Deer Isle, Maine

Kevin Anthony Keilbach
Boulder, Colorado

Mihoko Koi
Tokyo, Japan

Kathleen Kon
Cherry Hill, New Jersey

Ryuji Kondo
Ko-chi, Japan

Sharon Kozy
Nashville, Tennessee

Patricia Lynn Kyle
Sharon, Wisconsin

Sarah Lidsey
New York, New York

Lynn Moon Lucas
Santa Fe, New Mexico

Olga Oli Lukner
Ljubljana, Slovenia

Nancy Jean Olofsson Marano
Staten Island, New York

Lisa Jill Marcus
New York, New York

Frances Wilkinson Marshall
Hillsborough, North Carolina

Lucia Caso Marquez
Mexico City, Mexico

Ursula Matti
St. Moritz, Switzerland

Maria Cecilia Fortin Medina
Santiago, Chile

Mary Louise Miller
Owings Mills, Maryland

Wilda Mitchell
Grande Prairie, Canada

Maria Cristina Lozano Morales
Morelia, Mexico

*"All life is in the creative process.
Each moment
the entire universe is different
from the moment before."* — HEYOAN

Margaret Anne Motheral
Philadelphia, Pennsylvania

Sarah Neal
Springfield, Ohio

Shelli Kae-Stanger Nelson
Minneapolis, Minnesota

Reidun Norheim
Sandnes, Norway

Linda E. Norris
Stonington, Connecticut

Jeannette Palm
Kool-wijk, The Netherlands

Solange Marie Perrin
Alphen an de Rijn, The Netherlands

Susan Ruth Pomeranz
Lagos, Nigeria

Elke Rath
Extertal, Germany

Keith A. Redman
Matunuck, Rhode Island

Diane Lynn Riley
Bedford, New Hampshire

Esmeralda H. Robinson
Abu-Dhabi, United Arab Emirates

Lyn Rondeau
Owen Sound, Canada

Deborah L. Rossow
Sag Harbor, New York

Isa Ruiz
Miami, Florida

Anthony Sainz
New York, New York

Silke Semmler
Freiburg, Germany

Seraina Barbara Seyffer-Heitmann
Dornach, Switzerland

Yael Shimoni
Zurich, Switzerland

Michelle Siewert
Edmonton, Canada

Mala Marie Sinha
Winnipeg, Canada

Karen Laura Sorensen
Glendale, California

Núris Stefanini
Herndon, Virginia

Kazue Sugino
Tokyo, Japan

Lara Szyper
Brussels, Belgium

Chie Takahashi
Tokyo, Japan

Marta Riveroll Terrazas
Mexico City, Mexico

Anja Caren Thompson
West Tisbury, Massachusetts

Paulette Walker Timmins
Jerome, Michigan

Nguyen-Toan Tran
Salt Lake City, Utah

Jessica Turnoff
Delray Beach, Florida

Teruhisa Ueno
Kanagawa, Japan

Yasuo Ueno
Kagoshima, Japan

Andrea Luiza Vianna
Amherst, Massachusetts

Neva S. Walden
Buffalo, New York

Catherine Anne Rutherford Walker
Pawlet, Vermont

Peggy Watkins
Dahlonega, Georgia

Adelaide M. Watson
Baltimore, Maryland

Christiane Corbat Westlake
Providence, Rhode Island

Chih-Ching Wu
New York, New York

Toshinori Yamamoto
Niigata, Japan

Elizabeth Eulalia Young
Marlton, New Jersey

Michele Zanzi
Lugano, Switzerland

Brennan Integration Practitioner/Supervisor Training Program

Year 3

Kathryn Pernice
Monroe, New York

Year 2

Kathleen Ann Bower
Santa Cruz, California

Edie Crawford
Lake Clear, New York

Eva Slanz-Hug
Poing, Germany

Eden St. James
New Haven, Connecticut

Nijole Maciulis Ladd
Key West, Florida

Nancy Christine Navarra
Miami, Florida

Ada Robinson
Marshall, Michigan

Kyron Seth Woolf
Madison, Virginia





Over the years, Year 4 students have created an incredible array of projects that reflect the integration of individual passion with the world of BHS and

healing. It was pure inspiration that led to the idea of having PS4 students share their projects with the entire school at an HMD lecture during class 4.



Given the time constraints of the evening lecture format, the number of projects presented had to be limited, and there were 103 papers to select from! In approaching this seemingly

daunting selection task, it was decided that since the HMD lecture time is dedicated



to exploring the world of healing, medicine and disease, the selection of papers to be presented would be based on the subject content. In other

words, they would need to reflect something that addressed the HMD curriculum content.

The PS4 faculty provided a list of papers that reflected HMD topics. As the Integrative Care Department Head, I then had the pleasure of reading all of the papers reflective of the HMD criteria and selecting five that would be presented. The



final selection was based on my desire to have the presented papers be reflective of the variety of approaches that are possible as students integrate their learning into their lives and their work with others.

The evening of presentations was indeed one of the best HMD lecture nights in the history



of the school. There were few dry eyes as the presenting PS4 students brought to our awareness that they/we are indeed bringing healing to the world. Those who shared their brilliance and their papers with the school that night do so with you now.

—*Sherry Pae, RN*



PS4 Students Bring Healing To The World

Post-operative Recovery Outcomes with Brennan Healing Science Therapy as an Adjuvant Therapy: A Case Control Pilot Study

Shelli Nelson, RN, '04

This work is a research study designed within the confines of an American community hospital. This is a case-controlled study approved by the Investigative Review Board (IRB), the authoritative body which oversees all human subject research within accredited health care institutions in the USA. The purpose of the study is to demonstrate the efficacy of Brennan Healing Science Therapy (BHST) on pre- and post-operative pain management, range of motion, sleep quality, and post-acute strength and endurance in patients who have undergone Total Joint Replacement (TJR) surgery. In assessing this patient-based outcome, the study endeavors to explore systemwide benefits of utilizing BHS in the acute care setting.

This document also details the legalities and steps incurred in obtaining IRB approval to perform human subject research within this designated institution.

This research is a part of required curriculum for completing PS 4 training at the Barbara Brennan School of healing science and personal transformation, and at this time is not complete. However, at the completion of the study, which is anticipated to reach capacity by December of 2004, the outcome of 60 subjects, 30 of whom will serve as control subjects, will be examined.

The entire research protocol is detailed, as well as all documents and correspondences relative to the approval process of the IRB. The reader will see the step-by-step process of obtaining IRB approval for human subject research as well as obstacles I experienced in getting such approval, and the eventual solutions to the perceived roadblocks. The article also highlights some of the various obstacles in doing sacred healing work in a conventional Western hospital.

I wrote the protocol to include a total of four healings for the subjects who would receive the healings: one within 1 week prior to surgery, one in the PACU (post anesthesia care unit) immediately following surgery and one each day for the next two days while still in the hospital. Originally, the IRB wanted me to provide a “sham” healing in order to measure placebo, but of course one cannot provide a sham healing since simply entering one’s field will effect some type of energetic change.

I worked on people who were receiving either a total knee or a total hip replacement. They needed to meet specific inclusion/exclusion criteria. But basically they needed to be older than 65; have no other co-morbidity issues such as diabetes, fibromyalgia or heart disease; be drug-free; and have no serious mental illnesses.

I looked for some type of protocol to follow for each subject. After the first two subjects, I learned that there would certainly be no set protocol that one could follow for each individual, since each disease process is unique to the indi-

vidual; even though the disease is the same, the healings are all different. I can say that eventually there are some general things which I find myself doing at some point or another with each person. These include chelation, deep spiritual surgery, infusing core essence into the artificial joint, and returning energetic streamers that extend from the auric field to the excised joint. Sometimes I restructure the chakra over the joint, and at other times, the guides simply hand me a whole one to slip in. The beauty is never knowing what will present with each person.

At this time I've completed work with 25 subjects, 11 of whom are the controls. The preliminary raw data look like this:

- People report a total ability to relax and sleep. Greater than 90% of their stress/insomnia is relieved with the healings.
- Without treatment, people are able to walk 1/4 mile on average in 8 weeks; with treatment, in 4-5 weeks.
- Without treatment, people are able to walk up stairs reciprocally (one foot after another) in an average of 7-8 weeks post discharge; with treatment, in an average of 3-4 weeks post discharge.
- Length of time using daily narcotics post discharge: without treatment average 7-9 weeks; with treatment average 2-4 weeks.
- Some people are going home, using narcotics only 1 week after surgery. A normal expected outcome is to see narcotic use for about 8 weeks and as long as 12 weeks.

The Buddy Project: A Gateway Through The Heart—From Bonding to Learning

By Karen Sorensen, MA, MFT, '04

I have been a school psychologist for 28 years and have been working on schoolwide violence prevention programs. The Buddy Project was designed to explore the hypothesis that a buddy system in the classroom will improve peer and student-teacher relations, classroom cohesiveness and support, student work habits, and students bonding to school with the resulting potential for improved academic achievement.

It further explored the hypothesis that students receiving structured lessons, from a unity perspective, in preparation for "buddy time," may show greater positive changes in peer relationships than those who do not. There were 14 classrooms, grades 2-5, and approximately 300 students, who participated in the study.

The study design included two treatment groups and one control group. The first treatment group received the full set of "unity" lessons, as well as regular opportunity to engage with their buddies on a bi-weekly basis. The second treatment group received one lesson on "What it means to be a buddy," and also had regular opportunity to meet with their buddies on a bi-weekly basis. The "unity" lessons presented basic concepts about the unconditional value of all human beings, regardless of outer appearance or behavior, taught conversational skills, co-counseling skills, and mutual appreciation skills.

One of the main goals was to begin healing the split of "bad" versus "good" people. It is my hope that with this shift in consciousness, a true positive intention for solving conflicts

in a peaceful way will emerge.

Qualitative results indicated very positive response from teachers. All teachers wanted to participate in the program again next year. Some saw an increase in academic skills as a result of emotional processing that occurred during buddy time. Many teachers saw an increase in classroom cohesiveness and emotional support between students. Most teachers saw an increase in receptiveness to learning following buddy time. Preliminary quantitative results suggest a significant positive impact on peer-preferred and teacher-preferred behaviors, as well as work habits for both treatment groups. Statistical analysis of the results is being conducted by an outside evaluator.

I am deeply grateful to BBSH for the training I received that enabled me to "step outside the box" one afternoon in a fifth grade class (while I was in my sophomore year) that began the development of this program. As a result, I have been able to integrate a variety of psychological, educational and spiritual concepts in the project.

It is my hope that this program will be one tiny step toward bringing a world of peace and love to our children, and to those who are yet to come. If you are interested in having this program implemented in schools near you, please contact me.

Integrative Approach to Maternity Care

By Nguyen-Toan Tran, MD, '04

My medical training as a family physician brought me to work with a large group of pregnant women in the underserved Hispanic population in the U.S. It also offered me the opportunity to be part of a clinical educational program for lay Tibetan midwives on the Tibetan Plateau. Over there, 1 in 33 mothers dies in childbirth compared to 1 in 10,000 in the U.S. These experiences were at the origin of my passion for women's health.

Modern medicine has largely contributed to the decreasing number of childbirth fatalities, but little is known about Integrative Medicine modalities and their use in relieving the more common non life-threatening conditions of pregnancy and childbirth. This made me realize how little I knew about maternity care from a more holistic approach and the body of literature that exists about the topic.

Pregnancy offers a most unique opportunity to begin to offer integrative medicine in the practice. Incorporating integrative medicine in the medical practice may help physicians to refocus their role as healers in a therapeutic partnership with their patients, addressing the physical, mental, emotional, spiritual and community needs. There is also no condition that is in such need of natural and non-invasive approaches, nor is there any condition that so reminds us of the power and potential of nature. Engaging patients in an integrative approach to their pregnancy can transform not only their experience, but also the experience of the provider.

This paper explores the possible application of an integrative and evidence-based model for the care of pregnant and birthing mothers. I addressed common problems of pregnancy such as nausea and vomiting, back pain, breech presentation and pain management in labor, by reviewing the literature for the

BBSH Advanced Studies Year One Focuses On Transformation and Leadership

—By Lisa Van Ostrand, Dean of Advanced Studies

The Advanced Studies (AS) program, as you know, is open to all graduates of BBSH. I love working with AS students and seeing the transformation that occurs as each person deepens into greater contact with him/her self, as well as with others. A safe and loving community provides the fertile ground for these changes to occur and supports the loving and nurturing that we all need to move from what may be familiar unconscious defenses into our greater wholeness. It is an honor for me to witness and be a part of this program.

As Barbara has mentioned in the Heyoan teachings, we are learning to become core essence, and through community, we are learning to develop the core qualities we feel we lack. Core essence is the true nature of who we are. The more we experience and deepen within our own core, the more we recognize that not only our own essence but the essence of everything is made of the same thing—love. These teachings are also at the heart of the Advanced Studies program. After completing the 4-year journey at BBSH, graduates really have a strong experience of core essence and core qualities. The AS program then supports graduates in their process of leadership and the continued expansion of core essence and core qualities, whatever the longing. We really want to support and mentor graduates to achieve their personal best through this training.

I would like to share with you some changes that have been made to the program:

The AS program will continue to be a two-year program. However, the first year may be taken independently, without taking the second year. The first year of the program is designed to be a year of transformational leadership and is open to all BBSH graduates. Utilizing the framework and teaching of Brennan Healing Science, students will learn the principles and skills of leadership from the perspective of the Human Energy-Consciousness System. Students will learn theory,

observe others, and practice their own leadership style. This will occur both within the small class and large classes. We will also expand the conflict resolution classes and add classes on healing ancestral heritage. Each week there is a class with Barbara, which is always absolutely amazing, and a wonderful, very insightful class with Laurie Keene on tracking energy and consciousness.

Year Two of the Advanced Studies program will be a continuation and deepening of what has been learned in Year One, with application to a particular area of study. Currently, applications are only being accepted into the Advanced Studies in Education track, although we plan to add other tracks in the future. Year Two students in the Advanced Studies in Education (ASE) track complete additional coursework in Brennan Healing Science teaching methodology, and an internship on one of the Professional Studies teaching teams. Year Two is a limited-enrollment program and acceptance is based on a review process.

I can only say, from my own perspective, that my years at BBSH, as both student and teacher, have been fulfilling beyond words and have definitely continued to propel me to the next steps on my evolutionary path. For this, I am grateful. Following are others' experiences of the AS program.

With love and respect...

Lisa Van Ostrand

***“Life pervades everything and no thing.
The significant point about life is that life IS creation.
Life is the creative process and its creation.”***

—HEYOAN





Marcia Gunzburg-Rockmore Advanced Studies Teacher

I've been fortunate and also blessed...with the opportunity to teach, mentor and supervise in the ASED program since its inception three years ago. I'm privileged to work with students from all parts of the globe who enter into this program either to become a BBSH teacher or for their own personal transformation. This course is about transformation...experiencing God's alchemy of healing into wholeness and finding the power within us to be creators of our own lives.

As we journey together, we learn to let go of habitual old patterns, time-worn images that we keep recreating in our lives, living under the illusions we think of as truth but in reality, keep us separate. We learn to let go of the ego battle by exposing the shadow parts of ourselves into light to heal our pain and suffering. We learn what keeps us trapped in the spiral of our thoughts, preventing us from receiving the full joy in knowing who we are.

And who are we? Undoubtedly, I believe we are our own healers, as I have discovered over the course of the last thirteen years—as student, teacher and mentor in Brennan Healing Science. We want to be healers and leaders in our own lives. We want to know our potential so we may lead and be the channel for others onto their path of healing.

My deep love for and dedication to this process has opened up for me the mystery of learning to live in each moment and with each student—being open to what is and allowing one to truly develop HSP by understanding, seeing and knowing who we are through our energy field. Releasing judgments and understanding transference issues are but some ways we learn to deepen our understanding of separation. We learn through teaching skills, how to evaluate and assist students while noticing where they may be blocked in their physical, mental and spiritual bodies. In our class, we have many ways of discovering and understanding what keeps us distant from having true contact with self and other. Isn't this what we truly desire?

As a teaching team, Lisa Van Ostrand, Anne Hoye and I work together to support each student to help facilitate their process by group participation and understanding the causes of personal conflict. We are dedicated to individually mentoring each student while in and out of the classroom during our two-

year journey. We learn to perceive ourselves in each other, which for me is the essence and gift of mirroring ourselves. Our classroom becomes the macrocosm of the microcosm of who we each are—learning that there is no separation.

We learn and explore this truth through a fuller listening, opening our hearts and finding unconditional compassionate love for one another. We learn to stay in present contact with self and other in the moment, even if we're in our own personal process. We keep exploring our own emotional reactions by learning how to interpret any transference issues that may be lying underneath. We focus our attention to witnessing how we judge others, and in so doing, we notice our own self-judgments. It is not with blame that we explore the darker recesses of our soul. (Actually it's the illusion of darkness.) It is only with loving kindness that we look to tend our inner garden while becoming the flowers that we are.

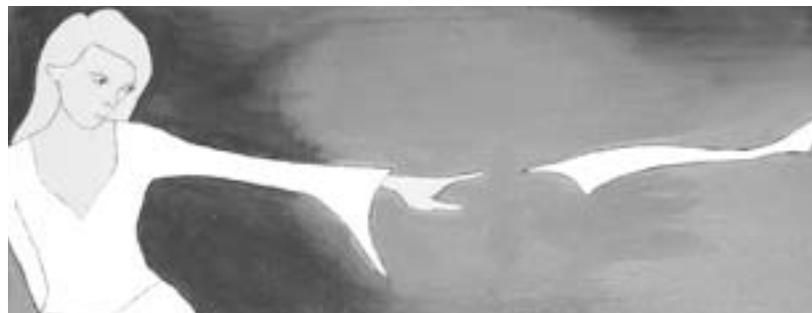
I want to mention our wonderful team. Lisa Van Ostrand, the Dean of the program, is highly dedicated to this transformational process, bringing her love and deep wisdom. This year Anne Hoye joined us, bringing her wise experience of working with international students, and together we've supported each other's unique gifts as they came forth through our teachings. Our goal is also to mirror teamwork that is harmonious in creating healthy boundaries, upholding integrity, respecting others, and keeping our hearts open.



Anne Hoye Advanced Studies Teacher

As this third year of the Advanced Studies program is coming to an end, I personally look forward to welcoming future students so that we may also journey together into unknown territories of the Soul's longing.

Finally, I want to say thank you to all the students who have gone through this program. Each of you has brought a profound gift of your own uniqueness to our class, and by being willing to share yourselves as we journeyed together, has forever changed my life. To all I send my profound love and gratitude.



Harry Wood '02, ASED 1

It was vividly clear to me when I graduated that I simply had just begun to learn and that I needed to go deeper into everything—healing skills, psych-developmental skills, and *me!* I got what I was looking for and more. I learned as much in ASED as I did in the four prior years of study and exploration. Most importantly, I learned and found more of me. I realize that had I not had the four years of study, I could not have taken advantage of ASED.

Meet The BBSH Reception Department!

In the continuation of our series, we are pleased to introduce the Reception Department at the BBSH offices in Boca Raton, Florida.

Renate, Debbie and Cathy are three delightful people who are the first contact with the school.

As many of you have discovered, they are welcoming, helpful, patient, informed, interested, thorough and always committed to assisting in the best way possible. We are very lucky to have them representing the school!



Renate Cappelletti

I have been working part-time at BBSH since December of 2000, just after the school moved down from East Hampton...and I am therefore the “oldest” employee. (In more ways than one!)

My job is to receive, review and/or answer all of the company e-mails sent to *bbsh.office* and *bbii.office*. I'm also the main back-up receptionist.

Since we founded our European school, I help out with translations from and into the German language. When needed, I also help with miscellaneous office duties like mailings, etc.

My husband John and I moved to Florida from Rochester, New York in 1978. We have a grown son who lives close by, and we share our lives with two Siamese cats who provide a lot of entertainment with their antics.

I am originally from Hamburg, Germany and met my husband in New York City the week after arriving there by boat in 1961. We married in New York in 1962 and will be celebrating our 42nd wedding anniversary this September. I love yoga, enjoy playing tennis, skiing in Colorado in the wintertime, working out at the gym, gardening and reading.

And Congratulations and Blessings...

To Michele Surette of our Admissions Department (formerly of our Logistics staff) and Scott, on the recent birth of their beautiful son Mason!



Cathy Vucina

I began work here in mid-December as the receptionist and first point of contact for most people calling the school. I answer the phones, route calls, assist with mail, and back up Renate with e-mail contacts. I also do a lot of data entry into our new database. (Any leads for potential students are entered into the database.) I also run what is called a “marketing campaign” daily. I use the database to print labels and letters for the potential students, and this is how the catalogs and follow-up letters are sent out.



I've been married to the love of my life, Jim, for 26 years, and I have 2 children. Laura is a high school English teacher and is getting married in October to Ray, another teacher. My son Bill is a computer programmer and is marrying his college sweetheart Laura in April 2005. All of the kids live and work in the Baltimore area. I have lived in South Florida for about 3 years and love the beach and my boat. I have two identical twin cats, two snapping turtles and fish. My main interests are my family and learning more about the path that my inner journey is taking me on.

I'm responsible for getting the information packets to perspective students, as well as mailing out information to current students. I also do the odds and ends of the job.

I moved to Boca Raton, Florida from northern California and started working here as a temp shortly after I arrived. When BBSH hired me full time last October, I was positive attitude and friendly demeanor. way everyone is always laughing. You can hear the laughter all throughout the office!

delighted, because I love working here. I love everyone's I love the way everyone gets along so well and the

And I have a baby girl, Zoë Celine!
[Shown below with daddy Erik.]

Her dad and I are overjoyed. Every day is a new experience, which we are very thankful for!



Debbie Frowery

Having the opportunity to work at a deeper level helped me not only to be a stronger healer, it helped me to find an even greater passion for healing. All of us have unique and creative ways of bringing our healership into its own. I found that mine is to work with people in a learning environment. I also found it in being an EMT and driving a firetruck.

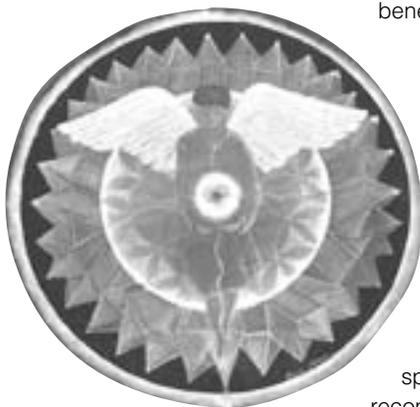
In the ASED program it did not take long for my old defenses and fears to surface, and I knew instantly that this is where I needed to be. I had done a lot with public speaking but that was who I was supposed to be, not who I really was. That would not work here. I was very hesitant (okay, scared) to be seen as me. However, once I worked through that and stood up to teach I found a part of me that is just fantastic. It is like a "runner's high."

I remember that someone said to me, "If you really want to learn, *teach*." I also know that for everyone at BBSH, there is no greater support in your life than you will find with your teachers, friends and colleagues.



Lynn Schlow '03, ASED 1

My passion is teaching and I wanted to deepen my own personal process, so I decided to enroll in the ASED program. This past year, I have learned so much about what it takes to be a BBSH teacher, but I had no idea how much I would learn about myself in the process. I was supported by three caring, loving and uniquely honest teachers. They helped me to improve my teaching skills, but even more importantly, now that I am able to drop deeper into myself and stay with myself, my family and my clients have also benefited.



My healership has improved as I have received all of the gifts of loving and honest feedback from my teachers, my classmates and Barbara. The special opportunity to work with Barbara on a weekly, one-on-one basis, has been nothing short of spectacular. I would highly recommend this advanced program to any healer who wants

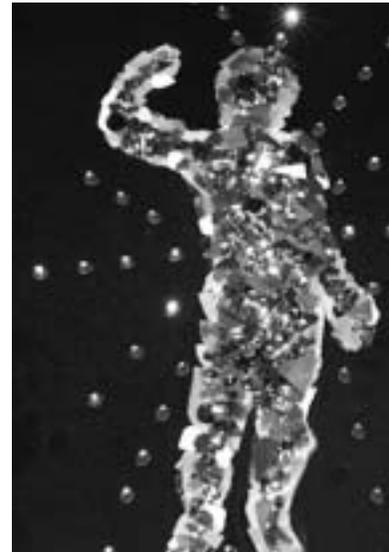
to be of service to the school as a teacher, and to continue their own self-exploration and personal growth.

Nancy Christine Navarra '02, ASED 2

I entered the ASED program to develop my teachership. I felt that even if I was not hired by BBSH, I would be able to use the skills elsewhere. I am so pleased with the program. My experience has truly been a deepening journey into understanding myself and what had held me back from engaging with others and life more fully. The program is not a cookie-cutter approach to teaching the Brennan skills. Rather, it has been for me a deepening into my core, discovering my gifts and a bringing forth more fully of who I am... bringing my own unique style and approach to the teachings.

The program and teaching staff helped me develop the way in which I want to contribute my essence and gifts to others. I have been gently held and, yes, even prodded to expand my container. Here I have found the support and the encouragement and sometimes the necessary push to expand even further than I thought possible...to be the kind of person/teacher/leader whom I have so admired during all of my years of being a student. The confidence and trust in myself have grown tremendously, and because of the program, I feel that I have stepped into my teachership and am ready to go wherever that may lead me. The way that the program is taught and the way in which we are held by the teachers has enabled me to express myself more openly, and has allowed me to open my heart more fully...being that contribution of love, empowerment and support... for my family, friends, community and clients...in my own unique way, all the while deepening my understanding and ability in the BBSH Healing Science and Psych-Spiritual skills.

In great gratitude...



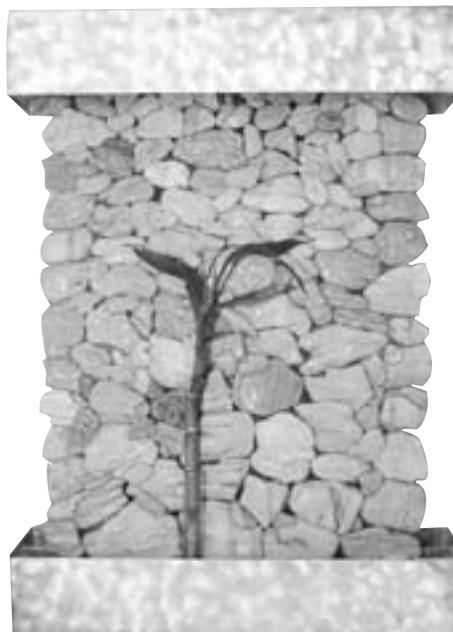
Carolyn E. Hansen '03, ASED 1

I didn't think I would take ASED this year. I intended to take a year off after graduation in June 2003 to work on my law and

mediation practices and start my professional healing practice. Then a few days before the application deadline for ASED, I realized that my healing studies and work is my deepest joy, and why would I want to wait a year? What would I be waiting for?

This year has been fabulous.

There are 23 of us in ASED1. We are from 11 countries. It is a rich, loving, cross-cultural container for our work. The work is



very deep—and lovingly held. In the first class we each went around a circle of our classmates and pledged to be lovingly

truthful with each other. That has been the

basis for our work. There are many aspects of this training that are very valuable, like how to stay grounded in front of a group, and how to hold a room and stay in essence. I love the training in teaching skills and in developing my HSP to be a teacher.

I have known all my life that I have a calling to teach—and how lucky to have the chance to do it at BBSH! As a PS1 I couldn't image how one could have HSP like that. Little did I know! It has also been wonderful in this training to observe and participate

in the teaching teams of PS1, PS2, and in week 5, PS3. I now better understand the

loving and safe container that the school provides for the students and teachers as we share this profound work.

Fabio D'Angelo '02, ASED 1

After graduating from BBHS, I was left with the feeling that my life had just started. The ASED program has been for me a new beginning from a different place of awareness. All that I had learned previously was taken to a new depth and level of integration which went beyond my expectations. The teachership template taught at BBHS it is not only necessary to potentially become a teacher, but it is also a model of healthy living, where we learn to manifest our longings, be in authentic relationships with ourselves and others, and finally share our gifts and essence with our students.

Hiroko Tsukiji '03, ASED 1

It gives me a direct invitation to my soul over and over again if I am ready and willing to give up my distorted dualistic ego consciousness and to choose to move back into my heart and let it keep burning. This is a challenge I have been constantly faced during this year if I am willing to grow up to be an adult who makes a conscious choice to have responsibility for my life—claiming that my fulfillment, joy, pleasure and peace are dependent on me, not on the outside world. This program feels to me to have been designed for my life transformation. "I align with my Hara of self-respect." This is the affirmation I have held all this year. And all of this could be possible because of the high quality of the program which has been held by teachers who are devoting their hearts to it, and enhanced by colleagues who are

passionate about their deep inner quest. This is the highest quality of education I have ever had.

Mary Simonini '03, ASED 1

In answering the application question for ASED as to why I wanted to attend, one of my answers was my longing to continue to be in this community that holds with integrity and strong intention this place of "coming home to our true self" through the consciousness raising of where we are in separation. My soul is hungry for this! Little did I realize what ASED had in store for me!

Along with 22 classmates and 3 amazingly dedicated teachers, all committed to speaking truth and holding a loving container, I got what I longed for and more, albeit kicking and screaming at times. I have received greatly! I have so much more of myself and am deeply grateful to myself for embarking on this next level of my path, as well as to all who journey with me in doing the hard work to keep opening to all that "is" in ourselves and in other.

Guille de Koehn '00, PS1 Teacher

I am a member of the pioneer ASED group at BBSH. We started the program in 2001. It seems like yesterday when we embarked on our journey of self-discovery, becoming a teacher at BBSH. I felt the excitement the very moment I received the invitation letter from Lisa Van Ostrand.

During the two years of cruising different beautiful new places and inner landscapes, my soul was imprinted with the fine and delicate seed of contact from heart to heart with a fulfillment beyond words. I also encountered challenging times. The incredible loving and supportive matrix we developed in our group still roots the trust, truth and joyful hope to be of service and contribution to the evolution of the human spirit from our hearts in any place of the planet we are called for.

My gratitude and love for Lisa and Marcia is immense, and always will be. I also keep a deep love and respect for "mis hermanos del alma en este viaje." Con mucho cariño!

Students and faculty of the Year 1 2003-04 Advanced Studies program



PS 4 Students Bring Healing to the World

Continued from Page 7

relevance of several modalities such as Mind-Body Medicine, Energy Medicine, Traditional Chinese Medicine (TCM) and Manual Medicine in the context of Maternity Care.

For the first part of the project, I explored key aspects and developed a protocol to set an integrative-friendly approach to pregnancy and birthing. For the second part of the project, I found that TCM, ginger root, vitamin B6 and hypnosis were well-studied and found to be effective for nausea in pregnancy. In the case of back pain, manipulative medicine was the most beneficial. For breech presentation, it was hypnosis, prayer and spiritual practice, along with prenatal exercise and TCM. And finally, for pain management, the clinical evidence goes to hydrotherapy, TCM and Doula Care.

This last aspect includes the very fundamental practice of setting Sacred Space for the patient as we have learned in BHS. The healing presence of a healer or doula can shorten first-time labor by an average of 25%, reduce the need for cesarean section by 50%, reduce the use of oxytocin by 40%, reduce requests for epidural anesthesia by 60%, and reduce the need for forceps-assisted birth by 40%.

Through this paper, my intention was also to honor and celebrate my mother, my sisters and the many women and infants who have allowed me to be by their side. Witnessing the progress of pregnancy and the birthing process has taught me so much about courage, humility, self-care, power, surrender and love. In many ways, these mothers and babies have mirrored back to me fundamental human qualities that I thought were far out of reach. In moments of doubt and separation with myself, these are the memories that realign me with my most genuine human qualities, because I too came to life through the concordance of many miraculous factors.

This is why I developed my passion for childbirth. It allows me to come back over and over to the birthing room so that my essential qualities and the essential qualities of every human being can be reignited by this celebration of life and love.

Can Psycho-energetic Therapy Play a Part in Plastic Surgery?

Michele Zanzi, MD, '04

This is a scientific study for energetic healers and a medical team comparing two groups of 20 women who have undergone a monolateral mastectomy due to a malignant tumor and who are undergoing breast reconstruction through surgery without foreign material with and without the integration of a psycho-energetic therapy. The study aimed to demonstrate the utility and efficacy of this therapy in parallel with the surgical procedure and discusses in detail the different techniques used, transforming the scientific text into a treatise and practical manual on how to integrate surgery and psycho-energetic therapy into a surgeon's daily practice. In the conclusion, as well as confirming the usefulness of this union, the necessity rather than the possibility of a psycho-energetic treatment of the surgeon himself is asserted, to make him a useful surgeon.

There were two sets of results reflecting the value of the

energy work both to the patients and to the medical team. The patients who received the energy treatment experienced less pain after the surgery resulting in less use of analgesics. They also experienced a shorter recovery period. The most striking result, however, was that 60% of the patients had restored sensitivity in the reconstructed breast. Since nerves are severed in the surgery, it is normally no longer possible to experience any feeling in the breast. The Brennan Healing Science treatments cleared the area of the energy of the cancer and restored the energetic connections. The results were that the patients easily accepted and had sensation in their new breasts.

The second set of results indicated the effectiveness of the surgeon's hara alignment and the resulting alignment of the entire surgical team.

Archetypal Body Casting As a Vehicle for Healing

By Christiane Corbat '04

My passion as an artist is to help people recreate themselves into who they long to be. I create archetypal portraits of people using a body-casting technique I developed, working with people facing heart disease, breast cancer, lymphoma, asthma, phobia, depression and trauma. I use rolls of plaster bandages that are cut, dipped in water and placed on the body. They harden, are removed, and become the basis for the sculpture I create.

A person's choice of gesture and their personal story are the inspiration for the archetype that is used. My PS4 project examined whether or not these portraits are a vehicle for healing. I asked myself two questions:

- 1) Does archetypal body casting create a shift in people's perspective or belief?
- 2) Does it help them change their health or lifestyle?

I evaluated each person's experience in terms of BHS, using written and recorded testimonies I'd gathered from the people I've worked with over the past 20 years. I illustrated the paper with photos of the finished sculptures that I created with these people. I also related my hypotheses to supportive theories by scholars of myth and archetype. I found that archetypal body casting does indeed shift our perspective and change our beliefs. It focuses us inward, creates an awareness of our essence, aligns us with our positive intention, and makes it possible for us to hold the tension of opposites in unity, all contributing to our healing process.



The PS4 project helped me clarify and greatly expand my understanding of who I am as a "healing" artist. It helped me better explain my work to my collaborators and their families, the general public, and especially to healthcare

Toan Tran and a work... of love and peace... in progress.

professionals. When the project was finished, I realized I have a potential book for publication.

About The Globalheart Project

It is a great honor for me to have been asked by the Class of 2004 to create this piece of sculpture, in collaboration with Toan Tran, for Barbara. I'm so thankful for the opportunity to share my longing for peace and my love for my classmates and the school in this way. This sculpture is part of The Globalheart Project.

The idea for the Globalheart came to me on February 14, 2003. As I sensed the tension of world conflict building, I felt a deep urge to use my art to reconnect us to our longing for peace.

In a meditation I asked myself how I might do this. Slowly my heart grew warm and began to expand. In my mind's eye I saw the earth within it and felt the presence of many other people around me.

Each of us had the globe within our hearts; each was holding this globe in his or her unique healing gesture.

With excitement I went to my studio to create the vision I had experienced. To begin the Globalheart, I asked people, "How do you express peace in your life? What is the unique gesture of your longing for peace?"

Since February 2003 many people have been cast for this project, revealing their individual expression of what Thich Nhat Hahn calls "Being Peace."

A woman offers food...a man plays the guitar...a woman leans back in surrender...another woman becomes the bridge between the physical and the spiritual...a man's heart burns with the fire of compassion...a man hugs himself in the realization that loving oneself is the key to loving others...another man opens his arms to embrace what is present in the world today...Toan's gesture is the healing of his 2nd and 3rd chakras.

In Toan's sculpture, he asked me to be inspired by the Lotus Blossom to create his heart opening. And so...

It is the flower of Life opening...it is the hatching of the Cosmic Egg...it is a drop of life-giving water creating ripples on a pond...it is a tone, a note, harmonically vibrating...it is a ray of light spreading out into the world.



Class of 2004 Ceremony, June 11, 2004 Presentation of Class Gift To Barbara Brennan

Christiane Corbat: It is with our deepest gratitude, admiration and love that the class of 2004 presents you with this sculpture. I made it in collaboration with Toan.

It represents how dramatically and beautifully this class has come into unity: A man and a woman, an artist and a scientist, east and west, all formerly considered opposites, are unified through the communion of creativity:

Toan Tran: Throughout the years in school, we have learned to acknowledge and touch our wounds and bring healing to them. I, Toan, have forever longed for a global healing of the planet. But I have come to understand and experience within my cells that global healing starts with healing the splits and wounds within myself. As you know, I was born in Vietnam during the War and have carried deep wounding on multiple levels: personal, family, society, national and international. I have come to the realization that it is only through self-healing that I can bring global healing to the world. Self-healing is symbolized in this body casting by the healing gesture and response I bring to my second and third chakras.

Christiane: Over the past four years every member of this class has experienced that it is by healing ourselves that we heal the world. Thank you, Barbara, for helping us journey home to the Globalheart, where all hearts beat as One.

Toan Tran: Won't you join us? How does this feel to each of you? Perhaps we can take a moment to feel the unique healing gesture that each of us holds, by going within and connecting with our personal longing for peace.

Wouldn't You Love To See Barbara On The Oprah Winfrey Show?

We think it would be wonderful to have Barbara Brennan appear as a guest on *The Oprah Winfrey Show*. This would be a very powerful medium to help spread our message about the value and benefits of Brennan Healing Science. You can help by letting Oprah know how important Barbara's work is and how it has affected you.

Below is a link that will take you to a page of the Oprah website where you can share your show ideas. Here you will have the opportunity to tell her why you think Dr. Barbara Brennan would make an incredible guest for the show!

www.oprah.com/tows/intheworks/tows_works_main.jhtml

Under the heading "Regular Features," click on the first link, "We Want Your Show Ideas!" You will then be presented with a simple form to fill out and submit.

So the next time you are online, please take a moment to share your ideas with the show's producers. The more requests they receive, the more likely they will take notice of this wonderful work we are bringing out into the world.

Thank you very much for your help and support of Brennan Healing Science!

—Renée Raffaele, Marketing Manager

New BBSH Resident Training Location

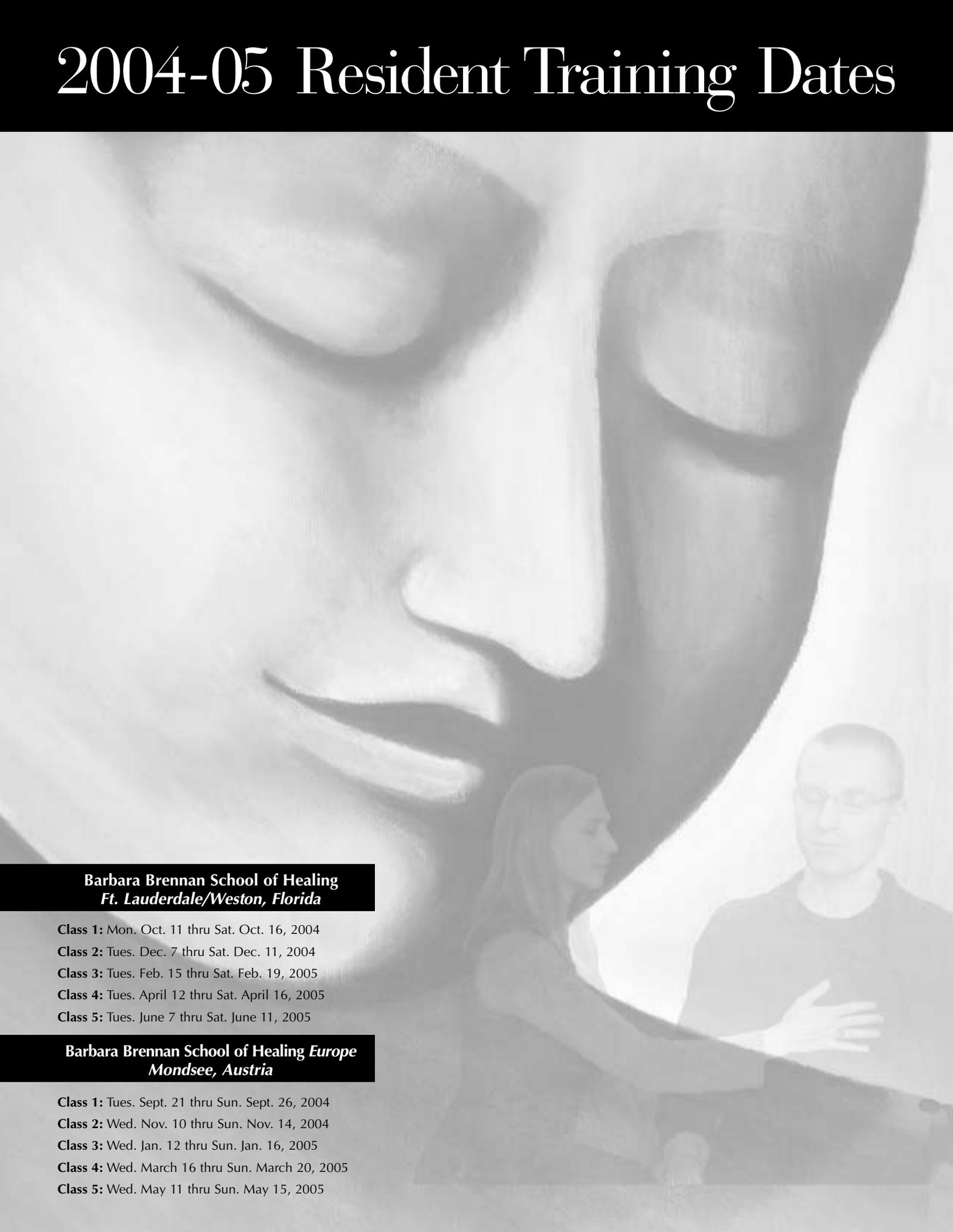
BBSH will hold classes at the Bonaventure Resort & Spa for the 2004-05 school year. The Bonaventure is in Weston, Florida, in the Greater Ft. Lauderdale area.

We are diligently looking for a location on the beach for the following year, and our hope is that once we find a place, we will be able to establish a long-term relationship.

Thank you for your understanding and flexibility. We look forward to a wonderful year!

—Linda Tarbox
Business Affairs Manager

2004-05 Resident Training Dates



Barbara Brennan School of Healing *Ft. Lauderdale/Weston, Florida*

Class 1: Mon. Oct. 11 thru Sat. Oct. 16, 2004

Class 2: Tues. Dec. 7 thru Sat. Dec. 11, 2004

Class 3: Tues. Feb. 15 thru Sat. Feb. 19, 2005

Class 4: Tues. April 12 thru Sat. April 16, 2005

Class 5: Tues. June 7 thru Sat. June 11, 2005

Barbara Brennan School of Healing Europe *Mondsee, Austria*

Class 1: Tues. Sept. 21 thru Sun. Sept. 26, 2004

Class 2: Wed. Nov. 10 thru Sun. Nov. 14, 2004

Class 3: Wed. Jan. 12 thru Sun. Jan. 16, 2005

Class 4: Wed. March 16 thru Sun. March 20, 2005

Class 5: Wed. May 11 thru Sun. May 15, 2005