

Future Leaders, future Teachers

POST GRADUATE PROGRAM IN CORE ENERGETIC THERAPY

Introduction

The purpose of a post-graduate training is to deepen your skills as a Core Energetic therapist but also to strengthen your leadership qualities.

The perspective in doing a post-graduate year is in the first place to become a better therapist and to have a deeper understanding with the themes we offer. With this program we go deeper into the complexity of the profession and the dynamics we have with our clients.

This program also has the aim to teach you how to teach and to practice during the year. With this experience you will find out if you have teaching skills. After doing this program you are able to assist in the Core training program and to make your first steps to find out if you want to become a trainer.

Each weekend **you'll be taught and practicing** the main 8 leadership qualities in Core Energetics:

- Taking Risks
- To Serve
- Tolerate negative transference
- Dealing with Conflict
- Using your full potential and creativity
- Unselfish giving
- Proper attitude towards frustration
- Willingness to risk exposure and criticism

Students of the post-graduate group must present some of the content of the weekend in a creative way to the community at the end of each module on Sunday evening.

Module I

Theme: ***Core Energetic group therapy process & teaching Core Energetics***

- a) How to be a Core Energetic group leader.
- b) The energy field in a group, increasing group energy.
- c) The meaning and use of the mandala.
- d) Using the group to work with transference and resistance.
- e) The individual process in a group process.
- f) Bodywork in group therapy.
- g) Revealing and penetrating the mask, the path to deepening the group process.
- h) Releasing and transforming the lower self in group therapy.
- i) The higher self, expansion and pleasure.
- j) Practical applications of teaching Core Energetics.

Leadership skills relating to this topic:

- How to be visible and stay grounded
- To stay present also when it becomes difficult.
- How to deal with conflict.
- How to serve to the group and to be willing to give over when it is necessary.
- How to lead without drawing attention towards yourself.

Module II

Theme: ***Sexual trauma's***

- a) Introducing work with sexual trauma's
- b) Meeting the client's sexual potential and distortion
- c) Physical education – exploration of the pelvis in relationship to the rest of the body
- d) Unification of the head, heart and pelvis.
- e) Sexual energy, balancing active and receptive energies.
- f) Bringing forth the transference in the therapy
- g) Changing dysfunctional belief systems about sexuality.

Leadership skills relating to this topic:

- Creating a safe space.
- Willingness to take risk by entering intimate space.
- How to communicate even when you feel unease.
- Willingness to give up judgments about deviancy.
- To reveal yourself.

Module III

Theme: ***Narcissism and borderline***

- a) Your family history and how your sensitivity was created.
- b) How to protect this sensitivity and how to use your antennas.
- c) Differences in healthy and distorted narcissism.
- d) Pitfalls for the therapist in working with a Narcissistic client
- e) Ego and Self development
- f) Borderline clients and their difficulties
- g) Different treatments.

Leadership skills relating to this topic:

- To stay with an open heart even when you are tested.
- Willingness to be genuine.
- To be clear and strict and with this you are given healthy boundary's.

Module IV

Theme: ***The core energetic process with different kind of relationships***

- a) Four levels of engagement.
- b) Shared energy fields in couples.
- c) Body work for couples.
- d) Resistance to love and intimacy.
- e) Transference and counter transference in couples therapy.
- f) From duality to mutuality in relationships.
- g) Releasing and transforming the lower self in relationship work.
- h) How to facilitate a Core Energetic relationship session with couples, parent-child, co-workers and business partners.

Leadership skills relating to this topic:

- How to work with control patterns.
- How to work with the 80-20 principle.
- How to lead by following
- Dare to confront
- To experience that leadership is all about relationship.
- To reveal yourself

Module V

Theme: ***Illness and death***

- a) To embrace crisis and illness as a possibility for deep change
- b) Contact the deep life energy in the dying process.
- c) What is the meaning of life?
- d) What is your life plan?
- e) How is your relationship to yourself, your body, significant others in your life and your Core Energetic therapy practice?

Leadership skills relating to this topic:

- Ability to be impartial and objective.
- To learn to forgive yourself.
- To accept your own imperfection.
- To stand for own truth.
- To empower others.

Theme: ***Presentation of Final Projects***

See: Post Graduate Projects on page 5.

General Guidelines

Each student is required to do a final project in order to graduate the Post Graduate year, which must be submitted *one month prior* to the final class.

At the final class students give a presentation on their project focusing on its central theme.

This presentation can be verbal, experiential or both and is no longer than 20 minutes.

This presentation will be held for the faculty and 4th year students and graduates

Process Group

The process group is to provide post-graduate students a time together in which to share every aspect of their lives in an authentic way utilizing the Core Energetic process. It is also a place to work with feelings and transference generated about or between members of the class.

Also in the process group you learn to take your place and to claim your leadership as a human being among your peers and with full potential.

POST GRADUATE PROJECTS – General Guidelines

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The following guidelines have been written to address frequently asked questions. Please read them carefully and remember your assistants are there to help you.

STEP 1: CHOOSING A TOPIC

1. The topic must be **directly relevant to Core Energetics**. Projects that take a different direction will not be accepted. These projects are meant to reflect and expand your knowledge of some aspect of the Core Energetic Process and should be personally meaningful for you.
2. It is advisable that you limit your project by picking a topic that is not too broad. A well-defined and simple project is better than a complex one that often leads to confusion.
3. The Project can be a written piece or it can take a different creative direction, a video, a multimedia event, etc. If, however, the project is more creative in nature, you must also submit a short written piece (minimum of 3 pages) explaining what you have done and why.
4. All projects must have three components: a theoretical component, a clinical or experiential component and a research component. The research component is very important as it demonstrates your interest in expanding your knowledge of Core Energetics either in theory or in application. If your project is creative in nature, the research you have done should be presented in the accompanying written piece. The research component reflects your attempt to answer a question or to test an hypothesis about Core Energetics.
5. In the past some students have done “personal experience” projects. Though theoretically this is acceptable, the project must go beyond personal experience. The three components listed above must be present and clinical cases should be presented demonstrating the assimilation and application of what one has personally experienced to the broader arena of a Core Energetic practice.

STEP 2: CHOOSING AN ADVISOR

Once you have an idea for your final project, you need to choose an advisor. Advisors should be Senior faculty members. Some exceptions to this have been made, but please note that Junior faculty advisors must be pre-approved by Anna Timmermans. Your advisor needs to agree to consult with you. However, if your consultations require a more than usual amount of time from your advisor, please work out some form of compensation.

STEP 3: OUTLINE AND BIBLIOGRAPHY

A **one page typed outline** of your project with the name of your faculty advisor clearly indicated must be submitted to Anna Timmermans by **March 1**. Outlines should indicate your topic, form of presentation, your main point or hypothesis, and subtopics which you will include. A Bibliography (or at least a partial bibliography) should be presented at this time as well.

STEP 4: THE PROJECT

Projects are due ONE MONTH PRIOR TO THE FINAL CLASS.

Your projects are the result of a great deal of time, effort, consideration, and sometimes expense on your part. If they are not turned in on time, they may not receive the consideration they certainly deserve or be read in time for graduation, thus postponing the receipt of your diploma.

The format for written projects is as follows:

1. Your final draft must be typewritten. Only hardcopies will be accepted (no e-mailed copies).
2. Put your name, project title, and your project supervisors name on a Cover Page.
3. The text must be double spaced, although certain features like long quotation, footnotes, and lists of references may be single spaced.
4. Papers should be a minimum of 15 pages. There is no maximum.
5. A final Bibliography must be included at the end of your paper.

Copies of your project go to: Anna, your advisor & the teachers who have taught you this year, your class assistants, and fellow classmates. Extra copies should be available for general viewing the day of your presentation.

Please note if your project is creative the 3 pages accompanying written piece (see #3 of CHOOSING A TOPIC) should be distributed one month prior as per above guidelines. The project itself is presented for viewing or experiencing on the day of final presentation.

STEP 5: THE PRESENTATION

Presentations are made to the faculty on the weekend of your graduation. The presentation cannot exceed 20 minutes. It is suggested that you include an experiential piece as it generally makes for a better presentation. The environment is a very supportive one where you can share yourself, your work and the uniqueness that you bring to Core Community, for which we are deeply grateful.

Some Research Suggestions:

Initial session	Flooding
Taking a history	Charge/discharge
The Core Energetic Practice	Breathing
Core Energetic diagnosis	Segments
Holding environment	Group dynamics
Any of the character defenses	Family counseling
Masks	Relationship counseling
Authenticity – Higher Self	Techniques - upper body, lower body with chronic pain patients
Resistance in the body	
Transference/counter transference	
Grounding	CE & borderline:
Sexuality	eating disorders
Receptive & active energy	substance abuse
Auras/Chakras	midlife crisis
A particular case	grief & loss
Autonomy vs. Independence	stress
Collapse	depression
Lower Self	phobias
Containment	life transition

** ALL PROJECTS BECOME THE PROPERTY OF NICE **