



nice

netherlands institute
of core energetics

Student Handbook

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INTRODUCTION

PURPOSE OF THIS HANDBOOK

The purpose of this handbook is to serve as a guide to the structure and procedures of the Netherlands Institute of Core Energetics (NICE) and its programs. The handbook will be added to and updated and will vary from year to year as the school evolves. Please contact info@coreenergetica.nl with any suggestions for additional content.

NICE MISSION STATEMENT

The mission of NICE is to provide quality trainings and workshops in the techniques and concepts of Core Energetics, focusing on the integration of body, mind, spirit, emotion and will. The curriculums of the different training programs emphasize the synthesis of the didactic, the experiential and the scientific and provides relevant techniques, theory and practice integrating energy theory, body psychotherapy and transpersonal psychology.

WHAT IS CORE ENERGETICS?

Core Energetics was developed by Dr. John Pierrakos based on the work of Wilhelm Reich. Core Energetics views the human being as a psychosomatic unity. It holds the source of healing as inside each person, not with any outside expert or agency. Core Energetics views all of existence as forming a unity that moves toward creative evolution through individuals and as a whole. Core Energetics focuses on the physical, emotional, mental and spiritual levels of the person. Each level is worked with to heal misconceptions, clear emotional hurt and negativity, open up pleasure and creativity and connect to spiritual guidance and essence. Core Energetics is a deeply spiritual work based on the Pathwork as channeled by Eva Pierrakos. The depth of the self-exploration and authentic expression enables people to fully encounter their essence as a dimension providing guidance and as the source of well-being.

HOW TO USE THIS HANDBOOK

NICE provides three programs:

- Professional Training (4 years, English spoken)
- Transformation Training (2 years, in Dutch)
- Post Graduate Training (1 year)

Section 1 gives information for students of all the programs. The following sections are specific for the different trainings.

SECTION 1 • STUDENT INFORMATION (GENERAL)

PRIVACY

General privacy statement NICE

NICE agrees to respect your privacy and take all reasonable steps to preserve the privacy and confidentiality of any information concerning your identity, name, address, telephone numbers, gender, email address, date of birth, profile picture, health, medical and personal history and participation in a workshop or training program. NICE agrees not to disclose publicize any such information or any records relating to you without your prior approval.

Please read the [privacy statement](#) (in Dutch: [privacyreglement](#)) publicized on our website. The following paragraphs give additional privacy information and rules for students in our programs.

Your data when you enroll for one of our programs

When you enroll for one of our training programs you are asked to complete an application form. This form asks you to provide information that is used to prepare for the intake interview, process your intake and understand your personal needs during the training. Information collected in the application forms is stored in a password protected Google Drive (G Suite) document database that is accessible only by the admittance committee, general director, academic director and school assistant.

Your data when you are a student at our Institute

Student information is provided in a Google Drive (G Suite) document database. This information includes an address list and the biography, with profile picture, that we ask you to write when you enter the training. This Google Drive database is accessible by the group members, teachers and assistants of the group, the directors and school assistant of NICE.

Your biography and other confidential information will be deleted after you finished or left the training program. Your name, address, telephone number and email address will be stored for seven years after you finished or left the training program.

The access to the Google Drive folder of your group will be withdrawn a few weeks after the completion of the program of the group. Students will receive a reminder in good time, so they can download the study material they want to save for themselves.

Confidentiality teachers, assistants, directors

Teachers, assistants, directors and school assistant have signed a confidentiality agreement / data processing agreement in compliance with the General Data Protection Regulation. Also the members of the exam committee, ethical committee and the confidential counsellor have signed the agreement.

Group privacy and confidentiality

We ask you to take full responsibility for yourself and what you do, including your behavior towards other persons at NICE and all your acts during the training program. You acknowledge that your program involves participation in group activities and group therapy. You agree to respect and preserve, during and after the program, the privacy and confidentiality of any information you acquire concerning the identity, name, address, history and behavior of other persons you meet or observe. You agree not to disclose or publicize or otherwise exploit any information or any photo or reference to such person(s).

TRAINING DATES AND GROUP SUPERVISIONS DATES

The training dates as well as the group supervision dates are publicized on the website.

LOCATION, MEALS AND LODGING

The training location for the training modules is Conference Hotel EigentijdsErf in Westelbeers in The Netherlands. Accommodation information and travel information are provided at the beginning of the school year.

Together with the study contract, the student is committed to the conditions of conference hotel EigentijdsErf for the accommodation for all modules, including conditions of payment and annulment.

Sometimes people ask whether it is possible to save costs for room and board by sleeping elsewhere and/or bringing their own food. However, sleeping/staying elsewhere is not allowed, because this will not serve the group process and your own process. Bringing your own food (not using the meals of the hotel) will not give you discount on the accommodation price.

The Transformation Training has two training locations: EigentijdsErf and Cordium Nijmegen.

Regarding Cordium: travel information is provided on the website www.cordium.nl. Coffee, tea and lunch is served at € 22,50 per day. Dinner is € 25,00 per day (Friday and Saturday). You can choose to sleep in Cordium at the rate of € 15 per night. You are free to sleep at home or elsewhere.

The location for the group supervision days of the professional training is Cordium Nijmegen, The Netherlands. Travel information is provided on the website www.cordium.nl. Coffee, tea and lunch (both days) and dinner on Friday is served at a total of € 70,00. You can choose to sleep in Cordium at the rate of € 15 per night. It is possible to arrive on Thursday and stay overnight Thursday-Friday. You are free to sleep at home or elsewhere.

STUDY PROGRAM

At the start of the school year students receive their study program, which gives information per module: teacher(s), themes, required reading and homework assignments.

Occasionally some theme's will be taught in combined year groups, for instance 3 and 4. When this occurs, the combined groups will hold a combined process group.

FACULTY

The Institute has a highly trained, diverse group of faculty members who are chosen for their expertise and unique knowledge of the theme and the material. They all meet the international standards of the International Association of Core Energetics. The different styles of the teachers are an important part of the school's commitment to diversity and rich learning opportunities for the students. The faculty is presented on the website. A faculty list with e-mail addresses will be provided to the students.

EMOTIONAL BIOGRAPHY

New students are asked to write an emotional biography. Please describe (in no more than three pages) the situations and events in your life that had an impact on your (emotional) development. It can be helpful to make chapters of seven-year periods (0-7, 7-14, 14-21 and so on). This document will be provided to your group members and your teachers. Please insert a picture of yourself in the document, so your group members and teachers can connect the person with the bio. Please send your biography to the academic director, Anna Timmermans (anna@coreenergetica.nl) 3 weeks before the first module.

TIME SCHEDULE TRAINING MODULES IN EIGENTIJDSERF

Each module follows the same time schedule, with some variations throughout the year. The time schedule is posted on the dining hall and classroom doors. The schedule of the transformation training ends on Sunday after the afternoon class. Students of the transformation training are welcome to participate in the community activity on Sunday night.

Friday:	10.00 - 10.45	Opening ritual (all school)
	11.00 - 13.00	Process group (group)
	13.00 - 15.00	Lunch break
	15.00 - 18.00	Class (group)
	18.30	Dinner
	19.30 - 21.30	Peer groups men/women/parents (non-mandatory)
Saturday:	07.30 - 08.15	Bodywork (all school)
	08.15 - 09.30	Breakfast break
	09.30 - 12.30	Class (group)
	12.30 - 14.30	Lunch break
	14.30 - 17.30	Class (group)
	18.00	Dinner
	19.30 - 21.30	Community Night (all school)
Sunday:	07.30 - 08.15	Bodywork (all school)
	08.15 - 09.30	Breakfast break
	09.30 - 10.30	Spiritual Service (all school)
	10.30 - 10.45	Break

10.45 - 13.00 Class (group)
13.00 - 15.00 Lunch break
15.00 - 18.30 Class (group)
19.00 Dinner

Monday: 07.30 - 08.15 Bodywork (all school)
08.15 - 09.30 Breakfast break
09.30 - 12.30 Class (group)
12.30 - 13.30 Lunch
13.30 - 15.50 Process group (group)
16.00 - 16.15 Closure

TIME SCHEDULE GROUP SUPERVISION IN CORDIUM

Friday: 10.00 - 13.00 Class
13.00 - 14.30 Lunch (together) and break
14.30 - 17.30 Class
17.30 - 20.00 Dinner (together)

Saturday: 09.30 - 12.30 Class
12.30 - 14.00 Lunch (together) and break
14.00 - 17.00 Class

ACTIVITY FORMATS AND PURPOSE

There are several formats of class and all school meetings in a module, each with a specific function:

Opening ceremony (all school)

On Friday morning in the opening ceremony the students will be welcomed and faculty will be introduced.

Class process sessions (group)

Each class has two process sessions per module, facilitated by their assigned teachers. The purpose of the process work is to clear personal themes before the beginning of the classes and at the end of the module before you go home.

Class teaching (group)

Each of the groups meets with their teachers for teaching on the curriculum topics. Class teachings are for the purpose of conveying specific course material to students. They include lectures and experiential components. While the experiential components do indeed encourage and evoke students' personal process, the teaching topic will be the primary purpose of the class and personal process that does not forward or illustrate the teaching will be tabled for the process group. Occasionally some theme's will be taught in combined groups. When this occurs, the combined groups will also hold a combined process group.

Bodywork (all school)

Saturday, Sunday and Monday begin with a required bodywork class. This is an all school activity.

Friday Night activities

Friday is open to all kind of activities that students organize themselves.

Community meeting: Take a risk or Theme night (all school)

The entire school meets for Take A Risk or Theme Night on Saturday evening. In Take a Risk students can come forward with personal theme's and work with that, supported by the community. Also, issues going on between students can be brought forward. This is a chance for students to expand beyond the comfort zone. The take-a-risk session is open for graduates but not for guests.

In a theme night a theme is offered. The theme night is open for guests.

Sanctuary service (all school)

The spiritual service or sanctuary service is an all school activity on Sunday morning. It is open for guests. It acknowledges the spiritual foundation and affirms the spiritual connection of our work. The year groups will lead spiritual services as follows:

- Module 1: 4th year
- Module 2: 2nd year
- Module 3: 3rd year
- Module 4: transformation training
- Module 5: 1st year.

Guidelines:

- You are leading a spiritual service as a gift to the community, to bring the community together in a spiritual manner.
- Consider having a prayer or an appropriate song that everyone can sing or meditate on together.
- Create a plan with the intention of bringing people into their hearts.
- Evoke spirit.
- Plan a closing ritual.
- Leave time for members of the community to come up to the front for prayer or guidance.
- Please manage the time.
- End promptly at 10.30 (closing should begin at 10:25).
- It is not necessary for every person of the organizing group to speak; the intention is for you to work together to create a service.
- It's fine to use candles and flowers and so on to decorate the room. But please be careful and take care of the place. For example: if you use candles, place them in wind glasses so the candle fat will not damage the carpet.

Closure (all school)

The ending of the module takes also place with the entire community.

POLICY

Attendance

Students are required to attend all classes and all school-meetings and to arrive in time. Any absence needs to be communicated. Students are responsible to

contact the teacher(s) of any class they miss in order to determine how to make up the class.

Participation

We have three rules:

1. Take care of yourself.
2. Take care of each other.
3. Take care of the place.

Students are responsible for their own safety. If any physical limitations prevent you from fully participating in a class, please take responsibility for your own limits.

Students have to abstain from all alcohol and psychotropic substances during the study modules and all occasions of Core Energetic practice and study.

Interpersonal relationships

It is strongly recommended that students not engage in sexual relationships with each other, unless such a relationship existed before the students registered. Students are asked to make a commitment to disclosing relationships if they do arise.

It is our intention to be a safe environment in which students can explore intimate personal issues, create healthy boundaries for themselves and respect the boundaries of others. Major factors in creating this safe space are the principles of honesty and transparency. The recognition that secrets, withholds, underground attitudes and actions and unacknowledged relationships are a detriment to healing on any level. Truthful personal revelation to self and to the community and frank and open exploration of relationships between community members are necessary for emotional health and personal freedom.

In a program such as ours, that encourages full self-expression, sexual activity is often a way of acting out and staying in separation rather than recognizing the full range of feelings that are coming up and using them to develop deeper self-awareness and connection.

In addition, when intimate relationships, sexual or not, develop in which people are deeply involved with each other and these relationships are not acknowledged, issues for the school community arise. Separation is created, cliques develop, a feeling of untruth pervades all activities and exchanges, and energy is drained from the powerful container of the work.

Rather than acting out sexually or intimately, students are asked to bring all interpersonal issues out into the open to be explored, understood and worked on. Use class time, process time and community meetings to talk about attractions and places where you are tempted to cross boundaries and to get intimately involved.

Under no circumstances may a faculty member or teaching assistant enter into an intimate relationship with a student. In addition, no faculty member may

enter into an intimate relationship with a teaching assistant. If this happens, the more senior person will be dismissed from the faculty.

Exchange of services for money

Students may not exchange any services for money with other students, whether within or outside of the school environment. This also applies for training assistants. The exchange of services for money sets up an unequal relationship. This unequal complexity gets in the way of students being able to freely engage in their studies, as peers, as fellow explorers and experimenters. In order to maintain an uncomplicated learning environment, please do not exchange services for money until you have graduated from the program. (This includes any products and services, such as any type of healing or therapy, consulting services and workshops.)

CONFIDENTIAL COUNSELLOR

NICE wants a safe and honest educational and working climate, in which students, trainers and assistants can learn and work optimally and feel safe to give the best of themselves within the education and training groups and within the community. Following recommendations from the staff and advice obtained from the ethics committee, the confidential counsellor was therefore appointed as of 1 June 2021. The confidential counsellor contributes significantly to the creation of a safe and honest training and working climate. As a result, students, trainers and assistants can confidentially and informally report or speak to an expert about undesirable behavior and integrity issues. See appendix 4: Confidential counsellor.

ETHICS AND COMPLAINTS

We respect and are committed to the Code of Ethics of the International Association of Core Energetics ([publicized on our website](#)). Ethical concerns and integrity issues can be brought to the attention of the confidential counsellor (confidentialcounsellor@lianemaathuis.nl) or the director. Following the mission and vision of the Institute, the process of solving ethical and integrity issues is focused toward resolution through communication, personal accountability and understanding.

The way of dealing with complaints is regulated in the [General Terms and Conditions](#) and the Procedure Ethics and Complaints (appendix 5).

EMERGENCY PLAN

What to do if something goes wrong? First of all: never leave the group. Ask help from your classmates or the assistant. If something happens outside the class, don't leave the building. In a bad situation or in any situation you need help, go to the assistant of your class or to the emergency team that is announced at the beginning of each module and ask for support.

EVALUATION FORM

Evaluation forms will be passed out at the beginning of each module. Please complete the form thoughtfully and turn it in to the training assistants. The form serves two purposes:

- To evaluate the teachings and facilities offered by the Institute. Student evaluations are very important to maintain and improve the quality of programs. They are the way for you to voice your suggestions, concerns, questions and appreciation.
- For students to evaluate their own development. The form will be returned to the student, so the student can hold track of his/her development.

TRAINING ASSISTANTS

Training assistants are graduates of the 4-year training program or of another Core Energetics professional program. They have been invited by the Institute to provide assistance in the training program for one or two year(s). A training assistant is assigned to each group of the 4-year professional training and is present at all classes and groups throughout one year. The main role of a training assistant is to provide a constant and supportive presence for students and faculty. As certified Core Energetics Practitioners, they are qualified to assist the faculty as needed. They meet the international standards of the International Association of Core Energetics. Training assistants also carry out all logistics functions and maintain student attendance and requirements records.

SCHOOL ASSISTANT

The school assistant takes care of organizational matters, like providing documents in Google Drive, giving access to Google Drive folders, communicational matters, allocating rooms to students in the conference center and so on. Please mail to info@coreenergetica.nl with your questions.

TUITION AND PAYMENT AND FINANCIAL ARRANGEMENTS

Students will receive a study agreement and invoice before the start of the school year.

Base student tuition for the professional training is € 3.960 per year; a remittance of € 180 for the Scholarship Fund is included. Student tuition for the transformation training is € 2.750 per year. There may be increases in tuition to cover raising expenses. Increases will be announced ultimately 3 months before the start of a new school year.

The tuition fee is paid to the Institute. The student can choose to pay the tuition fee in full at once or by installments.

A late fee of € 200,00 (or 5% of tuition) will be charged for all tuition not paid in time. This late fee, plus all outstanding tuition and carrying charges, must be paid in full no later than the 1st of the month in which the last training module of the schoolyear takes place.

Students with unpaid tuition will not be allowed to attend the last training module of the schoolyear unless any outstanding balance, plus the late payment penalty has been received by the 1st of the month in which the last training module of the schoolyear takes place.

A student with an outstanding tuition balance at the end of the schoolyear will not be allowed to continue into the next schoolyear until full tuition and accompanying fees have been received.

If a student fails to pay according to the agreed study agreement, the task of collecting the due fee will be performed by a collection agency.

For conditions in case of cancellation the [Generals Terms and Conditions](#) apply.

For each new student a student brings on for the 4-year professional training or the transformation training, the student receives a reduction of 10% on the tuition fee for the next school year. Please make sure the new student mentions your name in the enrollment form as the one who introduced him/her to the training.

In the 3rd and 4th year students must attend five group supervision classes each year. The fee for group supervision classes is € 750 per year.

Costs for individual therapy sessions and individual supervision are to be agreed upon with the therapist/supervisor.

The costs for room and board have to be paid directly to the conference venue. Students will receive an invoice from the venue.

INSTITUTE DIRECTORS, MANAGEMENT, FACULTY AND COMMITTEE MEMBERS

Name and address of the Institute:

Netherlands Institute of Core Energetics (NICE)

Maasdijk 11

6612 AT Nederasselt

The Netherlands

E-mail: info@coreenergetica.nl

Telephone: 31-24 323 23 00

Director

Anna Timmermans

anna@coreenergetica.nl

phone 31-653421082

School assistant

Anne Langedijk

info@coreenergetica.nl

The faculty members are listed on the website:

Professional training: www.coreenergetics.nl/en/teachers-en/

Transformation training: www.coreenergetics.nl/nl/teachers-transformatietraining/

Postgraduate training: www.coreenergetics.nl/en/teachers-postgraduate/

Exam committee:

Piet Jan van Wier

Marijke van Steen

Klaus Stinshoff

Dorine van Eerden

Confidential counsellor:

Liane Maathuis

confidentialcounsellor@lianemaathuis.nl

Ethics committee:

Jan-Willem de Goeij

Manon Vos

Josette van Luytelaar

WEBSITE

Visit www.coreenergetics.nl for information about training dates, workshops, therapists and so on.

Graduates who work as a therapist can be listed on the website with their contact information: <http://www.coreenergetics.nl/en/practitioners/>. Students in the 3rd an 4th year can be listed as student practitioner. Please contact the school assistant to be listed or to make changes in your contact information.

Graduates are allowed to give publicity to their workshops on the website. Please send information to info@coreenergetica.nl. This service must be paid for to cover costs.

GOOGLE DRIVE

In order to make documents available to students, we use Google Drive (G Suite). Each group has their own Google Drive folder. At the start of the training students will receive an email invitation with instructions to join the Google Drive folder. In the folder you find: study program, group address list, faculty list, list of literature, travel information, time schedule, student handbook, emotional biographies of the group members, literature and handouts, therapy form, supervision form. The group folder is only accessible to the group members, the directors, the training assistant, the teachers in the current school year and the school assistant.

We strongly recommend you to use 2-step verification for logging in to your Google Account. 2-step verification means that you log in with 2 steps: the first step is your password and the second step is that a code will be sent to your phone via text, voice call, or a mobile app. This gives you stronger data protection, not only for the data we share with you through Google Drive but for

all your data in your Google Account. So please make the effort to do this! Click this link <https://www.google.com/landing/2step/?hl=eng#tab=how-it-works> to see how it works and to set it up (use the button 'get started') .

Your biography and other confidential information will be deleted from Google Drive after you finished or left the training program. The access to the Google Drive folder will be withdrawn a few weeks after the completion of the program / after the student left the program. Students will receive a reminder in good time, so they can download the study material they want to save for themselves.

Please address any questions regarding the Google Drive folder to the school assistant.

FACEBOOK AND GROUP COMMUNICATION

- The Institute has a Facebook page where workshops are posted. www.facebook.com/DutchCoreEnergeticsInstitute
- The Institute created a secret Facebook group for the community. A secret group means that only members can find and see the group, only members can see who's in the group and only members can see the posts and pictures. So, this is a safe place to share within the community. You can only become a member by invitation. The group is administered by the school assistant. You can ask for an invitation to join the group by sending an email to info@coreenergetica.nl.
- For communication inside a group, students are encouraged to use group communication facilities to stay in touch between the modules, for instance WhatsApp. Students have to arrange this themselves.
- There is also a Facebook group called Core-4-Core (a closed group). Everyone who is interested in Core Energetics in general (not only members of the community of NICE) can ask for membership of this group. www.facebook.com/groups/188079261208858/.

PHOTOGRAPHER

The school has an official school photographer who will be taking photos during some modules to be used in school marketing and promotion, for the website etc. Before he starts his work, the training assistants will check with their group to identify students who do not want their photos taken or used.

BUYING YOUR PROPS

Sometimes students ask us where to buy their props, like cubes and rollers. The Institute doesn't sell them, but we can give you some addresses (without taking any responsibility for price or delivery).

- Margo Bolenius, a graduate from our Institute, produces rollers and punching bags. You can order by email: margo@bolenius.nu or phone: +31 (0)6 22 55 63 32.

- Martin Nykodim, a graduate of our Institute, produces rollers and cubes. You can order by email: nykodym@email.cz or by phone: +420 777 935 933. He will give 5% of the price to the Honouring Eva Foundation.
- Frederik Krups produces cubes and breath rolls. You can contact him by e-mail f.krups@gmail.com or by phone +49163 3477 246.
- You can order cubes with Oostdam Meubelstoffen in Arnhem, The Netherlands. You should tell them the size (90 x 50 x70), the quality of the foam (heavy) and where to make the zipper (on the short side). <http://www.oostdam-johomtex.nl/>

SECTION 2 • TRANSFORMATION TRAINING

DESCRIPTION OF THE TRAINING

The Transformation Training is given in Dutch. This training is designed for individuals who feel they are ready for a transformation and feel they could be more alive, powerful, joyful, daring and in contact with their live energy. The training is also for people who guide others in their process of consciousness-raising and who would like to enrich their therapy practice with a body-centered approach and Core Energetic principles. The program requires an HBO education level.

The training is suitable for anyone wishing to make a commitment to transform their life and deepen their contact with themselves and others. It is designed to meet individuals wherever they are in their process of self-discovery, whether one is just starting a journey with transformational work, or whether one considers himself or herself a more advanced student. Students will learn about themselves, how they block their own creativity, movement, and life force. Participants will uncover ways in which they unconsciously stop themselves from what they most want in life, and will be given the support they need to make new choices.

The Core Energetics process changes your life by bringing you in closer contact with your true self. The more you learn to come back to the truest expression of yourself, over-and-over again, the more blissful your life becomes. From this space one feels satisfied and full, and has the capacity to develop deep and meaningful relationships with others. From this space the illusion of separateness dissolves, bringing people to a space of unity and compassion and in touch with their own unique life purpose.

The training covers two years and starts every second year. The student is committed to participate for the full period.

You can find more information on the curriculum of the training on our website: <http://www.coreenergetics.nl/nl/transformatietraining/>

APPLICATION AND ADMISSION

- Applicant must be 23 years or older.
- Applicant must show that he or she has an acceptable level of educational achievement (HBO-level at a minimum).
- Applicant is encouraged to attend introduction workshops and weekends to experience Core Energetics before applying.
- Application form completed.
- Interview by the admittance committee.
- Approved to enter the program.
- Signed training program agreement and signed requirements agreement form.
- Deposit paid.
- Emotional biography completed.

SECTION 3 • FOUR YEAR PROFESSIONAL TRAINING

DESCRIPTION OF THE TRAINING

NICE offers a four-year training designed to educate psychotherapists and care professionals in the specific techniques, theory and practice of Core Energetics Evolutionary Psychotherapy. At the end of the training, the students are certified Core Energetics therapists.

Year 1 - The theme for the first year is to understand the personality and the developmental history of a person. The mind, spirit, energy, emotions, personality and defenses are studied based on their interaction with the physiological body. The year is the foundation upon which the knowledge of Core Energetics is built. In addition, students will learn about themselves, how they block their own creativity, movement, and life force.

Year 2 - The second year of training focuses on the techniques and methods of Core Energetics. Students learn theories of energy and specific teachings and techniques for energetic work. The curriculum covers grounding, breathing, and sensing, as well as more specific bodywork with the upper and lower segments and the physical aspects of the character structures.

Year 3 - The third year of the training represents the year of integration. In addition, neuroscience, countertransference and transference, diagnosis, treatment planning and assessment are emphasized. Students integrate and put into practice what they have learned in prior years and develop clinical proficiency. By the end of the year students have experienced each phase of the work and have gained the necessary skills to help others on the passage from mask self through lower self to core self.

Year 4 - Introduction to the conceptual structure of Core Energetics therapeutic process: penetrating the mask, freeing the lower self to reach the core, discovering the universal life plan. Training in developing a link between the higher self of the therapist and the higher self of the client; in negotiating during a first intake session with a client; in planning the entire trajectory of a client; and in creating an overview of therapeutic goals for the transformation of character, where the therapist is conscious of the specific needs of the individual client.

You can find the curriculum in a separate document, publicized on the website: <https://coreenergetics.nl/nl/documents/>

STUDY LOAD

Year 1: 505 hours study load per year in total:

- 280 school contact hours (5 periods of 4 days)
- 25 therapy hours: educational therapy session, individually or in a group
- 200 hours self-study.

Year 2: 537 hours study load per year in total:

- 280 school contact hours (5 periods of 4 days)
- 25 therapy hours: educational therapy session, individually or in a group

- 200 hours self-study
- 32 hours of peer supervision.

Year 3: 605 hours study load per year in total:

- 280 school contact hours (5 periods of 4 days)
- 25 therapy hours: educational therapy session, individually or in a group
- 200 hours self-study
- 60 hours client sessions (30 sessions, preparation included)
- 15 hours individual supervision
- 25 hours group supervision.

Year 4: 605 hours study load per year in total:

- 280 school contact hours (5 periods of 4 days)
- 25 therapy hours: educational therapy session, individually or in a group
- 200 hours self-study
- 60 hours client sessions (30 sessions, preparation included)
- 15 hours individual supervision
- 25 hours group supervision.

APPLICATION AND ADMISSION

To apply and be admitted to year 1

- Applicant must be 23 years or older.
- Applicant must show that he or she has an acceptable level of academic achievement. (In the Netherlands this is HBO-level at a minimum.)
- Applicant must have sufficient experience with Core Energetics as a client, by attending an introductory weekend and/or individual or group sessions with a Core therapist.
- Application form completed.
- Interview by the admittance committee.
- Approved to enter the program by the admittance committee.
- Signed training program agreement and signed requirements agreement form.
- Deposit paid.
- Emotional biography completed.

To be admitted to year 2

- Completion of year 1.
- Personal process sessions (see below).
- Assigned homework.
- For people who like to add the Core Energetic work to therapeutic skills like Bio-energetics, Body-Mind, Unitive therapy or Brennan healing, it is possible to enter the training in the second or third year. Approval of the admittance committee is needed (after sending in an enrolment form and having an interview).
- For people who completed of the Transformation Training it is possible to enter the professional training in the second year. Approval of the admittance committee is needed.
- Financial commitments met.

To be admitted to year 3

- Completion of year 2.
- Assigned homework.
- Personal process sessions (see below).
- Peer supervision sessions (see below). Deliver the supervision reports to the assistant.
- Individual supervisions sessions (see below).
- At the end of the second year (or any other time when necessary) there will be a review of the student's progress.
- Approved to enter year 3.
- For people who like to add the Core Energetic work to therapeutic skills like Bio-energetics, Body-Mind, Unitive therapy or Brennan healing, it is possible to enter the training in the second or third year. Approval of the admittance committee is needed (after sending in an enrolment form and having an interview).
- Financial commitments met.

To be admitted to year 4

- Completion of year 3.
- Assigned homework.
- Personal process sessions.
- Group supervision sessions (see below).
- Work with clients.
- Individual supervision sessions (see below).
- Financial commitments met.

REQUIREMENTS

Homework

Homework is an important part of the program both for integration of the material and as evidence that students understand the important concepts needed for this work. The assignments are designed to lead students deeper into the reading assignment for the module. Completion of homework by the due date is required. Complete homework is required for students to pass from one year to the next. Assignments and due dates are stated in the study program. Faculty will not provide written comments on homework received after the due date. If an extension is needed, please contact the teacher(s) who assigned the work.

Personal process sessions

- Students are required to receive 25 individual or group sessions in each year of the training from a school-approved Core Energetic therapist.
- Sessions must take place within the schoolyear for which they are applicable in order to meet this requirement.
- At the faculty's discretion, additional sessions may be recommended.

- During the four years of the training at least one half of the sessions need to be done as individual sessions. A 1-hour individual sessions counts as 1 session. An 1,5-hour individual sessions counts as 1,5 session.
- Students have to participate in at least two five-day Core Energetic workshops or one ongoing-year-group during the four years of the training. One session of a workshop or group (morning, afternoon or evening) counts as 1 therapy session.
- During the four years of the training at least 40% of the sessions (individual, group or workshop) have to be done with a therapist of the opposite sex.
- Each student is responsible for getting approval for his/her choice of a therapist, workshop and group. All such choices need to be explicitly discussed and agreed upon with the teaching staff. Approved without discussion are therapists graduated from a Core Energetic institute, who are seasoned with two years of practice. To avoid dual relationships, trainers of the school who teach the student more than one module in the current schoolyear, are excluded of giving individual therapy to that student. Therapy hours (including workshops) with non-approved therapists will not be counted as filling the requirement.
- Participation in sessions or workshops led by non-Core Energetic therapists should be discussed with the teaching staff. Students have to obtain explicit approval for such sessions.
- Students have to record their sessions in a therapy form supplied by the Institute. The forms should be delivered to the director of the Institute at the end of the training, in the fourth year, before graduation.

Understanding the purpose of the personal process sessions and the requirements

The purpose of the sessions is to focus on personal work and the transformation of characterological defenses. The relationship with a professional practitioner provides an ongoing container in which the student is held and supported. Of course, the therapy you need to take is a requirement, but even more so it is a learning process that belongs to the training to complete it. It deepens your own process; it helps integrating what you learn and it will bring a strong fundament to your own growing and working as a therapist. Where as in relationship the wounds did happen, there is only one place where they can heal: in a relationship. Transference is the vehicle for that. To have full use of a healing transference, you need to be in a continued process of transference within a long-term therapeutic relationship. With a female and a male therapist. Both relationships will bring different processes and work for you.

The 25 hours therapy is a minimum. If you do less, due to circumstances, you need to communicate this as soon as possible to the training assistant, so you will not get behind. Transferring hours from one year to another doesn't serve your process.

You are supposed to have one therapy process at the time. This means you cannot do group therapy with a therapist and have individual sessions with another therapist. It has to be the same person. If two people lead the group, one of them has to be your individual therapist.

Group therapy means joining an ongoing group led by Core Energetic therapists. It can be a group of only males/females or a mixed group.

Participating in an ongoing process group counts for opposite sex therapy sessions if it is a mixed group, led by a male and female therapist.

Workshops are apart from ongoing therapy. Feel free to follow your own inspiration: maybe they have a theme that attracts you, or they give you the opportunity to deepen your process. Make sure however that you participate in workshops led by Core Energetic therapists if you want them to be part of fulfilling requirements.

Realize that altering anything about these requirements may repeat a deep trauma, as well as your possible resistance you have in fulfilling the requirements. Especially choosing two lanes for therapy is complicated; it might recreate your split. Please have awareness around your reactions as being part of patterns, trauma, your defense, or distrust of authority and most of all: avoiding pain you need to heal. So, please explore the similarities in your thoughts and behavior considering the requirements. Seek support and have talks, consult the training assistant or the director if you are in doubt or in trouble about this, and especially when you are mad or angry about these requirements.

The faculty is open to discuss circumstances and availability of therapists. Please feel welcome to make suggestions, because you are part of the process of upgrading the program, innovating the requirements and developing the training for the future.

Peer supervision in year 2

In year two the students are required to form peer supervision groups. A peer supervision group meets between the modules of the training. This means four times a year. The duration of a meeting should be at least 3 hours; 4 hours is strongly recommended.

It's a group where you can find support and safety to explore and expand. But to do so you need also an atmosphere of challenge. Take a risk to stretch yourself more. Be courageous and encourage each other to take steps. Be together for at least one day. It is better to stay overnight and share more time together, to share more, to get to know each other more and to hang out.

Do bodywork each time you meet. One will lead as an experiment and the other ones give feedback about their experiences to the person who has led. Do spiritual exercise to get your Higher Self connected; this has to be led by another person, who will also get feedback. Discuss, read, study, have exchange about the material you have to prepare for the next module. Bring yourself forward with whatever there is, ask for a session to your group members, take a risk and make yourself vulnerable. Make a program with each other to get clear what will happen, everybody has to fulfil those different tasks.

The peer supervision group has to write a report of each peer supervision meeting and submit this to the training assistant.

Group supervision in year 3 and 4

Students have to complete 25 hours of group supervision in each year in year 3 and 4. The dates for the group supervision are publicized on the website.

In the group supervision the students will practice with the stages of a session, to support the individual supervision and the client sessions.

Stages of a session:

- Attunement with the client and to set an intention.
- To ask to undress: how many clothes and to find the willingness to be vulnerable.
- Diagnoses of the body and to communicate what your observations are and how that feels for you as the therapist. To bring your feelings back into the relation with the client.
- To work with the energy supply, where energy and movement is needed and to what extent.
- To open up the bodily system and charge it up.
- Time for discharge and the feelings that come up in the discharge. These are always close to the pain and the core.

Working with clients in year 3 and 4

In the third and fourth year of the training students work with clients under supervision. The supervisor is responsible for this process. The student is responsible for getting approval for his/her choice of a supervisor.

The minimum of client hours a student has to make is 30. Please note that online sessions don't count, based on the principle that you cannot learn this profession in online sessions.

The preference is to start as soon as possible in the third year. It is not allowed to start working with clients in the first or second year. Students must inform their clients that they are supervised students in training. If you don't succeed in finding clients to work with, your graduation will be postponed. Students working with clients have to take notice of the ethical standards (appendix 3).

Students of year 3 and 4 can be listed in the therapist list on the website with the addition s.p. (student practitioner). You can ask the school assistant to place your name and information on the list.

Individual supervision in year 3 and 4

Students also have to complete 15 individual supervision sessions per year in the third and fourth year with an approved supervisor. The student is responsible for getting approval for his/her choice of a supervisor. Supervision with a non-approved supervisor will not be counted as filling the requirement. The therapist for supervision should not be the same one as for your individual sessions.

The supervisor has to write a report at the end of the year for the director.

The amount of 15 supervision sessions is based on the student having the minimum of 30 client sessions in the third and fourth year.

If you have not completed the supervision you can postpone your graduation.

In the third year the supervision on the client sessions is based on a report. This report is a reflection of the session you did with your client. It also contains the questions or pitfalls you have experienced during these sessions. This becomes the material for the supervision.

In the fourth year 10 of the 15 supervision sessions have to be live supervision sessions. Although a live supervision session takes 1,5 hour it counts as 1 supervision session.

Guidelines for individual supervision

For students it is necessary to work in reality with a client:

- To learn how to build a relationship with the client.
- Then, based on this relational contact, to be daring and exploring with knowledge and techniques.
- And also, to work from love and commitment and to take risks.

The supervisor is responsible for the work of the student with the client.

In the frame of the training students can ask people to be a student-client to work with under supervision. As long as you have no clients, the supervision is about the problems you deal with to get clients. Also, your resistance to start working with clients is good material to work with in a supervision session. As a framework it is helpful to work with the four stages: Mask, Lower self, Higher Self and Life Task.

The student has to write a reflection report after each session. In this report you reflect on, for example, when and how you stagnated in the process and what questions came up for you. This report is the material for each supervision session.

Guidelines for live supervision sessions

In the fourth year the student has to complete at least 10 live supervision sessions. This means that you work with your client for 45 minutes in presence of the supervisor. After the client has left, the supervisor will work with the student for 45 minutes on all the issues that showed up during the session with the client. So, a live supervision session takes 1,5 hour and counts for 1 supervision session.

Instead of the student working with the client in presence of the supervisor, it is possible that the student brings a recording of the session on film. The recorded session should be 45 minutes. You bring the recording to the supervisor and have a supervision session of 45 minutes. Working with the client in presence of the supervisor is to be preferred, but recorded sessions will do where the situation requires so.

We prefer for the live or recorded sessions that you work at least 5 sessions in a row with each client so the supervisor can follow the process and the development of the work.

Only when you have done enough client hours you can do your exam session.

In the live sessions the supervisor is not allowed to interfere, because that would disturb the transference between the student and the client.

Requirements for graduation

- Completion of year 4.
- Assigned homework.
- Personal process sessions. Return the therapy forms to the director at the end of year 4, before the last module.
- Group supervision sessions.
- Work with clients.
- Individual supervision sessions. Return the therapy forms to the director at the end of year 4, before the last module.
- To present a project by the conclusion of the year.
- Positive evaluation on motivation, consistency and self-responsibility, active participation and personal development. The director will determine whether any additional work will be required for graduation.
- Financial commitments met.

Appendix 1 contains the 'Exam Regulations'.

WORKING AS A THERAPIST

Graduated students, who wish to work as a therapist, are advised to join a professional association. In the Netherlands: 'Stichting Beroepsorganisatie voor Lichaamsgeörienteerde (Psycho)therapie', in short SBLP. www.sblp.nl

For therapists working in The Netherlands:

Om je sessies in aanmerking te laten komen voor vergoeding door zorgverzekeraars, is het aan te raden je aan te sluiten bij SBLP. Veel zorgverzekeraars stellen namelijk aansluiting bij SBLP als voorwaarde. Om tot de SBLP toegelaten te worden moet je aan bepaalde scholingseisen voldoen: Psychosociale Basiskennis (PSBK) en/of Medische Basiskennis (MBK). NICE is niet geaccrediteerd voor PSBK en MBK. Deze training(en) moet je dus nog aanvullend doen, als je je wilt aansluiten bij SBLP, c.q. als je wilt dat je cliënten een vergoeding krijgen van hun ziektekostenverzekering. Voor meer informatie: www.sblp.nl

After working as a therapist for two years after your graduation, you are allowed to give personal process sessions and workshops to students of the Institute that count for their requirements. Your workshops can be publicized on the website of the Institute. Please contact the school assistant for that. A fee will be charged to cover costs.

Working as a therapist, you commit yourself to the ethical standards of Core Energetic therapist. Appendix 3 contains the 'Ethical contract'.

SECTION 4 • POSTGRADUATE TRAINING

DESCRIPTION OF THE TRAINING

The perspective of the Postgraduate training is in the first place to become a better therapist and to have a deeper understanding of the themes you can offer. The training also has the aim to teach you how to teach. You will practice teaching by working (under supervision) with the whole community. With this experience you can find out if you have teaching skills. After doing this program you are able to serve as an assistant in the Core training program and to make your first steps to find out if you want to become a trainer.

An important part of the Post Graduate Training is the final project. Each student chooses a subject to reflect and expand his knowledge of some aspect of the Core Energetic process. The project is presented in a written and verbal or experiential presentation.

The training consists of five modules, each with a specific theme. The modules are also offered separately as Master Classes.

In each of the Master Classes / training modules you practice leadership qualities:

- 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.

More information like the theme of the modules and the curriculum can be found on our website: <http://www.coreenergetics.nl/en/post-graduate-training/>

APPLICATION AND ADMISSION

- Applicant has graduated in the professional training of a Core Energetics institute.
- Application form completed.
- Interview by the director of the Institute.
- Approved to enter the program.
- Signed training program agreement and signed requirements agreement form.
- Deposit paid.

APPENDIX 1 • EXAM REGULATIONS

NICE Exam Regulations (TER)

(where we write he/him we also mean she/her)

Article 1

This set of regulations stipulates the rules which should guarantee a smooth administration for the final exams. It is based upon the idea that the examiner has the task to evaluate the ability acquired by the student during the training. Every final exam has to be organized in such a way that the student is granted every opportunity to prove that ability.

Article 2

The general exam regulations apply to the 4 year professional training Core Energetics.

Article 3

Every final exam is being organized during the last year of training.

Article 4 | The right to take part in the final exam

Students in the last year of training, who have obtained a positive result during the previous years of training, have the right to take part in the final exam.

Article 5 | Results during the previous years of training

After the school years 1, 2 and 3 an evaluation is being held by the school's faculty. This evaluation is being performed on the basis of:

- the development of the behavioral consciousness (article 22) of the student
- meeting the criteria of the educational therapy sessions as mentioned in the Student Handbook
- the homework assignments produced during the school year.

If the verdict passed on the evaluation is satisfactory, the student will be transferred to the following year. If the verdict passed on the evaluations is not satisfactory, there are 3 possibilities:

- The student stops the training
- The student repeats that particular year
- The student is provided with an additional assignment in order to be able to obtain a satisfactory evaluation.

Year 2's evaluation is being discussed with the student in an interview with the academic director of the school. With regards to school years 1 and 3 an interview only takes place when the evaluation is not satisfactory.

Article 6 | Financial obligations

A student can only take part in the final exams when he meets with all payment obligations within the period defined by the board, or when he has taken measures to do so with the board of the training.

Article 7 | Examination obligations

After the completion of the 4th year, the student receives a diploma when all graduation requirements are being met. The exact obligations are being mentioned in the Student Handbook.

- The student demonstrates level 7 of behavioral consciousness (see article 21)
- Personal therapy sessions
- Individual supervision sessions
- Group supervision sessions
- Attending minimally 80% of all lessons. At an attendance of less than 80%, the lessons have to be followed again
- Homework assignments
- Working with clients
- Supervision of client sessions (the supervisor is present at the client sessions, or the sessions are being videotaped)
- The student can only do a final exam session when he/she has enough experience in working with clients. This means when the individual supervision process has nearly come to an end.
- Presentation of a final exam project.

Article 8 | Catching up with parts of the curriculum

A student that does not meet with one or more parts of the graduation requirements, can be granted a deferment in order to meet with the requirements at a later date. The decisions are made by the exam committee.

Article 9 | Time and place

Outside the exam period mentioned in article 4, it is not possible to perform a valid final examination. All examinations are being performed at a location designated by the academic director.

Article 10 | Openness

In principal, the exams are not public.

Article 11 | Disclosure exam regulations

The Institute takes care that these exam regulations are accessible at the start of the final examination year.

Article 12 | Obligations

Both examiners and students have to strictly abide by the concluded exam regulations.

Article 14 | No final exam

A student who does not want to take part in the final examination or parts of it, has to make these intentions clear with the academic director and the exam committee.

Article 15 | Exam committee

The exam committee consists of four or five members. One of them is the chairman of the committee. The task of the exam committee is specified in appendix 2.

Article 16 | Examiners

Every final exam or part of a final exam, is being administered by a teacher associated with the part of the training, of which the student has received the education.

Article 17 | Preliminary information

The academic director and the team of teachers give out detailed information about the educational content, the goals of the year, the final exam curriculum, and the way the exam is being administered, at the beginning of the final exam year, included the way separate parts of which an assessment is being made, are being weighted.

Article 18 | Establishing exam results

The total final exam result of each student is being established by the academic director.

Article 19 | Sanctions in the event of impropriety

On the ground of an irregularity occurring during the examinations, the examiner can decide that the student:

- Does not receive any ratings for the final exam, and as a result fails the final exam (*); or
- The obtained rating for that particular part of the final exam will be lost, and the student has to retake the exam for the part concerned.

**This is only possible on the grounds of a very serious irregularity; the academic director will take a decision regarding the seriousness.*

Article 20 | Appeal procedure

A student who is of the opinion that the sanctions taken by the examiners have been unfair, has the opportunity to lodge an appeal. In order to do so, consult the complaints procedure in the general conditions.

Article 21 | Frame of reference: seven levels of behavioral consciousness

Level 0: No consciousness of the ability to act from an adult consciousness

The student is not able to demonstrate a conceptual notion of the ability and has not yet acquired the positive intention to look at himself introspectively.

- a. The student demonstrates the consciousness of a child and does not take responsibility.
- b. The student is not yet aware of his childhood traumas.
- c. The student does not have a conceptual notion of the ability but does possess a readiness to acquire the concept of the ability aided by a positive intention.

Level 1: Conceptual consciousness of the ability to act from an adult consciousness

The student possesses a conceptual notion of the ability, which is a basis to explore it from within.

- a. The student is aware of the child conscience within his own person and is ready to look at it introspectively.
- b. The student becomes aware of the childhood traumas and demonstrates a positive intention to work with this.

- c. The student becomes aware of an emotional problem in his life, learns about it, and absorbs the information.
- d. The student has knowledge about the character defenses and can define the own main defense and sees all other defenses either in him/herself as in others.
- e. The student has knowledge about the Map of Consciousness and can differentiate when he is in the mask, lower self or higher self.

Level 2: The exploration of the self, after the moment of interaction with someone else

The student is in the process of researching how a defensive structure is manifesting itself in him and where in his life it finds its origin in its origin.

- a. The student becomes aware of the fact that defense becomes a pattern and starts researching the forms of expression for this pattern.
- b. The student becomes aware of the triggers that evoke this defensive structure and is ready to work with those.
- c. The student becomes aware of the fact that he reacts from within the defensive structure.

Level 3: Recognition of the structure in relation to another

The student recognizes the structure within himself, mostly after an interaction with someone else. The student is capable of situating the experience on the level of body, emotions, thinking, spirituality and social context.

- a. The student is able to switch between child conscience and adult conscience, and is aware of the trigger.
- b. The student is capable of retro- and introspection without having the impulse to directly react towards the other out of the defensive structure.
- c. The student establishes contact with the healthy self, and after the interaction he starts discovering alternatives for the reactions out of the defensive structure.
- d. Emotion: the student experiences emotion in a conscious way and discovers that fear for fear, and with it, the patterns were bigger than the 'emotional trauma' itself. The student establishes a connection between the original child problem and the present problem.
- e. The student has knowledge about all techniques how to work with grounding, breathing and a certain defense and knows how to apply this.

Level 4: The discovery of an experience/emotion in the moment, in an interaction with someone else

The student researches an experience/ emotion in the moment, within an interaction with someone else. The research process extends itself within the levels of body, emotions, thinking, spirituality and social context.

- a. Not only does the student ask himself questions, but he is also able to remain in contact with the other.
- b. The student remains present in the moment and is able to observe and label his defense without judgment.
- c. The student chooses intentionally for a reaction out of the adult conscience, and is capable of, even if there is some defense, returning to this and repairs it in reaction of someone else.

- d. The student creates a distance and observes his emotions from a bigger perspective. He listens to the emotions but does not allow himself to be washed away by them. In doing so, he creates a new experience.
- e. The student knows how to settle an attunement with the client.
- f. The student is capable to read a clients body and knows how to work with the energy supply.
- g. The student starts to differentiate the differences of the defenses and knows how to stay in one level and not to follow the client into regression.

Level 5: The experiencing recognition of the self, in the moment, in an interaction with someone else, however, not consistent yet.

The student starts to recognize the ability to act from the adult conscience and to experience within the levels of the body, emotions, thinking, spirituality and social context. However, this experience is not yet consistent.

- a. The student is capable of allowing the process within him, and to view the skill in a larger and professional context. This means that he trains consciously within the client – therapist relationship, but is not consistent yet.
- b. The student is able to see someone else’s traumatized child, to name it and to feel compassion for it.
- c. The student is ready to adopt an accepting attitude towards the child conscience of the other.
- d. The student is aware of his position in the larger whole and sees his responsibility in this larger whole.
- e. Emotion: the student makes a new choice with a positive intention and is ready to create a new reality and detaches the emotional experience of the traumatized child more and more from his own identity.

Level 6: Integral part of daily life: experiencing and recognizing in him, in the moment, in interaction with someone else

- a. The student has got a strong intention to work with the ability, switching between adult and child consciousness.
- b. The student has got the ability to choose the moment for the adult consciousness and has got a very strong intention to work at the parts within himself that are still traumatized.
- c. The student is able to trace all aspects and manifestations of an experience/emotion at all levels (body, emotions, thinking, spirituality and social context) in himself as well as in the other, and to fully name these within the client-therapist relation, but not yet able to fully contain these.
- d. Emotion: The student is more and more able to use his full potential.
- e. The student recognizes transference and is willing to receive and explore it and is capable to hold the space to let the client express the fully withheld emotions.
- f. The student can recognize their own counter transference and is willing and capable to contain it; and bring to supervision for exploration.
- g. The student has insight in the negative intentionality of the client and knows how to energize and to transform it.

Level 7: Embodiment and integration of the ability to act from adult consciousness

- a. The student is able to trace all aspects and manifestations of an experience/emotion at all levels (body, emotions, thinking, spirituality and

social context) in himself as well as in the other, and to fully name these within the client-therapist relation, and able to fully contain these in the client – therapist relationship.

- b. The student is able to effortlessly switch between adult consciousness and child consciousness.

Criteria:

Year 1: Student demonstrates level 1

Year 2: Student demonstrates levels 2 and 3

Year 3: Student demonstrates levels 4 and 5

Year 4: Student demonstrates levels 6 and 7.

APPENDIX 2 • TASK OF THE EXAMINATION COMMITTEE

TASK OF THE EXAMINATION COMMITTEE

Examination Committee (EC)

In the last year of the 4th year program of NICE the student will meet the requirements for your exam. In this document you can read all about the purpose of an exam committee, the examination regulation (TER) and what the requirements are to obtain your diploma.

Who is the examination committee and what do they do?

The EC consists of four or five core energetic therapists, of which one is a faculty member. The EC has its own chairman. The EC is the body that objectively and competently determines whether a student meets the conditions concerning knowledge and skills that are necessary for obtaining the Core Energetic certificate.

The director of the Institute is responsible for the design and implementation of the training, as described in the TER, and ensures that education and training meet the quality standard and the curriculum.

The EC assesses the results of each individual student within the framework of the TER of a program. They assess whether the individual student meets the requirements of the TER. If the EC agrees with the requirements of the final examination, the Institute will award the Core Energetic certificate. If the EC finds that the requirements or conditions are not met, the EC will have a meeting and consultation between the director and EC will follow.

Requirements of the TER

1. The paper

The paper is dominated by the reflection on transference and counter-transference of each character structure in connection with the student's own main character structure. The student shows he/she understands the concepts of transference and countertransference.

Requirements paper:

- Maximum 6 to 8 pages
- Examples are given from the student's own practice
- Objective and subjective (counter) transference is explained clearly
- This paper ends with the student's own conclusion.

2. Final presentation

The subject of the final presentation is a character structure of the student's own choice, but preferably student's own character structure. The student is allowed to prepare and present together with a classmate.

The EC attends the final presentation and assesses whether the student is able to connect theory to practice, whether the student is showing leadership, and whether the student uses the learned tools.

Requirements final presentation:

- Theory is explained clearly
- Tools and exercises are used
- Maximum 30 minutes.

3. Final supervision

For the final supervision session, the student will choose a client who is attending the 4th year program of NICE or the transformational training of NICE.

The EC attends the final supervision and assesses according to the guidelines given to the EC.

Requirements final supervision:

- The session will take 30 minutes
- The student will prepare the client to come to the session.

Student file

The EC will check whether the student file is in order. The student's file consists of:

- Signatures of learning therapy, supervision hours and live supervisions hours
- Approved paper
- Final presentation
- Final supervision
- Payments completed.

These areas represent what a body-psychotherapist in Core Energetics must know theoretically and is able to apply.

Certificate

If the EC agrees with the requirements of the final examination, the Institute will award the Core-Energetic certificate to the student.

What happens when the student does not meet the requirements? The student will get an alternative assignment depending on the individual situation.

In a committee meeting the EC judges, based on all examination items of the student, whether the student meets the exam criteria. After this meeting the chairperson of the EC reports the advice of the EC to the director of the Institute. If there is a difference between the final judgement of the EC and that of the director, the EC and the director will meet to discuss the differences. After that, the director takes the final decision, taking serious account of the advice of the EC.

Questions

If you have any questions regarding to the requirements or otherwise, please contact your group-assistant. When in doubt you can ask one of the members of the EC in person or by e-mail.

Complaint or appeal

If the student doesn't agree with the decision taken by the EC and/or the director of the NICE Institute concerning the student's final examination, the student has the right to file a complaint or appeal. This can be done in writing addressed to the EC within 6 weeks after the day the decision was published. The EC will take your complaint into consideration and will advise the director of the Institute.

APPENDIX 3 • ETHICAL CONTRACT

ETHICAL CONTRACT FOR CORE ENERGETIC THERAPISTS GRADUATED AT NICE

As a graduate of the 4-year professional training of NICE,

I, (Name) _____

am certified by the Institute to provide Core Energetics process work. As an integral part of providing this service, I commit to practice the following standards of ethical behavior and attitude in all my interactions with clients.

1. Prior to beginning a professional relationship with a client, I will inform him/her of the following: A description of my training and competencies and how I integrate each into the professional work the client will experience; what a client can generally experience during a session or workshop including the degrees of emotional intensity that may arise; my confidentiality policy; expected length of sessions; session fee, emergency and/or after-session availability; cancellation policy and process by which clients will be informed of changes to any policies or procedures; client responsibility for safety, self-authority and determination of the benefit of this work; and this Ethical Standards statement.
2. I will receive a written statement from the client prior to the beginning of the professional engagement that the client has been informed of the above-mentioned information and consents to receive the services I provide.
3. If I have any question about the ability of a client to undertake or continue this work, I will immediately seek professional supervision before beginning or continuing sessions.
4. I do not provide services to individuals under the age of 18 years or to individuals who, in my best judgment, may not be physically, mentally or emotionally able to undertake this work.
5. I will keep all client information as confidential, including client name and identifying information and client confidences, within the limits of the law. I will archive the client information and keep it as long as the law in my country requires.
6. However, I will share client information, without naming the client, with my professional or peer supervisors solely for the purpose of enhancing my ability to benefit the client and for professional development. I will share and/or exchange pertinent client information with any other professional or individual only upon the written request and/or authorization of the client.
7. I respect the emotional, physical, mental and spiritual autonomy of my clients. I do not pressure or coerce clients into any action or belief. I enable and encourage them to choose freely with respect to participating in Core Energetic work, following suggestions and accepting interventions of any sort.

8. I will not initiate, invite, respond to, project, fantasize about or allow any romantic or sexual contact with my clients. I will not engage in a romantic or sexual relationship with a former client for at least two years after the end of the client relationship, and then only if it can be determined through adequate professional supervision and good faith that such a relationship will not be harmful to the former client.
9. I am respectful of all individuals regardless of age, gender, race, ethnicity, national origin, religion, spiritual beliefs, sexual orientation, disability and socioeconomic status. I have been trained in and continually desire to be aware of cultural, individual and role differences.
10. I agree to avoid and refrain from dual relationships that may be exploitative sexually, emotionally, spiritually, economically, hierarchically or ideologically.
11. I continue to expand my competence in the provision of these services through continuing education and peer and professional supervision.
12. I engage in a minimum of one professional supervision session per month with an authorized Core Energetic supervisor to receive assistance for any personal issues or conflicts that could impair my work performance or professional judgment. This for at least one year after finishing the training.
13. I will refer the client to other professional practitioners in this or other fields of service when appropriate or necessary; and always if my professional competence is not sufficient to adequately meet the needs of the client.
14. I will maintain clear and honest business practices, including making agreements regarding appointments, session and workshop times and fees. I will keep accurate records of client sessions and financial obligations. According to the rules of my country.
15. I will not photograph or record or allow the photographing or recording of client work without the written permission of the client.

I make these commitments for the benefit of my clients and the professionalism of Core Energetics.

Name of Practitioner

Address

Date

(updated May 2019)

APPENDIX 4 • CONFIDENTIAL COUNSELLOR

Confidential counsellor

WHY A CONFIDENTIAL COUNSELLOR WITHIN NICE?

NICE wants a safe and honest educational and working climate, in which students, trainers and assistants can learn and work optimally and feel safe to give the best of themselves within the education and training groups and within the community.

Following recommendations from the staff and advice obtained from the ethics committee, the confidential counsellor was therefore appointed as of 1 June 2021. The confidential counsellor contributes significantly to the creation of a safe and honest training and working climate. As a result, students, trainers and assistants can confidentially and informally report or speak to an expert about undesirable behavior and integrity issues.

WHAT DOES THE CONFIDENTIAL COUNSELLOR DO?

The confidential counsellor focuses on supporting reporters of undesirable behavior and integrity and helping them to de-escalate and terminate perceived undesirable behavior and to stop the integrity violation.

The confidential counsellor guides the reporter in every step he/she wants to take, from doing nothing to submitting a complaint and everything in between. The reporter remains responsible at all times for the choices made to resolve the case. The reporter therefore remains in control.

After the case has been resolved, the confidential counsellor will provide aftercare for some time if necessary.

WHAT IS THE DIFFERENCE WITH THE ETHICS COMMITTEE?

The confidential counsellor works more informally, making contact with the confidential counsellor more accessible. The confidential counsellor listens to the reporter's story and provides support and advice in the search for solutions in an informal setting. For example, a problem can sometimes be solved through a few conversations. With the confidential counsellor as mediator, the parties then arrive at an acceptable solution to the problem.

The Ethics Committee formally takes up the complaint, making contact with the Ethics Committee less accessible. After submission, an investigation will be carried out to determine whether the complaint is justified or not. If the complaint is justified, it advises the general manager about taking (temporary) order or punitive measures. The ethics committee then checks whether the measures taken have helped to reduce or eliminate the complaints.

WHAT IS MEANT BY UNDESIRABLE BEHAVIOR AND INTEGRITY ISSUES?

Undesirable behavior is understood to mean: bullying, (sexual) intimidation, discrimination, aggression and violence. Integrity issues are more difficult to describe unambiguously because they involve personal and/or organizational

values and norms. Guidance on integrity issues includes the Code of Ethics of the International Association of Core Energetics, the Ethical contract for core energetic therapists graduated at NICE and the policies laid down in the Student Handbook regarding attendance, participation, interpersonal relationships and the exchange of services (for money).

DUTIES OF CONFIDENTIAL COUNSELLOR

- Provides initial reception and guidance for reporters who have been harassed and who need help, support and/or advice.
- Checks whether an informal solution is possible and mediates between the parties if desired.
- Informs the reporter about other options, such as the complaints procedure.
- Provides guidance if the reporter wishes to raise the matter with the ethics committee and/or if the complaint is sent to a possibly independent third party.
- Provides information about the confidential counsellor's working method.
- Advises and supports the management and the ethics committee in the prevention of undesirable behavior and integrity issues.
- Records instances of undesirable behavior.

THE CONFIDENTIAL ADVISER

- can be reached via confidentialcounsellor@lianemaathuis.nl
- has a duty of confidentiality, including towards the ethics committee and the independent third party.
- can break the confidentiality in the event of criminal offenses or if a so-called conflict of duties (conscience) has arisen.

AVAILABLE DOCUMENTATION

The documents below are available and can be found on the NICE website: www.coreenergetics.nl/nl/documents. It is recommended that students read this documentation carefully.

- Student Handbook: Policy (page 7), Ethics & Complaints (page 8), Appendix 5: Procedure ethics and complaints
- General Terms & Conditions (Article 11: Complaints procedure)
- Code of Ethics of the International Associations of Core Energetics
- Ethical contract for core energetic therapists graduated at NICE

APPENDIX 5 • PROCEDURE ETHICS AND COMPLAINTS

Procedure Ethics and complaints

We respect and are committed to the Code of Ethics of the International Association of Core Energetics ([publicized on our website](#)).

We take ethical integrity seriously and are committed to respond when a concern is raised about anyone in our community. We consider ethical behavior to be the right use of power and influence, and as such, to be a lifelong process of personal engagement with learning to take responsibility for our impact in all relationships – especially those of therapist/client, teacher/student, and anywhere where there is an inherent power differential, including in our collegial relationships.

Following the mission and vision of the Institute, the process of solving ethical issues is focused toward resolution through communication, personal accountability and understanding.

When anyone believes there may be an ethical violation by a member of our community, they should, whenever possible, attempt to resolve the concern by bringing it to the attention of that member, either personally or in the process groups during the training modules, or with help of the confidential counsellor. If an informal resolution seems appropriate, the Ethics Committee may not need to become involved.

When someone is uncertain as to whether a particular situation is an ethic issue, they may make informal conversational inquiries to the confidential counsellor or any member of the faculty.

In order to lodge a formal complaint, follow the procedure outlined in the [General terms and conditions](#).