

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 and to strengthen your leadership qualities.

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

This program has also the aim to teach you how to teach and to practice this during the modules. 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 module **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.

Exchange with Corpore Mexico

Corpore, a Core Energetics institute in Mexico, also offers five post graduate modules, also starting February 2021. You can compose your own post graduate training of five modules by choosing modules offered by NICE and modules offered by Corpore.

The way you choose your modules determines where you do your final presentation and in which language you write your thesis. If you do most of the modules (3 or more) with NICE in The Netherlands, you finish your training at NICE and you write your thesis in English. If you do most of the modules (3 or more) with Corpore in Mexico, you finish your training at Corpore in Mexico and you write your thesis in Spanish.

Module Life and Death, February 5-8 (2021)

Teacher: Jeanne Denney

Theme: Life and Death

- a) To embrace crisis and illness as possibility for a 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.

Module Spirituality, April 9-12 (2021)

Teacher: Erena Bramos

Theme: Spirituality

- a) Images and beliefs about our role, as therapists, that often do not support our intention to invite the client to deep transformative experiences.
- b) How we are asked to “dance” with the client in order to both challenge him/her to risk allowing continuous shifting to deeper consciousness, and opening to living life out of the Real Self, while we, simultaneously, accept him/her exactly where they are

in each moment. How do we encourage our clients to accept their role in their suffering while they deepen a loving attitude towards themselves exactly as they are.

- c) What is the only stance towards the Lower Self that can allow the client to move through it without feeding any attachment to seeing the self as bad.
- d) How do we “hold” the needs of the soul as important with clients who do not profess an interest in: spirituality”.

Leadership skills relating to this topic:

- Being able to follow the wisdom and guidance of the client
- Relating to the journey of the client without forcing current
- Being able to trust one’s own wisdom and heart more than one trusts technique
- Being willing to stay in the “present” in relationship to the client.

Module Narcissism and Borderline, June 11-14 (2021)

Teacher: Anna Timmermans

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 Groups and Teaching, October 8-11 (2021)

Teacher: Lisa Loustaunau

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 Recovering from Trauma in the body, December 10-13 (2021)

Teacher: Dirk Marivoet

Theme: Recovering from Trauma in the body

- a) Restoration of body resources lost in trauma.
- b) Trauma and attachment.
- c) Physiological implications of pre and perinatal trauma.
- d) Trauma and spirituality.
- e) A naturalistic mind-body method for healing trauma - Core Energetics - working with the emotions through the voluntary muscular system.
- f) Knowledge of psychological and emotional functions of the voluntary muscular system.
- g) Interventions for helping the physiology of the voluntary muscles as well as the physiology of the rest of the nervous system and non-nervous system physiology.
- h) Examples from clinical practice.

Leadership skills relating to this topic:

- Being compassionate, blissful and efficient all at once
- Guide your client with physiological/anatomical insight and knowledge for better outcomes
- Follow your inner/godly guidance in the face of the deepest suffering
- Reaching out - touching this person
- Moving on after whatever (bad) happened
- Healing - transforming - transcending the seemingly unsour mountable
- Inviting lightness, pleasure and joy in the face of adversity
- Attracting/finding love forces.

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

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.

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. Your paper should be typewritten. Please use this layout guidelines:
 - Margins: 1,5 cm top - 1,6 cm bottom - 1,5 cm left - 2,4 cm right.
 - Use font Arial 12.
 - Line spacing 14 pt.
 - Use page numbers.
4. Papers should be a minimum of 15 pages and a maximum of 25 pages.
5. A final Bibliography must be included at the end of your paper.

Copies of your project go to: Anna, your advisor, exam-committee 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	Containment
Taking a history	Flooding
The Core Energetic Practice	Charge/discharge
Core Energetic diagnosis	Breathing
Holding environment	Segments
Any of the character defenses	Group dynamics
Masks	Family counseling
Authenticity – Higher Self	Relationship counseling
Resistance in the body	Techniques with chronic pain patients
Transference/counter transference	Borderline
Grounding	eating disorders
Sexuality	substance abuse
Receptive & active energy	Midlife crisis
Auras/Chakras	Grief & loss
A particular case	Stress
Autonomy vs. independence	Depression
Collapse	Phobias
Lower Self	Life transition

**** ALL PROJECTS BECOME THE PROPERTY OF NICE ****