



STUDENT HANDBOOK

NICE Professional Training
& Postgraduate Program

2026–2027

Contents

WELCOME.....	8
The Netherlands Institute of Core Energetics	9
Who are we?	9
Our Mission.....	9
Our Vision.....	10
Our Values.....	10
Training programs offered by NICE	11
Co-directors.....	11
Faculty.....	12
Training assistants.....	12
Office staff	13
Examination Committee	13
Ethics Committee	13
THE PROFESSIONAL TRAINING	15
Overview of the training	15
Curriculum development.....	16
Curriculum for cohorts starting in 2026-2027 or later	16
Curriculum for cohorts that started before 2026 – 2027	18
Components of the training.....	21
Accreditation.....	22
LEARNING AND COMMUNITY LIFE DURING THE SCHOOL GATHERINGS	23
Time schedule training modules in Eigentijdserf.....	23
Opening Ceremony – Whole School.....	24
Class Process Sessions – Year Group	25
Class Teaching – Year Group	25
Friday Night Activities – Community (optional)	26
Bodywork – Whole School.....	26
Take a Risk– Whole School	26
Theme night– Whole School	27
Spiritual Service – Whole School.....	27
Closing – Whole School	29
Student council.....	30

Group supervision days in Cordium	30
Time schedule supervision days	31
PARTICIPATING IN THE TRAINING.....	33
Safety and Presence	33
Group Privacy and Confidentiality	34
Touch, Consent and Bodily Autonomy	34
When You Need Support During a Module.....	35
Communication within your group between modules	35
Professional and Financial Relationships Between Students	36
Romantic and Sexual Relationships / Boundaries.....	36
Sharing and Feedback	37
STUDY COMPONENTS AND COMMITMENT	39
Overview.....	39
Reflective Assignments	40
Peer learning groups in year 2	41
Second-year integration paper	41
Beginning to work with clients.....	42
Starting with clients	42
Learning through supervision	43
Working within your competence	43
Developing your practice	44
Learning to work with groups	44
Personal Therapy	45
Learning through relationship.....	45
Becoming more embodied.....	45
The main requirements	46
Choosing your Personal Therapist	47
Your therapy is your private space	47
Module evaluation	48
ASSESSMENT, EXAMINATION AND GRADUATION	49
Assessment, feedback and your development	49
Study progress and requirements	50
Progression to Year 2	50
Progression to Year 3	50

Progression to Year 4	51
Progression decisions.....	51
Taking more time to complete the training.....	52
Overview of formal training requirements	52
Attendance and Absence	53
Reflective Assignments and feedback.....	54
Beginning- and end-of-year reflection.....	54
Reflection on peer learning	55
Final assessment and graduation.....	55
Final paper	55
Examination session	55
Final presentation.....	56
Requirements for entering the examination session	56
Requirements for graduation	56
Required documentation	57
Diploma and certificate of completion.....	58
Certification and professional title	58
CONTINUING AS A PROFESSIONAL AND THE POSTGRADUATE PROGRAM	60
Staying connected	60
Continuing as a professional	61
Professional Association.....	61
Registration and Reimbursement	62
The Postgraduate Program	62
Structure of the Postgraduate Program	62
The Final Project.....	63
A Pathway Towards Contribution and Teaching	64
Admission	64
A Program in Development	64
Co-Creation	65
PRACTICAL INFORMATION	66
Training locations and accomodation	66
EIGENTIJDSERF	66
Cordium	66
Dates of the modules and supervision days	67

Contacting NICE / preference for email.....	67
Communication and newsletter.....	67
Google Drive / future digital learning environment	67
Online Communication and Social Media	68
Website.....	68
Purchasing Props and Equipment.....	69
ETHICS, SAFETY AND PROFESSIONAL CONDUCT	70
Ethical Framework / IACE Code of Ethics	70
Confidential Counsellor	70
Ethical Concerns and Complaints.....	71
PRIVACY AND INFORMATION.....	72
NICE Privacy Principles.....	72
Your data when you enroll in one of our programs	72
Your data when you are a student at our institute	72
Confidentiality Agreements for Staff, Faculty, Examination Committee etc.....	73
TUITION AND FINANCIAL ARRANGEMENTS	74
Tuition fees	74
Payment and financial difficulties	74
Cancellation or withdrawal.....	74
Costs in addition to tuition.....	75
Referral discount	75
Where to find the formal conditions.....	76
APPENDICES	77
Appendix – Confidential Counsellor	78
Appendix – Procedure for ethical concerns and complaints.....	82
Appendix – Ethical contract	84
Appendix – Personal therapy – detailed requirements and guidelines	89
Appendix – NICE-approved Personal Therapists (Learning Therapists)	94
Appendix – Clinical practice and individual supervision – detailed requirements and guidelines.....	96
Appendix – Professional competencies for body-oriented psychotherapy.....	104
Appendix – Developmental assessment.....	111
Appendix – Application and admission	116
Appendix – Assessment and Examination regulations.....	119

Appendix — Role and Responsibility of the Examination Committee	123
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WELCOME

A warm welcome to the Netherlands Institute of Core Energetics (NICE).

This handbook is intended to give you a clear picture of our four-year Professional Training and Postgraduate Program in Core Energetics and what you can expect as a student. For those already enrolled, it serves as a practical guide and reference throughout the training, bringing together information about the curriculum, learning process, requirements, community life, policies and practical arrangements.

We hope your time at NICE will be inspiring, joyful and meaningful, and that you will feel nourished by the spirit of the work, the community and the connections you make here.

This handbook contains a wide range of information about how our training programs are organized and how things work within NICE. A substantial part of the handbook focuses on the four-year Professional Training, while one chapter is specifically dedicated to the Postgraduate Program.

NICE is an institute in development, and our Professional Training and Postgraduate Program continues to evolve with it. We therefore update this handbook regularly. The cover of the handbook indicates the date of the most recent version.

If you have questions, feedback or suggestions, we are always glad to hear from you. You can reach us at info@coreenergetica.nl.

Warmly,

Bert Stek and Evelien Bus

Co-Directors

The Netherlands Institute of Core Energetics

Who are we?

The Netherlands Institute of Core Energetics (NICE) is an internationally oriented institute for professional training, personal transformation and embodied therapeutic education. Founded by Anna Timmermans in 2005, NICE has grown into an international learning community with students, teachers, assistants and practitioners from different countries and cultural backgrounds.

Our work is rooted in Core Energetics and body-oriented psychotherapy. We honour the history and foundations of this work while continuing to develop our training in dialogue with contemporary knowledge about trauma, attachment, the nervous system and human development.

At NICE, professional learning and personal development go hand in hand. We believe that learning to accompany others also asks us to be willing to explore ourselves. Personal growth is therefore not something separate from professional education: it is an essential part of becoming a grounded, ethical and embodied practitioner.

Throughout the training, students develop therapeutic knowledge and skills alongside embodied presence, relational capacity, emotional maturity and the ability to work with groups. They learn to stay present with complexity, strong emotions, intimacy, conflict and uncertainty, and to meet transformational processes with increasing awareness, skill and responsibility.

NICE is also a community. Learning happens not only in the classroom, but through relationships, group processes, shared experiences and the life of the school as a whole.

Our Mission

Our mission is to offer high-quality professional training in body psychotherapy, rooted in Core Energetics and enriched by contemporary scientific knowledge and current understanding of human development, trauma and relationships.

We educate grounded, embodied and relational practitioners who can meet people with presence, skill and humanity. We support our students in developing strong therapeutic knowledge and skills, alongside the personal depth needed to accompany others in processes of healing, transformation and authentic growth.

Our approach recognizes the whole person. We work with the interconnected dimensions of body, emotions, mind and will, and we include the spiritual dimension of being human: our search for meaning, belonging and connection, and our sense of being part of something larger than ourselves.

Our Vision

We envision a world in which people are supported to live with greater embodiment, authenticity and connection — with themselves, with others and with the world around them.

Through our training and community, NICE aims to contribute to the ongoing development of body-oriented and trauma-informed therapeutic practice. We honour the depth and history of Core Energetics while bringing the work into dialogue with contemporary scientific knowledge and new understandings of human development, relationships and the society we are part of.

Our Values

Our values guide how we teach, learn, work together and build our community. They reflect what we consider important in both personal development and professional practice.

- Embodied Integrity

Living and working in alignment with what we genuinely feel, experience and know to be true.

- Compassion

Meeting ourselves and others with openness, dignity, sensitivity and without judgement.

- Truthfulness

Having the courage to be honest with ourselves and one another, and taking responsibility for our choices and our impact.

- Professional Excellence

Bringing together deep experiential learning, contemporary knowledge, ethical practice and high standards of professional education.

- Relational Presence

Being present with one another and valuing authentic connection, mutuality, respect and genuine human encounter.

- Vitality

Supporting aliveness, emotional flow, creativity, pleasure and meaningful engagement with life.

- Integration

Understanding the human being as a whole, in which body, emotions, mind, relationships and spirit are deeply interconnected.

- **Meaning and Spirituality**

Making space for the human search for meaning, belonging, inner truth and connection with something larger than ourselves.

Training programs offered by NICE

NICE offers a range of training programs, which may vary from year to year:

- **Professional Training**

a four-year professional training program, taught in English

- **Postgraduate Program**

five modules and a project, offered in collaboration with other institutes

- **Evolutional Program**

a one-year personal growth program, taught in English

- **Transformation Training**

a two-year personal growth program, taught in Dutch

- **Transformation Training – Third Year**

a one-year advanced personal growth program, taught in Dutch

In addition, NICE offers a wide range of workshops exploring different themes and aspects of Core Energetics. These range from short introductions to the work to more intensive opportunities to immerse yourself in a particular theme. Most workshops are open to both people who are new to Core Energetics and those who already have experience with the work.

Co-directors

NICE is led in co-creation by Bert Stek and Evelien Bus, who share overall responsibility for the Institute, its vision, direction and day-to-day leadership. Together, they hold the school as a whole and work closely with faculty, staff and the wider NICE community.

Within this shared leadership, they each bring a particular focus. Bert focuses primarily on financial and organizational management, procedures and the operational development of the Institute. Evelien focuses primarily on academic content and curriculum development, student development and assessment, communication, and relationships with faculty.

Both directors remain equally responsible for the overall direction, quality and development of NICE.

Bert Stek — bert@coreenergetica.nl

Evelien Bus — evelien@coreenergetica.nl

Faculty

NICE has a diverse and international faculty of experienced Core Energetics practitioners. Teachers are invited for their professional expertise, their knowledge and experience in the themes they teach, and their capacity to guide group processes and experiential learning.

Our faculty members meet the international standards of the International Association of Core Energetics. Each teacher brings their own background, experience, perspective and way of working. We value this diversity: throughout the training, you will encounter different teachers and different ways of understanding, practising and teaching Core Energetics.

This gives you the opportunity to learn from a variety of perspectives and, over time, to discover and develop your own way of working as a therapist.

Faculty members are listed on the website: <https://coreenergetics.nl/en/staff>

(This webpage will be updated in the upcoming year.)

Some faculty members also take on coordinating roles within NICE. Cristina Muniz plays an important role in the ongoing development and updating of the curriculum.

Training assistants

Each year group in the Professional Training has at least one training assistant who stays with the group throughout the academic year. Assistants are graduates of NICE or another recognized Core Energetics Professional Training and are usually invited to support a group for one or two years.

Assistants are chosen for their professional competence, personal maturity, experience and ability to support both individual and group learning. We also value diversity within the assistant team and welcome different backgrounds, perspectives and qualities.

Your assistant is a familiar and supportive presence throughout the year. They work closely with the teachers, help hold the continuity of the group and support the learning process across the different modules. They may assist teachers during experiential work, lead morning bodywork sessions and help with practical aspects of the training, such as keeping track of attendance and study requirements.

Your assistant also follows your development throughout the year. They read your reflection assignments and give feedback, and you are welcome to approach them if you would like to reflect on your learning, your development or possible next steps.

Assistants do not grade students or make formal assessment decisions. Their role is to accompany your learning, notice your development and offer support and feedback along the way.

Your assistant is not your Personal Therapist. Processes that need deeper or ongoing individual attention belong in your personal therapy. Your assistant can, however, help you recognize when something arising during the training may be valuable to explore further there.

Office staff

Angela Utrera is the Office Manager at NICE and takes care of many of the practical and administrative matters that help the training run smoothly.

She manages documents and access to shared folders, supports communication, and helps with practical questions about the training modules, your stay at the venue and other organizational matters.

For practical or administrative questions, you can contact Angela through the NICE office at info@coreenergetica.nl. If your question is better addressed by someone else within NICE, she can help direct you to the right person.

Examination Committee

The Examination Committee plays an important role in assessing students and safeguarding the quality and standards of the Professional Training. The committee consists of Piet Jan van Wier (chair), Cornelia Harz, Eline de Man and Willie van Boven. All are experienced Core Energetics practitioners who bring a wealth of professional knowledge and experience to their role, as well as a deep commitment to the work and to the development of our students.

More information about assessment, examination and graduation requirements, and the role of the Examination Committee, can be found in the relevant sections and appendices of this handbook.

Ethics Committee

The Ethics Committee supports NICE in maintaining ethical standards within the training and the wider organization. It can provide guidance on ethical questions and complex situations and has a role in the handling of ethical concerns and complaints where appropriate. The committee meets annually for a general review and additionally when needed.

The Ethics Committee operates independently and treats the matters brought to its attention with confidentiality. Its members are experienced Core Energetics professionals: Marcel Vos (Chair), Hana Hniličková and Ceylan Kara.

More information about ethical concerns, the confidential counsellor and the complaints procedure can be found in the relevant sections and appendices of this handbook.

THE PROFESSIONAL TRAINING

The Professional Training can be one of the great journeys you undertake in your life. It is an invitation to go deeply into yourself: to explore your patterns, your history, your relationships and what it means to be human.

It is also a journey you make with others. Over the four years, you become part of a group in which people come to know one another deeply. You learn not only through classes and theory, but through meeting each other, being challenged, sharing, laughing and crying, giving and receiving support, and working with what gets touched and triggered along the way.

The community around the training is an important part of this journey. It offers a place to practice being present and authentic in relationship, to encounter different ways of being human, and to deepen your understanding of yourself and others. We hope that the years at NICE will enrich not only your professional development, but also the way you meet people and life itself.

Throughout the four years, this personal and relational journey goes hand in hand with learning the theory, methods and therapeutic practice of Core Energetics. You develop a strong foundation in body-oriented therapeutic work, while also engaging with contemporary knowledge and developments in the field. Professional learning is closely integrated with experiential learning and, in the later years, with supervised clinical practice.

Upon successful completion of the training and all graduation requirements, you will be certified by NICE as a Core Energetics Practitioner. The professional title you may use in your country of residence depends on applicable national laws and professional regulations.

Overview of the training

The Professional Training follows a gradual development from personal embodied experience to becoming a beginning Core Energetics body psychotherapist. In broad terms, the four years are structured as follows:

Year 1 – Foundations and Personal Experience

Embodied learning of the fundamental principles of Core Energetics. The emphasis is on your own personal process, self-awareness and experiencing the work from within.

Year 2 – Therapeutic Skills and Character Structures

Embodied learning of therapeutic principles, techniques and interventions, with particular attention to the five character structures. You begin to develop and practice basic therapeutic skills.

Year 3 – Beginning Clinical Practice

You begin working with clients under supervision. The focus shifts toward integrating your personal development, theoretical understanding and therapeutic skills into clinical practice, laying a solid foundation as a therapist.

Year 4 – Integration and Professional Practice

You further develop and integrate your therapeutic capacities, preparing you to practice independently as a beginning Core Energetics body-oriented therapist.

Curriculum development

NICE is currently revising and further developing the curriculum of the Professional Training. Our aim is to keep the foundations and distinctive qualities of Core Energetics alive, while bringing them into dialogue with contemporary knowledge and developments in the therapeutic field.

The revision began with Year 1 and includes updated literature and perspectives on areas such as trauma, attachment, the nervous system, neuroscience, energy and consciousness, early human development, spirituality, and the relationship between individual and collective processes. We see curriculum development as an ongoing process and will continue to learn, evaluate and develop the training over time.

The revised curriculum is being introduced gradually, starting with Year 1 in the 2026–2027 academic year. At the same time, elements of the new curriculum are already being introduced in Years 2, 3 and 4, so that you can benefit from these developments regardless of the year you are currently in.

Below you will find an outline of Years 1 and 2 of the revised curriculum. The revised curriculum for Years 3 and 4 is still being developed.

If you started the Professional Training before the 2026–2027 academic year, the existing curriculum continues to form the basis of your training. You will find an outline of this curriculum further below. Where appropriate, elements of the revised curriculum will already be integrated into your program.

Your Study Program provides the detailed curriculum for your year, including learning outcomes, required literature, assignments and other study requirements.

Curriculum for cohorts starting in 2026-2027 or later

Year 1 – Personal Growth and Theoretical Foundations

The first year lays the foundation for both your personal and professional journey through the training. You are introduced to the foundations of Core Energetics and body-oriented therapeutic work, alongside contemporary perspectives on trauma, attachment, nervous system regulation, interpersonal neurobiology and human development.

A central focus is developing somatic literacy: learning to listen to and understand your body, recognize emotional and energetic processes, and explore how early experiences shape patterns of regulation, relationship and embodiment. You begin to recognize your own survival strategies, defenses and relational patterns, and explore how these influence the way you experience yourself, relate to others and meet the world.

Spirituality is woven into the year as an integral dimension of Core Energetics. You are invited to explore the relationship between body, mind, energy, consciousness and spirit, while developing your own understanding and experience of meaning, inner knowing and connection with something larger than yourself.

Throughout the year, theoretical learning is combined with experiential work, personal reflection and group process. You are supported in becoming more grounded and embodied, deepening your capacity to feel, and developing greater awareness of your boundaries and longings. You are invited to explore vulnerability, connection and trust, to become increasingly authentic and visible in relationship, and to find a balance between taking responsibility and being able to surrender and let go. Attention is also given to the relationship between individual and collective responsibility.

Main areas of study include: the foundations and history of body-oriented therapeutic work and Core Energetics; trauma and attachment; polyvagal theory; interpersonal neurobiology; somatic literacy; energy and consciousness; ego development; images and projection; survival strategies; group dynamics; and spirituality.

Year 2 — Personal Growth and Therapeutic Foundations

In the second year, you deepen your personal process while beginning to develop a more explicitly therapeutic understanding of Core Energetics. A central focus is the study of the five character defenses, originating in the work of Wilhelm Reich and further developed within body-oriented approaches and Core Energetics.

You explore character defenses as patterns of protection that develop in response to early experiences and relationships. These patterns influence how you experience yourself, relate to others and move through the world. You learn to recognize how they can be expressed through the body, emotions, thoughts, behaviour and relationships, and explore both the challenges and strengths associated with each defense.

The year combines theoretical understanding with experiential learning and the beginnings of therapeutic application. You deepen your capacity for embodiment, grounding, attunement and energetic perception, while exploring themes such as

boundaries, needs, autonomy, trust, vulnerability, expression and surrender. Attention is also given to love, sexuality, narcissistic dynamics, and the balance between control and allowing deeper feeling.

You are introduced more fully to the Core Energetics Map of Consciousness and learn to understand the character defenses within this broader framework of human development and transformation. Through bodywork, breathwork and experiential exercises, you further develop your understanding and experience of energetic principles such as charging, discharging and containing.

Main areas of study include: embodiment and grounding; safety, connection and attunement; needs, autonomy and boundaries; the five character defences; the Core Energetics Map of Consciousness; images and the idealised self; expressive movement; breathwork; love and sexuality; trust and vulnerability; control and surrender; energetic perception; and bioenergetic principles.

Curriculum for cohorts that started before 2026 – 2027

The following curriculum applies if you began the Professional Training before the introduction of the revised curriculum in the 2026–2027 academic year. Elements of the revised curriculum may already be included in your program where appropriate.

Year 2 — Personal Growth and Core Energetics Methods

The second year invites you into a deeper exploration of Core Energetics — of your own process, of relationship and energy, and increasingly of how to work therapeutically with another person.

You deepen your ability to recognize and work with energetic processes through the body, with particular attention to grounding, breathing, sensing and energetic perception. You explore the character structures in greater depth and learn to recognize how different character wounds are expressed physically, emotionally, mentally, relationally and energetically.

An important new step in Year 2 is learning how to work therapeutically with these patterns. You are introduced to a wider range of Core Energetics techniques and interventions and begin exploring how to meet and work with someone from an understanding of their particular character wound. Through practice, theory, experiential learning and feedback, you gradually develop a range of therapeutic possibilities and learn to sense what may be helpful at a particular moment.

At the same time, the invitation in your own process becomes stronger. You are encouraged to bring yourself forward more fully, explore what happens in your relationships within the group, and take more responsibility for what you meet there. As trust develops, you can ground more deeply in your group and in the wider

community, allow yourself to become more visible, experiment, take risks and discover new possibilities in how you relate.

The spiritual dimension may also deepen. You are invited to explore your connection with the Higher Self and with something larger than yourself, and to discover how this connection can become clearer, more grounded and more trusted in your life and in your developing therapeutic work. There is also attention to collective trauma and collective healing.

Year 3 — Personal Growth and Therapeutic Interpersonal Skills

The third year is an important year of integration and a significant new step: you begin bringing everything you have learned into therapeutic practice. The personal, theoretical, relational and embodied learning of the first two years starts to come together as you begin working with your own clients and gradually develop your practice, supported by individual and group supervision.

You deepen the relational, clinical and embodied skills needed to work responsibly as a beginning Core Energetics practitioner. You learn to assess what is happening with a client, develop a direction for the work, and choose and adapt interventions rather than simply applying techniques. You continue developing your capacity to sense energy — in yourself, in the client and in the space between you — and practice working with energetic movement and expression as part of the therapeutic process. Increasingly, you learn to work with the whole person — body, emotions, mind, relationship and energy — while staying present and responsive to what is actually happening in the moment. Contemporary insights from neuroscience further inform and deepen your understanding.

An important focus in Year 3 is the Core Energetics Map of Consciousness. You explore the Mask, Lower Self, Higher Self and Universal Life Plan in greater depth, both through your own experience and as a map for therapeutic work. You learn to recognize these different dimensions in a client's process and explore how you can support movement towards greater awareness, truth, responsibility, aliveness and connection with the Core.

Your place within the group and the wider NICE community also begins to change. As a third-year student, you are no longer only learning and receiving; you are increasingly invited to take your place as a growing professional, to contribute, become more visible and take greater responsibility for the field you are part of.

The group process deepens accordingly. You are invited to meet one another with increasing openness and honesty, to bring forward what is happening between you rather than leaving it unspoken, and to take responsibility for your own reactions and impact. As you become more visible, you will also encounter projections, expectations and responses from others. These become valuable material for learning: Can you stay grounded when someone sees you in a particular way? Can you listen for what may be

true without taking everything on? Can you remain open, curious and connected when relationships become challenging?

Learning to stay present in these moments is an important preparation for the relational complexity you will increasingly meet as a therapist.

As you begin working with clients, the therapeutic relationship itself becomes an increasingly important place of learning. You practice staying connected to yourself while deeply sensing another person, noticing what happens between you, and becoming more aware of your own reactions and patterns. Personal therapy, supervision and self-reflection help you learn to distinguish what belongs to you, what may belong to the client, and what is happening in the relationship.

Year 3 also expands your learning from working with individuals towards working with groups. A full module is dedicated to group facilitation and to developing leadership from within. You explore how to take your place as a leader while remaining connected to yourself, the individuals in the group and the group as a whole. You practice becoming more visible, taking responsibility, sensing group dynamics, working with boundaries and safety, and discovering your own authentic way of leading.

Alongside this, you learn more about professional ethics and the practical aspects of establishing your own practice. Your personal process continues to be an essential foundation.

Year 4 — Deepening, Integration and Professional Individuality

The fourth year is a year of deepening, integration and completion. You bring together what you have learned and lived through during the previous three years, continue developing your clinical skills, and increasingly discover who you are as a practitioner and what is uniquely yours to bring to the work.

Your place within NICE has also changed. As fourth-year students, you are the seniors within the student community. You are invited to take that place: to show up, become visible, contribute, take initiative and offer leadership, both within your own group and in the wider community. Your presence matters, and part of this final year is discovering how you want to use it.

At the same time, Year 4 is an invitation to go deeper. Before completing the training, there is an opportunity to turn towards what may still be unspoken, avoided or unfinished — within yourself, within relationships and within the group. You are invited to be courageous and honest with one another, to work with what emerges between you, and to bring into the light what may previously have remained underneath the surface. Transference and countertransference become an important part of this exploration, both in your clinical work and in understanding the relational dynamics you encounter.

Therapeutically, you deepen your understanding of the Core Energetics process: working with the Mask and Lower Self, strengthening connection with the Higher Self,

and exploring deeper longing, potential, meaning and life direction. Your clinical work becomes increasingly individualized. You learn to bring together theory, intuition, embodied and energetic perception, relational awareness and clinical understanding.

You continue refining your capacity to sense and work with energy and to stay present with complex therapeutic processes. Advanced areas of exploration include sexuality, the therapeutic relationship, transference and countertransference, leadership and group processes. Through demonstrations, practice, client work and supervision, you continue discovering your strengths, your growing edges and your own authentic way of working.

Year 4 is also an intensive year of completion. Alongside the modules, your client work and supervision continue, while you work towards the different components of graduation. There is much to bring together, and the process can be intense — practically, personally and within the group. We encourage you not simply to get through the requirements, but to use this final year fully: to stay engaged, support one another, ask for help when you need it, and allow the ending itself to become part of your learning.

Hopefully, this journey finds a meaningful culmination in the graduation ceremony. After four years of learning, practicing, struggling, discovering, changing and growing together, there is a moment to pause and recognize what has happened — to celebrate what you have accomplished and to harvest what you have sown.

By the end of Year 4, the intention is not that everyone practices Core Energetics in the same way. You leave with a shared foundation, but also increasingly with your own voice, qualities and way of being a therapist. From there, your development continues.

Components of the training

The four-day training modules form the heart of the Professional Training. Five times a year, you come together with your year group for teaching, experiential learning and group process, while also taking part in activities with the wider NICE community.

Alongside the modules, you engage in an intensive personal process through individual therapy with a recognized Core Energetics Personal Therapist.

From the second year onwards, additional elements are gradually introduced. In Year 2, you meet with a small group of classmates four times a year for peer learning. In Years 3 and 4, group supervision becomes part of the program. You also begin building your own practice, working with clients and receiving individual supervision.

Towards the end of the Professional Training, you enter an intensive graduation process in which you bring together and demonstrate what you have learned and developed throughout the four years.

Each of these parts of the training is described in more detail later in this handbook.

Accreditation

The Professional Training has several forms of professional recognition in the Netherlands. NICE is registered with CRKBO, and the training is recognized by several professional associations, including VIT and, through VIT, within the RBCZ framework for complementary healthcare.

After graduation, and with an additional PSBK qualification where required, you may be eligible to join a recognized professional association. This allows you to demonstrate that your practice meets established professional and quality standards. Depending on the professional association, the client's health insurance and other applicable conditions, your clients may also be eligible for partial reimbursement through supplementary health insurance.

As a graduate, you may also apply for membership of the European Association for Body Psychotherapy (EABP), subject to their additional requirements.

NICE is currently working towards further accreditation of the Professional Training. To maintain recognition within the Dutch complementary healthcare system, training programs are required by the relevant umbrella organizations and health insurers to meet new accreditation standards. This includes accreditation of the Professional Training at a minimum of 200 ECTS, to be completed by 2030.

NICE has therefore started the accreditation process and is further developing the Professional Training to meet these requirements. This is an important step in securing the future professional recognition of our graduates within the Dutch complementary healthcare field.

This process is also helping us to further develop the quality and structure of the training. As we work towards higher-education standards, you will gradually see changes in areas such as the curriculum, assessment, assignments, feedback and study requirements. Assessment will become more regular, structured and transparent, with increasing attention to demonstrating your learning and professional development throughout the training.

Behind the scenes, NICE is also developing its educational policies, procedures, quality assurance and documentation to support this process.

We are therefore in a period of transition. Some requirements and procedures may develop from one academic year to the next, and we will communicate relevant changes as clearly and in as timely a way as possible. Throughout this development, we remain committed to preserving the experiential, relational and embodied qualities that are at the heart of Core Energetics and the NICE training.

LEARNING AND COMMUNITY LIFE DURING THE SCHOOL GATHERINGS

There are two settings in which you come together with your full year group. Throughout all four years, you meet during the four-day school modules. In Years 3 and 4, you also come together for group supervision days.

The school modules take place at venue Eigentijdserf in Westelbeers, the Netherlands. During these modules, all year groups come together, making them an important part of both your learning and the wider life of the NICE community.

The group supervision days for Years 3 and 4 take place at Cordium in Nijmegen, the Netherlands.

In this chapter, we describe the different classes, group activities and community activities that are part of the four-day school modules. The final section of the chapter explains what you can expect from the group supervision days.

Time schedule training modules in Eigentijdserf

Each module follows the same time schedule, with some variations throughout the year.

Friday:

10.00 - 10.45	Opening ritual (all school)
11.00 - 13.00	Process group (group)
13.00 - 15.00	Lunch and break
15.00 - 18.00	Class (group)
18.30	Dinner
19.30 - ...	Various groups led by students (optional)

Saturday:

07.00 - 08.30	Bodywork in two different shifts (all school)
08.15 - 09.30	Breakfast and break
09.30 - 12.30	Class (group)
12.30 - 14.30	Lunch and break

14.30 - 17.30	Class (group)
18.00	Dinner
19.30 - 21.30	Community Meeting (all school)

Sunday:

07.00 - 08.30	Bodywork in two different shifts (all school)
08.15 - 09.30	Breakfast and break
09.30 - 10.30	Spiritual Service (all school)
10.30 - 10.45	Break
10.45 - 13.00	Class (group)
13.00 - 14.45	Lunch and break
14.00 - 14.45	Student Council
15.00 - 18.30	Class (group)
19.00	Dinner
20.00	Occasionally a Community Night (all school)

Monday:

07.30 - 08.15	Bodywork (all school)
08.15 - 09.30	Breakfast and break
09.30 - 12.30	Class (group)
12.30 - 13.30	Lunch and break
13.30 - 15.30	Process group (group)
15.30 - 16.00	Empty class rooms
16.00 - 16.20	Closure

Opening Ceremony — Whole School

The module begins on Friday morning with the Opening Ceremony. We start with bodywork together, bringing energy into the room and arriving in our bodies. The co-directors welcome everyone, the faculty members and assistants are introduced, and we take a moment to see who is here and open the module together.

There may also be some practical announcements and invitations for the days ahead. We close the Opening Ceremony by listening to a song together, marking the transition into four days of learning and sharing life as a community.

Class Process Sessions — Year Group

Each year group has two process sessions per module, facilitated by their assigned teacher(s). The first process session provides space to arrive, connect with the group, and explore what is present as the module begins. The second process session, towards the end of the module, provides space to integrate experiences from the module, address what is still present, and prepare for returning home.

Within these sessions, we especially encourage interpersonal processes: exploring what happens between you and other members of the group, how you experience yourself in relationship, and what becomes visible in the here and now of the group. These relational processes are given high priority because they offer some of the richest opportunities for learning, self-awareness and growth within the training.

Personal processes naturally arise and are welcome when they are connected to what is happening in the group or relevant to the learning process. However, the process group is not intended to replace individual therapy. Personal issues that primarily require individual therapeutic attention should, in principle, be explored further in your individual therapy.

Class Teaching — Year Group

Each year group meets with its teachers for classes related to the curriculum. These sessions bring theory and experience together: you learn about specific themes and concepts, explore them through exercises and bodywork, and experience how the material comes alive in yourself and in relationship with others.

Experiential work can naturally evoke personal processes, including emotions, reactions or triggers. During a class, there may be space to work with personal material when it supports or deepens the learning theme. When something needs more time or would take the focus away from the teaching, it can be held for the process group or another appropriate setting.

You are encouraged to take responsibility for what the training brings up in you. Triggers, recurring reactions or personal themes can be valuable material to bring into your individual therapy, where there is more space to explore them deeply. In this way, what you encounter during the modules can become an important part of your personal learning and development.

Occasionally, a particular theme is taught to two year groups together. When this happens, the groups will also have a combined process session, offering an

opportunity to learn and explore together beyond the boundaries of your own year group.

Friday Night Activities — Community (optional)

Friday evening is open to a wide variety of activities initiated and organized by students. These activities offer space for creativity, connection, experimentation, relaxation and community life.

We warmly encourage you to take the initiative and offer an activity yourself. This is also an opportunity to experiment with leadership, share something you enjoy or feel inspired by, and contribute to the wider NICE community.

If you would like to offer an activity, you can send a short invitation to co-director Evelien at evelien@coreenergetica.nl. Your activity can then be included in the email sent to students and faculty members before the module. You will also have an opportunity to briefly introduce your activity during the Opening Ceremony. Please write the activity and the room where it will take place on the designated flip chart.

Bodywork — Whole School

Every day begins with bodywork together as a whole school. It is a chance to wake up the body, move, breathe, make sound, feel your energy and meet yourself wherever you are that morning.

Some mornings you may feel alive and ready to move; on others you may arrive tired, withdrawn or a little numb. The bodywork gently invites you back into movement, sensation, energy and connection, without needing to force anything.

Starting the day this way helps you arrive more fully in your body, deepen your embodiment and open up to expression and connection. Sharing bodywork with the whole school also brings energy into the community and gives us a chance to begin the day together before moving into the rest of the program.

Morning bodywork is an integral and required part of the training.

Take a Risk— Whole School

On Saturday evening, the whole school comes together for either Take a Risk Night or a Theme Night. These evenings are also open to members of the wider NICE community.

During Take a Risk Night, you are invited to step forward with something that feels alive, vulnerable or unfinished — something you may not yet know how to express or where it will lead. It might be something happening between you and another person, a theme within your group, something you have been holding back, or an issue that

touches the school as a whole. We particularly welcome processes that move beyond the individual and open something up in relationships, groups or the wider community.

You never quite know what will happen on a Take a Risk Night — and that is exactly the point. This is an invitation to step for a moment beyond what you already know about yourself. Something may be waiting to be spoken that you would normally keep quiet, a truth you are hesitant to show, a question you do not have an answer to, or an impulse that asks you to take a risk without knowing what will happen next.

If you notice your heart beating faster when the invitation to step forward is made, listen. Maybe there is something in you that wants to move. You do not need to know where it will take you. The risk is in showing up, making yourself visible in something real, and allowing yourself to enter the unknown in the presence of others.

Take a Risk Night is a place to practice authenticity, vulnerability, responsibility and courage. It is an invitation to move beyond familiar patterns and the safety of what you already know — and to discover what can become possible when someone dares to bring something real into the room.

Theme night— Whole School

During a Theme Night, a particular theme is brought into the community and explored together through an experiential activity or program. Each Theme Night is different and offers another way to meet, explore and experience something together beyond the regular teaching program.

And then there is April: Talent Show!

On Saturday evening of the April module, the community takes the stage. You are invited to bring your talents, your creativity, your courage, your humour — or something nobody knew you could do. Sing, dance, make music, perform, surprise us, do something beautiful, ridiculous, moving or completely unexpected. You can perform alone or create something together with others.

The Talent Show has become a wonderful celebration of the many different sides of who we are. Expect laughter, surprises, touching moments, wild creativity and a room full of people supporting you if you take the stage. It is a night to play, to shine, to take a different kind of risk — and to enjoy being together.

Spiritual Service — Whole School

The Spiritual Service takes place on Sunday morning and is created and offered by one of the year groups as a gift to the whole community. In the middle of an intense training module, it offers a different kind of space: a moment to slow down, come together, open the heart and connect with our Higher Self, with one another and with the spiritual dimension of our work.

Spirituality is part of the foundation of Core Energetics, while we welcome and respect the many different ways in which people experience and understand it. Each Spiritual Service is different, shaped by the group that creates it. It may bring silence or music, movement or stillness, reflection, ritual, prayer, laughter, tears or something completely unexpected.

What matters is the invitation to listen a little more deeply and make space for meaning, belonging and our shared humanity — and perhaps for those moments when we can feel that we are part of something larger than ourselves.

The Spiritual Service is open to members of the wider NICE community. During the final module of the academic year, guests are also warmly welcome.

The year groups take responsibility for preparing and leading the Spiritual Service according to the following schedule:

Module 1: Fourth Year

Module 2: Second Year

Module 3: Third Year

Module 4: Transformation Training or another group, depending on the programs and groups running that academic year

Module 5: First Year

Creating Your Spiritual Service

At several moments during the training, it will be your group's turn to create and offer the Spiritual Service. You have one hour to offer something to the community — and there is no single right way to do it.

Each group brings something different. Make the service your own. Be creative, listen to one another and to what wants to emerge from your group, and create something that feels meaningful, authentic and alive. You may be surprised by what you create together. You never quite know how it will unfold, what it will touch in others, or how it will be received.

You can keep the following intentions and practical guidelines in mind:

- Create the service with the intention of bringing people together and inviting connection with the heart, the Higher Self, one another and spirit.
- Feel free to work with silence, meditation, prayer, music, singing, movement, reflection, ritual — or anything else that serves the intention of your offering.

- The service can also take place outdoors in nature. If you choose to do this, make sure everyone can hear and participate comfortably.
- Create space for spirit to be experienced or invited, while leaving everyone free to understand and experience spirituality in their own way.
- Leave some space for members of the community who feel moved to share what is alive in them.
- Think about how you want to bring the hour to completion. A closing ritual, song, moment of silence or another shared experience can help gather and integrate what has happened.
- Not everyone in your group needs to speak or have an individual role. Part of the invitation is to work together and discover what you want to offer as a group.
- You are welcome to create an atmosphere with flowers, candles or other materials. Please take good care of the venue. If you use candles, always place them in suitable holders so that wax cannot damage the floor or carpet.
- Keep an eye on the time. The service ends promptly at 10:30, so begin your closing no later than 10:25.

Creating a Spiritual Service can be quite a journey in itself. Different ideas, wishes, beliefs, sensitivities and ways of experiencing spirituality come together — and sometimes they may rub against one another. How do you listen to each other? How do you make decisions? What happens when your idea is not chosen? Who takes the lead, and who holds back? What do you want to offer together? All of this can become part of the learning.

We encourage you to stay curious about what happens between you. Find a moment to speak openly about differences, experiences and triggers that arise along the way. Personal material that needs more space can also be brought into your individual therapy.

And then, on Sunday morning, there you are. It is time to show up. You may not know exactly how it will unfold — that is part of the experience. Each Spiritual Service is a gift to the community and an opportunity to share something of where your group is at that moment in its journey.

Over the years, you will have several opportunities to create and offer a Spiritual Service. It can be wonderful to notice how your group changes from one offering to the next: how you work together, how your relationship with spirituality develops, what you dare to bring, and what you are able to offer the community.

Closing — Whole School

At the end of the module, we come together one last time as a whole community. We gather in a circle and go around, giving everyone the opportunity to share a few words

— something you are taking with you, something you feel in that moment, or simply whatever wants to be said before we close.

Then we dance together, bringing some energy and lightness into the ending and celebrating the days we have shared. Gradually, it is time to say goodbye and make the transition back into everyday life.

And then it is 16:25. Taxis are waiting, bags are gathered, hugs are exchanged and everyone begins their journey home — sometimes nearby, sometimes to another country.

The module may be over, but the experience often continues to work in you for days afterwards. Feelings may settle, insights may deepen, and things that were touched during the module may continue to unfold as you return to your daily life.

Student council

The Student Council brings together representatives from each year group with one or both of the co-directors. It is an important point of connection between the different groups and gives students a voice in the life and development of the school.

The meeting begins with connection. We hear how each one and each group is doing and what is alive in the different parts of the community. The co-directors share updates about NICE and may bring questions, ideas or requests for feedback. As a representative, you can bring experiences, questions and feedback from your group, as well as offer feedback to other groups — for example, about a Spiritual Service or another community activity.

The Student Council is not the place to discuss individual students or faculty members. If there is something you would like to address concerning a particular person or situation, you can request a separate conversation. Practical feedback about the venue, such as the meals or accommodation, is best shared directly with the venue, as these services are not managed by NICE.

The Student Council is more than a practical meeting. Sitting together with people from all the different year groups gives you a wider view of what is happening in the school. You hear different perspectives, discover what is alive across the community and have an opportunity to contribute to how NICE develops. It can be a special experience of being part of something larger than your own group — and of helping to carry and shape the school together.

Group supervision days in Cordium

In Years 3 and 4, you take part in six days of group supervision each year. At present, these are organised as three two-day gatherings for Year 3 and three two-day gatherings for Year 4.

The group supervision days are an important step in learning to work as a Core Energetics practitioner. You begin by practicing different stages and elements of a therapeutic session with one another, and before long you will be giving complete practice sessions. You receive guidance and supervision while you are working, followed by feedback from the supervisor and your group. This gives you the opportunity to try things out, make mistakes, learn from what happens, and gradually develop more confidence, skill and your own way of working. These can be very rich learning experiences.

Each half-day begins with 30 minutes of bodywork. You take turns preparing and leading these sessions for the group. This is another opportunity to learn: to practice leading others, experiment with what works, bring your creativity and discover your own style. It is also a chance to experience and appreciate the different qualities and approaches your classmates bring.

Leading a bodywork session to the required standard is one of the practical requirements for graduation. The guidelines and expectations will be introduced during the supervision days, and you will have opportunities to develop and demonstrate this skill.

The group supervision days also prepare you for your final examination session, in which you demonstrate your work with a client. In principle, this examination session takes place during your final group supervision weekend, although it can be postponed when needed.

More information about supervision, graduation requirements and the examination session can be found later in this handbook.

Time schedule supervision days

Friday:

10.00 - 13.00	Class
13.00 - 14.30	Lunch (together) and break
14.30 – 18.00	Class
18.00 – 19.30	Dinner (together)

Saturday:

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

PARTICIPATING IN THE TRAINING

Participating fully in the training asks for openness, courage and a willingness to explore. At the same time, deep experiential work becomes possible when there is enough safety, clarity, trust and respect for one another's boundaries.

At NICE, we see creating these conditions as something we do together. Consent, confidentiality, respectful communication, awareness of boundaries, and taking responsibility for your own choices and impact all help create a learning environment in which you can explore, take meaningful risks and move beyond what is familiar, while remaining connected to your own sense of agency.

This chapter describes the agreements and principles that help us create and protect this learning environment together.

Safety and Presence

Our work asks for presence, awareness and responsibility — for yourself, for one another, and for the environment in which we work. Four simple principles guide us throughout the training:

1. Take care of yourself.
2. Take care of each other.
3. Take care of the place.
4. Stop means stop.

You are responsible for staying aware of your own safety, needs and limits. If you have a physical limitation, injury or other circumstance that affects your ability to participate fully in an exercise or class, listen to your body and respect your boundaries. Where relevant, let the teacher know so that you can explore how to participate safely.

Taking care of each other also means respecting one another's boundaries. When someone says "stop," the activity has to stop immediately. Space can then be made to pause, reflect, and, where appropriate, share what is happening.

In Core Energetics, we also work consciously with the expression of "no." Learning to feel, express and give voice to your "no" can be an important part of the work, and students may sometimes be actively encouraged to explore it. For this reason, saying or calling out "no" does not automatically mean that an exercise should stop.

We therefore make an important distinction: "stop" is the clear and unambiguous signal that an activity must end immediately. "No" may be part of the emotional or energetic expression within an exercise. If you want an activity to stop, always use the word "stop." Please help one another stay aware of and remember this important distinction throughout the training.

To support a safe, clear and fully present learning environment, students must refrain from alcohol and recreational or non-prescribed psychoactive substances during training modules and during all other NICE Core Energetics training and practice activities.

Group Privacy and Confidentiality

The training at NICE involves experiential work, personal sharing, therapeutic exercises and group process. For this work to be possible, we need to be able to trust that what we share and show of ourselves will be treated with care and respect.

You are therefore expected to keep personal information about other participants confidential. This includes anything you learn, hear or witness about someone's personal circumstances, history, experiences, relationships or therapeutic process, as well as what they share, express or work through during the training.

Please do not discuss or share another person's personal information outside the appropriate training setting without their explicit consent. You may, of course, speak about your own experience and your own process, but take care not to reveal personal information about others when doing so.

The same principle applies to photographs, video or audio recordings, social media and other online platforms. Do not share identifiable images, recordings or personal information about another participant without their explicit consent.

Confidentiality is an important part of creating a learning environment in which people can take risks, be vulnerable and show themselves more fully. Your responsibility to protect the privacy and confidentiality of others continues after you have completed or left the training.

Touch, Consent and Bodily Autonomy

Touch and embodied interaction can be meaningful elements of Core Energetics. They require particular attention to consent, boundaries, power and individual differences. Consent is ongoing and contextual: agreeing to one exercise or form of touch does not imply agreement to another, and consent may be changed or withdrawn at any time.

Teachers and students are expected to communicate clearly about the purpose and form of embodied exercises and to respect each person's bodily autonomy. Students may ask questions, request an adaptation, decline an exercise or stop their participation.

Learning to work professionally with touch and consent is part of becoming a body-oriented therapist. In clinical practice, students must obtain informed consent, work within their competence and remain attentive to the client's verbal and non-verbal responses throughout the therapeutic process.

When You Need Support During a Module

The experiential nature of the training can sometimes bring up strong emotions, stress, activation or moments of feeling overwhelmed. When this happens, we encourage you not to withdraw or leave the group, but to bring what is happening into connection. Let your teacher, assistant or group know that you are struggling and ask for support.

Learning to stay in contact while experiencing strong emotions is an important part of the training. The group can be a resource: you do not have to manage everything by yourself. Sometimes simply naming what is happening, asking someone to stay with you, or receiving support from the group can already make a difference.

If you feel that you need to leave the room, please first make contact with the teacher or assistant whenever possible. Together, you can consider what you need. Please do not leave the training venue while you are significantly distressed or activated without letting a teacher or assistant know.

If you genuinely need support between classes, you can reach out to the assistant of your own group. During community time, you may also approach another assistant for support. We encourage you to make use of this support when you need it, while remaining responsible for your own process and making use of your individual therapy where appropriate.

In the case of an acute medical emergency, fire or another situation involving immediate danger, personal safety always comes first. Follow the emergency procedures of the venue and the instructions of venue staff, NICE staff or emergency services.

Communication within your group between modules

Students are welcome and encouraged to create their own communication channels to stay connected between modules, for example through Signal or WhatsApp or Telegram. These groups are self-organized and managed by the students themselves; they are not official NICE communication channels.

Please be mindful of what these channels are suited for. They can be helpful for practical arrangements, sharing information and staying socially connected, but they are not an appropriate place to work through emotional or interpersonal processes.

If something is happening between group members, or if you are emotionally activated or triggered by something involving the group, we strongly encourage you not to try to resolve the process through messages. Written communication easily misses tone, body language, emotional presence and the possibility of immediate repair. It can unintentionally intensify misunderstandings rather than resolve them.

Bring interpersonal processes into live contact whenever possible, preferably into the group during process time. Personal material can also be brought to your individual therapy when appropriate.

Professional and Financial Relationships Between Students

Your training group is first and foremost a place where you meet one another as peers and fellow learners. Over the years, you will share a great deal of personal and professional development, and we want to protect the equality, openness and freedom within these relationships.

For this reason, we strongly discourage you from entering into professional helping relationships with someone in your own training group when this could create dependency, role confusion or an imbalance between you. This applies particularly to therapy, healing, coaching, supervision, counselling and similar relationships in which one person takes on a professional helping role towards another.

You may not enter into a paid therapeutic, coaching, supervisory or similar professional relationship with an assistant of your own training group. Assistants have a particular role and responsibility within the training, which makes clear boundaries especially important.

Other exchanges of professional services or products between students are not necessarily a problem. We do ask you to consider carefully whether an arrangement could affect your freedom, equality or openness with one another in the group. If you are unsure, you are welcome to discuss the situation with your teacher, assistant or one of the co-directors.

The intention is not to regulate your private life, but to protect the learning environment and the relationships within your group. We want you to be as free as possible to meet one another as fellow students — to learn, experiment, disagree, be vulnerable and grow together without financial or professional roles getting in the way.

Romantic and Sexual Relationships / Boundaries

NICE is a place where openness and real connection are central. Feelings such as attraction or closeness may arise—these feelings are very welcome and part of the learning process.

In this work, we understand that such feelings can be influenced by transference: earlier patterns, needs, and experiences that become active in the present. This makes them important and meaningful material to explore consciously, rather than something to act on immediately.

To support safety and clarity:

- During modules, you do not act on these feelings and do not engage in romantic or sexual relationships
- Outside modules, relationships may develop; we ask you to act with awareness and care for yourself and the group
- If a relationship develops, please be open and transparent with both the group and the teaching team
- You are encouraged to explore these dynamics during process time and in your personal therapy

When feelings of attraction are acted upon within the group, this can unintentionally create a split or subgroup. Others may sense that something is happening between a few people, even if nothing is spoken, which can affect the sense of being together as a community or group. By holding clear boundaries and being open about what is happening, we support a shared field of trust, safety, and connection for everyone.

Faculty members and teaching assistants may not enter into a romantic or sexual relationship with a student while the student is enrolled in a NICE training program. This boundary exists because of the difference in roles, responsibility and influence within the educational relationship, and is intended to protect the safety and integrity of the learning environment.

This boundary continues for a period of three years after the student has graduated from or left the training program. We recognize that the relational and power dynamics established during an intensive training may continue to have an impact after the formal educational relationship has ended.

Faculty members may also not enter into a romantic or sexual relationship with a teaching assistant when there is a direct teaching, supervisory or evaluative relationship between them.

Sharing and Feedback

The time we have together is precious. Whenever we come together — in class or in the whole community — we cocreate the field in which we learn, experience and grow. What each of us brings matters. The more we dare to be genuinely present, the more alive this field can become.

There will be many moments when you are invited to share what you experience, what you feel or what is alive in you. We encourage you to use these moments. Dare to bring yourself forward, even when many people are looking at you. Let yourself be seen. Sharing something real can deepen your own experience, and it also gives others the opportunity to meet you more fully. Often, when one person takes a risk and becomes more real, something opens for others as well.

You do not always need many words. Your body is part of the conversation. A breath, a movement, a sound, a silence, the energy with which you speak — all can express something of what is happening in you. We invite you to stay close to your direct experience and explore what happens when your words, feelings, energy and bodily expression come more fully together.

And when something touches or triggers you, there is another possibility for exploration. Rather than immediately explaining it, withdrawing or putting it onto someone else, can you become curious about what is happening in you? Can you take responsibility for your experience and perhaps bring some of it into the relationship? These moments can become doorways into awareness, honesty and connection.

Sharing in community is also a dance between taking space and making space. We invite you to take your place, use your voice and allow yourself to be seen — and also to sense when it is time to listen and let others step forward. Sometimes your contribution is to speak or act; at other times, it may be to remain present and silent, to listen deeply and receive what is happening. Both taking space and offering space are ways of participating in and contributing to the field we create together.

STUDY COMPONENTS AND COMMITMENT

Overview

The Professional Training is much more than the days you spend at NICE. Over the four years, different elements come together: the training modules, personal therapy, reading and assignments, peer learning, working with clients, supervision, and finally the examination and graduation process.

Some of these components are part of your training from the very beginning, while others are introduced as you develop.

Below you will find an overview of the main study components and minimum requirements for the 2026–2027 academic year. Each component is explained in more detail later in this chapter.

Every year

- Five four-day training modules
- At least 25 individual Core Energetics therapy sessions
- Required literature, assignments and other study activities

In Year 2

- Four peer learning (intervision) meetings with a small group of classmates

In Years 3 and 4

- Six group supervision days per year
- At least 30 client hours per year, with a minimum of 60 client hours across Years 3 and 4
- At least 20 individual supervision hours per year, with a minimum of 40 hours across Years 3 and 4
- Completion of the applicable examination and graduation requirements

These are the minimum formal requirements. The actual commitment of the training goes beyond the hours you can count.

The four-day modules are intensive, with learning and community activities from morning until evening. Between modules, you need time for reading, assignments and reflection. Your personal process continues outside the classroom as you integrate what has been touched and learned during the training.

In Years 3 and 4, the commitment grows as you begin working with clients. Alongside the modules and your personal therapy, you attend group and individual supervision, see clients regularly and gradually develop your own therapeutic practice.

The Professional Training therefore asks for real space in your life. It is important to make room not only for classes and assignments, but also for your personal process, clinical practice, reflection and integration.

Reflective Assignments

Reflection is an important part of the learning process at NICE. The assignments invite you to connect what you read and learn with what you experience — in yourself, in the group and, increasingly, in your professional development. They also help you pause regularly and notice where you are, what is changing, and what may need further attention.

Throughout the year, you will work with different kinds of reflective assignments:

- Before each module, you read the required literature and complete assignments that help you engage with the material and prepare for the themes of the module.
- After each module, you write a reflection in which you further integrate the theory with your experiences and reflect on your personal learning and development.
- At the beginning of each academic year, you take time to describe where you are in your personal and professional development and what you are bringing with you into the year ahead.
- At the end of each academic year, you look back on your development and reflect on the learning outcomes for that year. This gives you an opportunity to recognize what has grown, what you have learned and where your next areas of development may be.

Together, these assignments create a thread through your training. They help you follow your own development over time and bring together theory, experience, personal process and professional learning.

You will find the detailed instructions for each assignment in your Study Program, together with the deadlines, how and where to submit your work, and information about who will read it and provide feedback.

Peer learning groups in year 2

In Year 2, you form a peer learning group of at least four students and meet four times between the training modules during the academic year.

These meetings give you a different kind of learning space: one that you create and hold together. There is no teacher leading the way. Instead, you practise taking responsibility for your own learning and for what you build together as a group.

We strongly encourage you to meet in person whenever possible. Being physically together offers much more opportunity for embodied practice, relational learning and connection. When distance makes this difficult, you may meet online.

Each meeting lasts at least three hours, but we warmly encourage you to give yourselves more time. A full day together — or perhaps occasionally staying overnight — can create space to go deeper, experiment, connect and enjoy being together beyond the school modules.

Your peer learning group is a place to practice, study, explore and support one another. Try things out. Take some risks. Lead an exercise and discover what happens. Let yourself receive feedback. Notice what happens between you. Help each other take new steps. You do not need to get everything right; this is a space for learning.

You are free to shape the meetings according to what your group wants to learn and explore. Possible ingredients include bodywork and spiritual practice, practising therapeutic skills, exploring literature and concepts from the curriculum, and making space for personal and relational learning.

Rotate leadership and responsibilities so that everyone has opportunities to lead, participate, receive feedback and contribute to organising the meetings.

Together, you are responsible for creating your program and for maintaining a respectful, confidential and supportive learning environment. The same ethical principles and boundaries that apply within the Professional Training also apply within your peer learning group.

After each meeting, you submit a brief individual reflection. More information about this reflection and how it contributes to following your development can be found in the chapter Assessment, Evaluation and Graduation.

Second-year integration paper

The transition from Year 2 to Year 3 is an important milestone in the Professional Training. The first two years focus primarily on your own personal process and development. From Year 3 onwards, the focus gradually expands: you begin working with clients and learning how to accompany another person in their therapeutic process.

The Integration Paper gives you an opportunity to pause at this point in your journey and bring together what you have experienced and learned so far. You reflect in depth on the character structure that has been most significant in your own life and development, exploring how it has shaped you and what has supported movement, healing and growth.

The intention is not only to understand the theory, but to know something of the therapeutic process from the inside. What have you discovered through your own experience? What helped you open, move or change? What have you learned about protection, vulnerability, relationship and transformation?

In this way, the paper forms a bridge between your personal journey and the next phase of the training. You begin to take what you have learned through your own process and carry that understanding with you as you learn to support the processes of others.

The detailed guidelines, requirements and deadline for the Second-Year Integration Paper can be found in your Study Program.

Beginning to work with clients

In Year 3, an important new phase of the Professional Training begins: you start working with your own clients under supervision.

This is an exciting transition, and also one to approach with care. You are not expected to know everything when you begin. You learn by working with real people, bringing your questions and uncertainties into supervision, receiving feedback, reflecting on what happens between you and your clients, and gradually discovering how you work as a practitioner.

Starting with clients

You may begin working with clients in Year 3 after receiving explicit approval from NICE. Client work as a student practitioner is not permitted in Years 1 and 2.

The first group supervision days in Year 3 help prepare you for this step. You explore how to begin a therapeutic relationship, conduct initial sessions and start thinking therapeutically about the person in front of you. For many students, the period around these first supervision days is a natural time to begin building a small practice.

You do not have to wait until Year 3 to start thinking about the practical side. Towards the end of Year 2, you can already explore practice spaces, think about how you want to present yourself and, if appropriate, begin preparing a website or other professional materials.

Finding clients is your own responsibility. You start gradually, allowing your practice to grow alongside your experience and capacity. The intention is not to collect hours as

quickly as possible, but to give yourself enough time to learn from each therapeutic relationship.

Your clients need to know that you are a student practitioner in training and that your work is supervised. Friends, family members and direct colleagues cannot be your clients.

Students in Years 3 and 4 who have been approved to work with clients can also be listed on the NICE website as student practitioners. Please contact the NICE office if you would like to be included.

Learning through supervision

From the moment you begin working with clients, individual supervision becomes an essential part of your learning.

Supervision gives you a place to slow down and look carefully at your work. What is happening with your client? What is happening between you? What do you notice in your own body and emotional responses? Where are you clear, and where do you become uncertain, reactive or lose contact? Which intervention might support the process, and when might it be better to wait?

Your supervisor helps you bring together theory, embodied perception, relational awareness and therapeutic skill. Supervision is also a place to recognize your own limits, explore ethical questions and learn when a situation requires additional expertise, consultation or referral.

Part of your supervision includes direct observation of your therapeutic work, allowing your supervisor to give feedback on your actual presence, interventions and relational work. Group supervision continues alongside this, offering further opportunities to practice, receive feedback and learn from one another.

You choose your own supervisor, but your supervisor must be approved by NICE before the supervision process begins.

Detailed requirements for client hours, individual and live supervision, choosing a supervisor, recording your hours and completing your supervision process can be found in one of the appendices.

Your group supervision days continue alongside this individual supervision and provide another important setting in which to practice, receive feedback and learn from the work of your peers.

Working within your competence

Beginning to work with clients also means beginning to take professional responsibility.

As a student practitioner, you work within the limits of your training and experience. You are not expected to handle every situation yourself. Learning to recognize when something is beyond your current competence — and bringing it into supervision, seeking consultation or referring a client when necessary — is part of becoming a responsible practitioner.

You are expected to follow the ethical standards described in one of the appendices and the legal and professional requirements that apply in the country where you practice.

Developing your practice

Building your practice is a gradual process. You begin where you are and allow it to grow alongside you.

You may begin with one client and discover what it means to accompany someone over time. Gradually, as your experience, confidence and capacity grow, your practice can grow with you. Keep your supervisor closely involved as you take new steps, so that decisions about expanding your practice can be reflected on together.

Everyone develops at a different pace. For some, clients come quickly; for others, building a practice takes more time. There is no benefit in building a large practice too soon. Give yourself the space to learn from each client and let your practice grow at a pace that supports your development.

If you complete the four training years while still needing client or supervision hours, you can continue your supervised practice after Year 4. Your full diploma is awarded once all graduation requirements have been completed.

Learning to work with groups

Core Energetics is also deeply connected with group work. Leading a group asks for something different from individual therapy: you are working not only with individual processes, but also with relationships, group dynamics, safety, boundaries, leadership and the energetic field of the group.

In Years 3 and 4, you are encouraged to begin developing these skills gradually. This may include observing an experienced group leader, leading bodywork or another part of a group activity, or preparing and co-facilitating a Core Energetics activity with an experienced practitioner.

These experiences can become rich material for supervision: how do you take leadership? What happens to you when many people are looking to you? Can you stay connected to yourself while sensing the whole group? How do you respond when something unexpected happens?

NICE is currently further developing group facilitation as a formal part of the curriculum. For the 2026–2027 academic year, certain approved group-facilitation activities may count towards a limited number of your client and supervision hours. The detailed requirements can be found in one of the appendices.

Personal Therapy

Your own therapeutic process is at the heart of the Professional Training.

In Core Energetics, who you are as a practitioner matters as much as what you know. Your capacity to be present with another person — physically, emotionally, relationally, energetically and spiritually — develops through knowing yourself, inhabiting your body and having experienced the therapeutic process from the inside.

Personal therapy gives you an ongoing place to explore your own feelings, history, character patterns and protective strategies. It also gives you space to integrate what is touched during the training. A module may open something that continues to move in you long after you have gone home. Your therapy offers a consistent relationship in which you can stay with these processes and explore them more deeply.

Learning through relationship

Core Energetics understands relationship as an important place of both wounding and healing. Within a longer therapeutic relationship, you have the opportunity to discover what happens when you become attached, vulnerable, angry, dependent, distant, trusting, disappointed or deeply connected.

The patterns that emerge between you and your Personal Therapist — including transference — are not simply something to understand theoretically. They can be experienced, explored and worked through in relationship.

This is one reason why we value continuity in personal therapy. We encourage you to enter into a therapeutic relationship that has enough time and depth for these patterns to become visible and for something new to develop.

During the four years, you are also asked to experience therapeutic work with both male and female therapists. Different therapeutic relationships may touch different parts of your history, relational patterns and development.

Becoming more embodied

Personal therapy also supports you in becoming increasingly at home in your own body.

You learn to notice sensations, emotions, impulses, energy and activation, and to recognize what happens when you disconnect, protect yourself or become

overwhelmed. Gradually, you develop a greater capacity to stay present with yourself while remaining in relationship with another person.

Later, when you begin working with clients, this becomes an important professional capacity. Your body may give you valuable information about what is happening in the therapeutic relationship. The more familiar you are with your own patterns and reactions, the better able you become to distinguish what belongs to you from what may be arising in response to your client.

Personal therapy is a formal part of the Professional Training, but we hope you will experience it as much more than something you need to complete.

The main requirements

Throughout the Professional Training, you have an ongoing personal therapeutic process with a NICE-approved Personal Therapist.

For each academic year:

- You complete a minimum of 25 hours of Core Energetics personal therapy.
- Individual therapy is counted according to its actual duration: a one-hour session counts as one therapy hour, and a 90-minute session counts as 1.5 therapy hours.
- Participation in a qualifying Core Energetics workshop or ongoing therapy group can also count towards your personal therapy requirement. One half-day — a morning, afternoon or evening — counts as one therapy hour.
- In-person therapy is strongly preferred. A maximum of 10 of the required 25 therapy hours per year may be completed online when distance or circumstances make in-person therapy difficult.
- Your personal therapy is intended to accompany you throughout the academic year. The purpose is not simply to accumulate the required hours, but to have an ongoing therapeutic process that supports and deepens your development throughout the training.
- Faculty may recommend additional personal therapy when this would support your personal or professional development.

Across the four years, you are also required to participate in at least 5 days of Core Energetics process workshops (equivalent to 10 therapy hours) or in an ongoing Core Energetics therapy group for at least half a year.

During the training, you are also expected to gain therapeutic experience with both male and female therapists. The detailed requirements, including how individual therapy, groups and workshops are counted, can be found in one of the Appendices.

Choosing your Personal Therapist

Within NICE, the Personal Therapist has traditionally been called the Learning Therapist, and you may still come across this term in our documents and communication. Both terms refer to the therapist who accompanies your personal therapeutic process throughout the training.

You choose and arrange your own therapy with a NICE-approved Personal Therapist. A current list of approved Personal Therapists is available through NICE.

We encourage you to choose someone with whom you can enter into a meaningful and ongoing therapeutic process. Normally, you have one main Personal Therapist at a time. Workshops and other group experiences can complement this relationship and give you opportunities to work with different practitioners and approaches.

To keep roles clear, a faculty member who teaches you extensively during the current academic year should normally not also be your individual Personal Therapist.

If you live in a country where there are few Core Energetics practitioners, or if your circumstances make it difficult to meet the requirements, please contact us in good time. We are happy to look with you at what is possible while protecting the purpose and quality of this part of the training.

Your therapy is your private space

What happens in your personal therapy stays between you and your Personal Therapist. NICE does not ask your therapist to report on your process or tell us what you talk about or work through.

We do need to know that you have completed the required personal therapy hours. You therefore keep a record of your therapy using the NICE Personal Therapy Form, which is confirmed by your Personal Therapist. The completed form is submitted according to the instructions provided by NICE.

We are currently reviewing this registration system, so the way you record and submit your therapy hours may change in the near future. If so, you will receive clear instructions about the new procedure.

This is different from supervision in Years 3 and 4. Supervision concerns your professional development and your work with clients and therefore has a different relationship to the training and assessment process.

Detailed information about qualifying groups and workshops, counting sessions, online therapy, requirements for NICE-approved Personal Therapists and possible exceptions can be found in one of the Appendices.

Module evaluation

At the beginning of each module, you will receive an online evaluation form. We ask you to complete it thoughtfully and submit it after the module.

The purpose of the evaluation is to help NICE assess and continuously improve the quality of the teaching, program and facilities we offer. Your feedback matters. The evaluation form is your opportunity to share suggestions, concerns and questions, as well as to let us know what you particularly valued or appreciated.

In the past, students were also asked to reflect on their own learning experiences as part of the evaluation form. We have now separated these two purposes. Your personal learning and development are addressed in a Reflective Assignment after each module, while the evaluation form is specifically intended to provide feedback to NICE about the quality of the training and learning environment.

ASSESSMENT, EXAMINATION AND GRADUATION

Assessment, feedback and your development

Personal growth is at the heart of the Professional Training. Core Energetics understands human development as an evolutionary process: an ongoing movement towards greater awareness, aliveness, connection and the expression of who we are.

Growth is something natural. Like anything that grows, it needs ground and nourishment. We cannot force it to happen, but we can help create the conditions in which it becomes possible. Growth often emerges when there is enough safety and clarity, when we feel connected with ourselves and with others, and when there is love, support and mirroring. Sometimes we need to be challenged a little or find the courage to step into the unknown; at other times, growth asks for patience, space and time.

At NICE, we treasure this process. People come to our trainings and workshops with a willingness to learn, explore and grow, and together we try to create an environment in which development can unfold. Growth is one of the deeply fulfilling experiences of being human, and it can be especially meaningful when it happens in connection with others — when we witness one another changing, finding more freedom, taking new steps or becoming more fully ourselves.

Feedback and being mirrored are an important part of this. We need one another to see ourselves more fully: to discover our blind spots, recognize our strengths and notice changes that we may not yet see ourselves. Being genuinely seen in your development can give your growth more ground. And sometimes an honest reflection from another person can open a door to the next step.

Throughout the Professional Training, we want to create space for this kind of growth — and to recognize, support and celebrate it together.

At the same time, this is a professional education. Alongside your personal process, you develop knowledge, therapeutic skills, professional competencies and a professional attitude. These aspects of your development can be taught, practiced and assessed more explicitly.

Assessment at NICE is therefore part of the learning process. Feedback and reflection help you recognize where you are, what you are becoming more capable of, where your strengths lie and what may need further attention. We want assessment to invite curiosity and development.

NICE also has a responsibility to ensure that graduates have developed the competence needed to work responsibly with clients. Assessment therefore has both a developmental and a formal purpose.

This chapter describes how your development is followed throughout the training, how you receive feedback and are assessed, and the different components of the graduation process. The Study Program you receive at the beginning of each academic year contains the detailed assignments and requirements that apply to that year. More detailed information about assessment procedures, graduation requirements and admission criteria can be found in the appendices.

Study progress and requirements

Progression from one year to the next is based on the applicable requirements for that year and on your overall personal and professional development. These include attendance, personal therapy, assignments and other learning requirements, as well as your readiness for the next phase of the training.

Progression to Year 2

To progress to Year 2, you must:

- have completed the Year 1 requirements, including the required personal therapy hours, assignments and attendance;
- have met your financial commitments to NICE.

Progression to Year 3

To progress to Year 3, you must:

- have completed the Year 2 requirements, including personal therapy, assignments and attendance;
- demonstrate sufficient personal, relational and professional readiness and receive formal approval from NICE to enter Year 3.
- have met your financial commitments to NICE;

Towards the end of Year 2, a formal progress review takes place to reflect on your development and readiness for the next phase of the training.

Entering Year 3 does not necessarily mean that you begin working with clients immediately. NICE may advise you to take more time before starting clinical practice, or you may decide yourself to postpone this step. Approval to work with clients is given separately and can take place during Year 3 when the time is right.

Progression to Year 4

To progress to Year 4, you must:

- have completed the main Year 3 requirements, including personal therapy, assignments and attendance;
- demonstrate sufficient personal and professional maturity, and have integrated the core concepts and therapeutic skills of the training to a level that allows you to participate meaningfully in a fourth-year group preparing for graduation.
- have met your financial commitments to NICE;

Progression to Year 4 and progress in clinical practice are related, but they do not always follow the same timeline. You may enter Year 4 while still completing group supervision requirements or building your client practice, and you may not yet have started working with clients.

Entering Year 4 therefore does not mean that all clinical requirements have been completed or that you are ready for every component of the graduation process. Readiness for client work, the examination session and other graduation components is considered separately according to the relevant requirements.

Progression decisions

At a progress review, NICE looks at your development as a whole and considers what will best support your next step in the training. The outcome may be that you:

- progress to the next year;
- progress with specific recommendations;
- progress with additional requirements; or
- take more time before progressing, while particular areas of development or outstanding requirements are addressed.

Decisions are based on the applicable training requirements, your overall development, feedback from relevant faculty and, in Years 3 and 4, information from supervision where appropriate.

The outcome and any recommendations or additional requirements will be communicated clearly to you. You are welcome to ask for clarification and discuss the decision with NICE.

When further development is needed, NICE may recommend or require additional personal therapy, supervision, assignments, clinical experience or other learning activities before you move into a particular stage or responsibility within the training.

Taking more time to complete the training

The Professional Training is structured as a four-year program, but your individual journey through it may take longer. After an academic year, you may choose to continue directly or take a break before entering the next year.

Clinical development can also follow its own timeline. Building a therapeutic practice and gaining sufficient experience with clients takes time. You may therefore complete the four training years while still needing additional client hours, supervision or other graduation requirements.

After completing the four training years, you may take up to two additional years to complete outstanding requirements.

Overview of formal training requirements

The overview below brings together the main formal requirements of the Professional Training for the 2026–2027 academic year.

In this handbook, required means that something forms part of the formal training or graduation requirements. Not every requirement needs to be completed before progressing to the next training year: in particular, clinical practice and supervision may follow a different timeline. Expected describes normal professional or student conduct, recommended indicates strong educational guidance, and optional describes an opportunity rather than a formal requirement.

Requirement	Year 1	Year 2	Years 3–4	Total / note
Training modules	5	5	5 per year	20 four-day modules
Personal Core Energetics therapy	25 hours	25 hours	25 hours per year	100 hours minimum; additional requirements for workshops/group experience apply
Reflective assignments	Required	Required	Required	Throughout all four years
End-of-year reflection and progress review	Required	Required	Required	Once per academic year; includes an individual progress conversation
Peer learning	—	4 meetings	—	4 meetings and reflections reports
Second Year Integration Paper	—	Required	May be completed in Year 3 if needed	
Group supervision	—	—	6 days per year	12 days across Years 3–4

Client work	—	—	Begins from Year 3 after approval	60 client hours minimum
Individual supervision	—	—	Alongside client work	40 hours minimum
Live supervision	—	—	Part of individual supervision	At least 15 live supervision sessions
Leading a Bodywork Session			Usually completed in Year 3	
Graduation components	—	—	Primarily Year 4	Includes final paper, examination session and final presentation/project, according to the applicable graduation requirements

These are the main minimum formal requirements. Attendance requirements, progress reviews, professional development, ethical responsibilities and financial commitments also apply, as described in the relevant sections of this handbook.

The Professional Training is structured as a four-year program, but not every part of your development needs to follow exactly the same timeline. In particular, client work and supervision may continue after Year 4. Your diploma is awarded once all applicable training and graduation requirements have been successfully completed.

Attendance and Absence

Students are expected to attend all classes and whole-school activities and to arrive on time. If you are unable to attend a class or activity, you are responsible for communicating your absence.

If you miss a class, please inform the teacher(s) and assistant concerned and contact them about how the missed class or learning may need to be compensated. You are also responsible for reaching out to your fellow students, finding out what you have missed, and actively keeping yourself up to date. It is not the teacher's responsibility to catch you up individually on missed classes.

You may miss up to one full training module per academic year without this automatically resulting in a delay in your studies. You are still expected to complete the assignments connected to that module, insofar as they relate to the required literature or can reasonably be completed without having attended the experiential teaching.

If you have missed a full module, you may attend the same module at a later time when it is offered to another group. This gives you the opportunity to experience the

teaching and experiential work you missed. Arrangements for making up a module should be discussed with NICE, as availability will depend on the program and groups running at that time.

Reflective Assignments and feedback

The reflective assignments described in a previous chapter are an important way of following your learning and development throughout the training. They give your teachers and assistant an opportunity to see how you understand and integrate the material, how you reflect on your experiences, and how your personal and professional development is unfolding.

Module assignments are reviewed by the relevant teacher, who provides feedback and determines whether the work meets the requirements. If further development is needed, you may be asked to revise or supplement your work.

Your reflections following each module are read by your group assistant. The feedback is intended to support your ongoing learning, self-awareness and participation in the training.

The detailed assignment, assessment criteria, submission information and deadlines are provided in the Study Program for your year.

Beginning- and end-of-year reflection

At the beginning of each academic year, you make a short reflection on where you are in your personal and professional development and what you want to explore or develop in the year ahead. This creates a starting point that you can return to later.

At the end of the academic year, you complete a more extensive reflection. You look back at your development, the learning outcomes for the year and the intentions you began with. It is an opportunity to recognize what has grown, where you have been challenged and what may be asking for further attention.

Your end-of-year reflection forms an important basis for your individual progress conversation. This conversation lasts approximately 30 minutes and normally takes place with your group assistant and one of the NICE co-directors; in some cases, a teacher may join or take this role.

Together, you look back at your development and ahead to the next phase of your training. This is also the moment when it is made clear whether you can progress to the next year and whether there are recommendations or additional requirements.

We want this to be more than a formal assessment moment: it is an opportunity to pause, be seen in your development, recognize what has grown, and give direction to your next steps.

Reflection on peer learning

Your Peer Learning Group is also an opportunity to practice self-responsibility in a group without a teacher or assistant being present. After each meeting, you submit a brief individual reflection to your group assistant.

You reflect on your own learning and on how you showed up in the group: how you participated, what you contributed, what you encountered in yourself, and how you took responsibility for triggers or relational patterns that arose.

Your reflection focuses on your own experience. Personal or confidential information about other group members may not be included.

The specific reflection assignment and submission guidelines are provided in the Study Program.

Final assessment and graduation

The final phase of the Professional Training brings together what you have been developing throughout the four years: your understanding of Core Energetics, your personal development, your therapeutic skills, your capacity for reflection and your growing professional identity.

The final assessment currently consists of three components. Each invites you to demonstrate your learning in a different way.

Final paper

You write a final paper on transference and countertransference, based on your own clinical practice. The paper invites you to reflect in depth on the therapeutic relationship, your own responses as a practitioner, and your development in working with relational dynamics.

Examination session

You conduct a 30-minute therapeutic session with a client in the presence of your training group and the Examination Committee.

This is an opportunity to bring your learning into practice and demonstrate your therapeutic skills, embodied presence, relational capacity and ability to work with Core Energetics principles in a real therapeutic encounter.

The Examination Committee assesses the examination session according to the applicable assessment criteria.

Final presentation

In a small group, you prepare and offer a workshop exploring possibilities for a body-oriented therapeutic approach to a specific character structure. You draw on your own experience, relevant literature and your experience of working with clients.

The final presentation invites you to bring together theory, embodied understanding, clinical experience and your developing capacity to communicate and share your knowledge with others.

Detailed guidelines, assessment criteria, procedures and deadlines for all three components are provided separately.

Requirements for entering the examination session

The examination session is normally taken in Year 4, but readiness for the exam follows your clinical development rather than simply the training year you are in.

Before you can participate in the examination session, you must have completed at least:

- 30 client hours;
- 20 hours of individual supervision;
- 8 live supervision sessions.

Your supervisor must also confirm in writing to NICE that your clinical development is on track and that you are sufficiently ready to enter the examination process.

At this stage, a full final supervision report is not yet required. A brief and clear written confirmation is sufficient. This confirmation does not replace the final supervisor's report required for graduation.

If you are not yet ready to take the examination session during Year 4, you can complete it at a later stage.

Requirements for graduation

Completing the four training years does not automatically mean that you have graduated. To receive the full NICE Professional Training diploma, all applicable training, personal development, clinical practice, supervision and final assessment requirements must have been successfully completed.

To graduate, you must:

- successfully complete all four years of the Professional Training, including the applicable attendance requirements;
- complete the required personal therapy;

- complete and receive approval for all required assignments;
- complete the required group supervision;
- complete at least 60 client hours;
- complete at least 40 hours of individual supervision, including the required live supervision;
- complete and receive approval for the final paper;
- successfully complete the examination session and receive a positive assessment from the Examination Committee;
- successfully complete the final presentation;
- have a satisfactory final report from your supervisor;
- demonstrate sufficient personal and professional development and readiness to begin practicing responsibly as a Core Energetics therapist;
- meet your financial commitments to NICE.

Graduation is based on your development as a whole and your demonstrated readiness for beginning professional practice. Completing the numerical requirements alone does not automatically guarantee graduation.

When further development is needed, NICE may require additional personal therapy, supervision, client work, assignments or other learning activities before the diploma can be awarded.

Required documentation

You are responsible for making sure that your graduation requirements have been completed and properly documented.

By the communicated graduation deadline, NICE must have received the applicable documentation, including:

- your personal therapy records;
- your client and supervision records;
- the final report from your supervisor;
- your final paper and any other required graduation documents.

At minimum, a report from your current or most recent supervisor is required. Where relevant, NICE may also request information or reports from previous supervisors to gain a fuller picture of your clinical development over time.

You are also responsible for making sure that all required assignments have been submitted and approved. If something is missing or needs further development, it is your responsibility to follow up with the relevant teacher and complete the work.

Specific deadlines and submission procedures are communicated each academic year.

Diploma and certificate of completion

When you have successfully completed all graduation requirements, you receive the full NICE Professional Training diploma and are recognized by NICE as a graduate of the Professional Training in Core Energetics.

If you complete the four training years but still have outstanding graduation requirements, you may receive a Certificate of Completion. This confirms that you have attended the four-year training program, but it is not the Professional Training diploma and does not signify graduation as a Core Energetics therapist.

You have up to two additional years after completing Year 4 to fulfil outstanding graduation requirements, such as client hours, supervision, the examination session or other required work. Your diploma is awarded once all requirements have been successfully completed.

Certification and professional title

After receiving the full NICE Professional Training diploma, you may practice as a Core Energetics Practitioner or Core Energetics body-oriented therapist.

It is important to use professional titles accurately and in accordance with the laws of the country in which you practice.

In the Netherlands, the title psychotherapist is legally protected under the Wet BIG. A NICE diploma does not entitle you to use this title. Unless you separately hold the required BIG registration, you may not use the titles psychotherapist or body psychotherapist, or otherwise present yourself in a way that suggests that you hold this protected professional title.

You may describe your work as Core Energetics, body-oriented therapy, or another appropriate description that accurately reflects your training and professional status.

If you practice outside the Netherlands, you are responsible for checking the laws, professional regulations and protected titles that apply in your country.

Receiving your diploma marks the completion of the Professional Training, but not the end of your development as a practitioner. Core Energetics is an ongoing path of learning, deepening and professional growth.

In the next chapter, you can read about the Postgraduate Program, continuing education and some of the professional choices and responsibilities that become relevant as you establish yourself in practice.

CONTINUING AS A PROFESSIONAL AND THE POSTGRADUATE PROGRAM

Graduation from the four-year Professional Training is an important milestone. You have worked towards something with dedication and focus, gone through significant personal and professional development, and gradually stepped forward as a therapist. Along the way, you have become increasingly visible within the community and have hopefully experienced the support, connection and sense of belonging that can grow through learning together.

And then the training is finished...

This can be an exciting moment. A new professional world is opening up and you are ready to find your own way. At the same time, leaving the structure and close community of the training can be a significant transition. After four years of learning, practicing and developing together, you may find yourself wondering: what comes next?

At NICE, we would like graduation to be a transition rather than a goodbye. You remain part of our community, and we warmly invite you to stay connected.

Staying connected

There are many ways to remain involved. You are always welcome to return during the modules: to visit, reconnect with people, participate in a Masterclass or join other community activities.

We encourage graduates to form peer consultation groups and continue supporting one another in their professional development. Where possible, NICE can provide space during the modules for graduate groups to meet, exchange experiences, discuss clinical work, engage in process work and simply spend time together.

You may also feel inspired to begin sharing Core Energetics with others. This could mean organizing a workshop or introductory activity, individually or together with a more experienced practitioner. NICE is happy to think with you about possible formats and collaborations. We regularly look for graduates who would like to contribute to Free Friday Nights and introductory workshops. Where appropriate, a recently graduated practitioner can be paired with an experienced faculty member, creating an opportunity to gain experience while being supported.

Another possibility is to apply for an assistant role within the Professional Training. We welcome graduates who are interested in this pathway and are happy to stay in contact about opportunities. Other ways of contributing to NICE and the wider

community may also emerge, depending on your interests, experience and what is developing within the Institute.

Continuing as a professional

Graduation is an important milestone, but becoming a therapist does not end with receiving your diploma. Your development continues through your work with clients, supervision, personal development, study, further training and exchange with colleagues.

Independent practice also brings new responsibilities. As a graduate working with clients, you are expected to continue working within the limits of your competence, maintain appropriate professional boundaries, confidentiality and informed consent, and follow the ethical and professional standards that apply to your work.

Ongoing supervision or professional peer consultation remains an important part of responsible practice, as does continuing education. You are also responsible for meeting the legal and professional requirements of the country in which you practise, including professional liability insurance and access to an appropriate complaints procedure where required.

The NICE Ethical Contract, included in the appendices, sets out important ethical principles and responsibilities that begin during your training and are intended to be carried forward into your professional practice.

Professional Association

If you establish a therapeutic practice, we strongly encourage you to join a recognized professional association appropriate to your field and country of practice. A professional association can provide an important framework for ethical practice, professional standards, complaints procedures and continuing professional development.

In the Netherlands, VIT (Vereniging van Integraal Therapeuten) provides a professional framework relevant to NICE graduates. The NICE Professional Training is currently recognized by VIT as a qualifying professional training.

Membership of a professional association is separate from graduation from NICE and may involve additional requirements. For VIT membership, these currently include Psychosocial Basic Knowledge (PsBK), unless you hold another qualification that provides an exemption. NICE does not currently provide the PsBK qualification, so you will need to complete this separately if it is required in your situation.

Professional practice and relevant requirements in the Netherlands are also addressed during group supervision in Years 3 and 4, so that you can begin preparing for independent practice before graduation.

Registration and Reimbursement

Membership of an appropriate professional association may provide access to further professional registration and may allow clients to receive partial reimbursement through supplementary health insurance.

Requirements vary between professional associations and health insurers and can change over time. A NICE diploma therefore does not in itself guarantee professional registration, reimbursement by health insurers or exemption from VAT.

As an independent practitioner, you are responsible for making sure that your practice meets the professional, administrative, legal and tax requirements that apply to your situation and country of practice.

The Postgraduate Program

The Postgraduate Program is designed first and foremost to help you continue growing as a therapist. It offers space to deepen your work, develop greater confidence and maturity, explore particular therapeutic themes and approaches, and continue integrating theory, body, energy, relationship and personal experience.

It also brings you back into the NICE community, now from a different place. It can be deeply fulfilling to return with more freedom and independence, no longer as a student but as a colleague and fellow practitioner. You can reconnect with familiar people, meet new colleagues, share what you are discovering in your own practice and be supported, and experience that you still belong to the community just as much as before.

For some graduates, this ongoing development may eventually grow into a wish to take greater responsibility within the field: facilitating groups, assisting, contributing to the community or, over time, teaching. The Postgraduate Program can form part of this longer developmental pathway.

Structure of the Postgraduate Program

The Postgraduate Program consists of five four-day Masterclasses, or an equivalent study load.

You do not need to complete five separate four-day Masterclasses. One-, two-, three- and four-day Masterclasses can be combined, provided that together they represent an equivalent study load.

Masterclasses may be offered by NICE, by other recognized Core Energetics institutes, or by other professional training institutes working within the broader field of body-oriented psychotherapy. This gives you the freedom to follow your professional

interests, learn from different experienced teachers and perspectives, and connect with the wider national and international professional community.

Themes may vary widely. Masterclasses can deepen your work with particular client groups or therapeutic themes, explore advanced body and energy work, relational processes, trauma, sexuality, spirituality or group work, or introduce other perspectives and developments relevant to contemporary Core Energetics practice.

If you would like to include a Masterclass offered outside NICE in your Postgraduate Program, please check with NICE beforehand to make sure that it can be recognised as part of the program.

The Final Project

An integral part of the Postgraduate Program is the Final Project. Successful completion of the project is required to graduate from the Postgraduate Program.

The project begins with something that genuinely interests you. A question may have emerged from your clinical practice, your personal and professional development, or something you encounter in the wider field. The Final Project gives you the opportunity to stay with that question, explore it deeply and develop your own understanding.

Your subject must be clearly connected to Core Energetics. You are welcome to build bridges with body-oriented psychotherapy and other relevant therapeutic, scientific or developmental perspectives, as long as Core Energetics remains an important framework for your inquiry.

The written project brings together three dimensions:

1. Theoretical inquiry — an in-depth exploration of relevant Core Energetics concepts and professional literature.
2. Clinical and experiential integration — connecting your subject with therapeutic practice and reflecting on interventions, bodily, emotional, energetic and relational processes, and your own experience as a therapist.
3. Practice-based inquiry — working from a clear question and developing your own understanding and well-founded conclusions through the process.

You work with a project advisor approved by NICE and submit a short project proposal before beginning the full project.

The Examination Committee assesses the Final Paper. An oral examination is also part of the assessment process and offers an opportunity to explore your understanding of the subject, the integration of theory and practice, and your authorship of the work.

During a NICE module, you share the heart of your inquiry with the community through a presentation that includes an experiential element. This is an opportunity to bring what you have discovered to life and contribute it back to the community.

The detailed guidelines for the Final Project, including the assessment criteria, procedures and deadlines, will be provided when you begin the Postgraduate Program.

A Pathway Towards Contribution and Teaching

For some graduates, continued professional development gradually awakens a wish to give something back: to support newer students, contribute to the community, become an assistant or, eventually, teach.

The Postgraduate Program can be part of this developmental pathway. Assistantship can also offer an important next step. As an assistant, you experience the training from a different position: supporting students and teachers, observing and participating in group processes, learning to hold the larger field, and gradually discovering your own strengths and areas for further development.

Teaching within NICE requires sufficient clinical and professional experience, personal maturity, teaching capacity, ethical awareness, and the ability to hold responsibility for individuals, a group and the wider training process.

NICE is currently further developing the pathway and criteria for becoming a teacher within the Professional Training. At present, successful completion of the Postgraduate Program, together with a minimum of two years of assistantship, is required before you can be considered for a teaching role within the NICE Professional Training.

Admission

The Postgraduate Program is open to practitioners who have successfully graduated from the Professional Training of a recognized Core Energetics institute.

If you graduated from another institute and would like to follow the NICE Postgraduate Program, please contact us so that we can look together at your previous training and the requirements of the program.

A Program in Development

The Postgraduate Program continues to develop alongside NICE and the wider fields of Core Energetics and body-oriented psychotherapy.

As part of our accreditation and professionalization process, we are further developing and clarifying the criteria and pathways for different professional roles within NICE, including assistantship, teaching, supervision and other senior roles. Some

requirements and procedures may therefore be further specified or updated in the coming years. We will communicate relevant changes clearly.

Current information about Masterclasses, recognition of external training, the Final Project and pathways towards contributing or teaching within NICE will be shared as these areas develop.

Co-Creation

Graduation is a moment to step into the world with what you have experienced, learned and made your own. We hope you will find your own ways of bringing Core Energetics into your work, your relationships, your communities and the places where you feel called to contribute.

And we hope you will come back with your experience, your questions and discoveries. Tell us what you see from where you are now. Give us feedback, challenge us, let us know what could be better. Bring your ideas, initiatives and plans. Perhaps there is something you would like to organize, teach, create or develop together. NICE is not a finished place; it continues to grow through the people who are part of it.

We would love our relationship with you to evolve from being primarily a place where you came to learn into one of increasing exchange and cocreation. You carry something of NICE with you into the world, and what you discover there can also find its way back into the community.

PRACTICAL INFORMATION

Training locations and accomodation

The training modules take place at Conference Hotel EIGENTIJDSERF in Westelbeers, the Netherlands. Group supervision days are held at Cordium in Nijmegen, the Netherlands.

EIGENTIJDSERF

Information about accommodation and travel to EIGENTIJDSERF is provided at the beginning of each academic year.

By signing the study contract, students also agree to the terms and conditions of Conference Hotel EIGENTIJDSERF regarding accommodation for all training modules, including its payment and cancellation conditions.

Occasionally, students ask whether it is possible to reduce the costs of accommodation and meals by staying elsewhere or bringing their own food. As the residential setting is an integral part of the training experience, students are expected to stay overnight at EIGENTIJDSERF during the modules. Staying together supports the group process, connection within the community and continuity of your own personal process.

It is possible to bring your own food if needed; however, this does not result in a reduction of the accommodation and meal fee charged by EIGENTIJDSERF.

The venue's website is www.eigentijdserf.nl.

Communication with EIGENTIJDSERF is generally handled through the NICE office at info@coreenergetica.nl.

Cordium

Travel information and directions to Cordium can be found on the Cordium website, www.cordium.nl.

Meals during the group supervision days are prepared by a chef hired by NICE. The cost of these meals is included in the invoice you receive from NICE.

Overnight accommodation is not included as part of the group supervision days. However, if you wish, it is usually possible to stay overnight at Cordium for a small additional fee, including the option of arriving the evening before the supervision day(s). Your supervision teacher will provide information about availability, costs and how to arrange an overnight stay.

Dates of the modules and supervision days

The dates are posted on the website, www.coreenergetics.nl/en/professional-training

Contacting NICE / preference for email

Name and postal address of the Institute:

Netherlands Institute of Core Energetics (NICE)

Arsenaal 1

5451VX Mill

The Netherlands

E-mail: info@coreenergetica.nl

Website: www.coreenergetica.nl

Communication and newsletter

Communication before the modules takes place by email and through our newsletter. Please subscribe to our newsletter if you haven't already. You can find the subscription link on our website.

Google Drive / future digital learning environment

NICE currently uses Google Drive to share study materials, program information and other documents with you. Each training group has its own shared folder, and at the beginning of the training you will receive an email invitation giving you access.

In your group folder, you will find the materials and practical information you need for your training. This includes your Study Program, timetable, Student Handbook, group contact list, faculty information, literature lists, travel information, required and recommended reading, handouts, therapy and supervision forms, and the emotional biographies of your group members.

Because the folder contains personal information, access is limited to your group, your training assistant(s), teachers working with your group during the current academic year, the co-directors and authorized NICE office staff.

NICE is currently exploring a new digital system for study materials, communication and administration. In the future, Google Drive may therefore be replaced or supplemented by a new digital learning environment. If this changes, we will let you know in good time and provide clear instructions.

If you have questions about Google Drive, access to documents or other practical aspects of the digital learning environment, please contact the NICE office at info@coreenergetica.nl.

Online Communication and Social Media

NICE uses several online platforms to share information about the Institute, our training programs, workshops and other activities with the wider community. NICE currently has a LinkedIn page and a Facebook page, and workshops and events are also announced through Hipsy. An Instagram account is being developed.

NICE is currently in a process of rebranding and further developing how we present ourselves to the outside world. Our aim is to create an online presence that more clearly reflects who we are today, the quality and depth of our work, and the direction in which the Institute is developing.

NICE also has a private Facebook group that was originally created for students, graduates and members of the wider NICE community. This group is currently not actively used as a primary communication channel. This is the link: www.facebook.com/DutchCoreEnergeticsInstitute. The group is managed by the office staff, and you can request an invitation by emailing info@coreenergetica.nl.

Website

The NICE website, www.coreenergetics.nl, is the main place to find up-to-date information about our training programs, dates, workshops, events and practitioners.

If you are in Year 3 or 4 and have started working with clients, you can be listed on the website as a student practitioner. After graduation, you can be listed as a Core Energetics Practitioner, together with your contact details and information about your practice. Please contact the NICE office if you would like to be listed or need to update your information.

Graduates can also announce relevant workshops and professional activities through the NICE website. Please send the information to info@coreenergetica.nl. A fee applies to this service to cover the costs involved.

Our website will soon be completely redesigned. We are introducing a new visual identity and rebranding. We'll be happy to keep you updated.

Purchasing Props and Equipment

Students sometimes ask where they can purchase props used in Core Energetics, such as cubes and rollers. NICE does not sell these materials directly.

Core Energetics cubes can be ordered from Oostdam Meubelstoffen in Arnhem, the Netherlands.

We are happy to receive recommendations from students and graduates who have found reliable suppliers and are satisfied with the quality of the props they purchased. This helps us keep this section up to date and share useful addresses and suppliers with the wider NICE community.

ETHICS, SAFETY AND PROFESSIONAL CONDUCT

Ethical Framework / IACE Code of Ethics

NICE is committed to maintaining high ethical standards and follows the Code of Ethics of the International Association of Core Energetics (IACE), as published on the IACE website.

In line with the mission and values of NICE, we aim, wherever appropriate and safe, to address difficulties through open communication, personal responsibility, reflection and mutual understanding. Difficult situations can sometimes become opportunities for learning, repair and growth.

At the same time, direct dialogue is not always appropriate or sufficient. Everyone has the right to raise an ethical concern or make a formal complaint. You may also contact the confidential counsellor for support in understanding your options and considering which route is appropriate.

The handling of ethical concerns and formal complaints is described in the General Terms and Conditions and the Ethics and Complaints Procedure, included as Appendix 5 of this handbook.

Confidential Counsellor

NICE is committed to creating a safe, open and honest learning and working environment in which students, teachers and assistants can learn, develop and contribute fully. Safety does not mean that difficult situations, misunderstandings or boundary issues will never occur. What matters is that, when something does happen, there is a safe and responsible way to speak about it and address it.

NICE has an independent confidential counsellor whom students, teachers and assistants can contact in confidence about experiences or concerns related to inappropriate or unwanted behaviour, boundaries, interpersonal safety or integrity. The confidential counsellor can listen, help you understand and clarify what has happened, and support you in considering possible next steps.

We strongly encourage you to contact the confidential counsellor when an incident or concern arises, even if you are unsure how serious it is or what should be done about it. You do not need to have everything figured out before reaching out. A confidential conversation can be a first step towards understanding what has happened and finding an appropriate way forward.

At NICE, we also want to foster a culture in which we speak with one another rather than only about one another, whenever this is appropriate and safe. It is not helpful for

anyone when concerns or stories continue to circulate informally without being addressed. This can create uncertainty and undermine trust and the sense of safety within our community. When something has happened, we encourage you to bring it into an appropriate conversation and to support one another in doing so. The confidential counsellor can help you consider how to approach such a conversation safely and responsibly.

The confidential counsellor can be contacted at vertrouwenspersoon@praatuit.nl.

For more information about the role of the confidential counsellor, confidentiality and how the counsellor can support you, see the Appendix on the Confidential Counsellor.

Ethical Concerns and Complaints

The Ethical Committee plays a vital role in upholding NICE's ethical standards and ensuring a safe, respectful environment for students, faculty, and clients. It provides guidance on complex situations, reviews complaints when needed, and meets annually for general review or on an ad-hoc basis. The committee operates independently and with full confidentiality, offering support with integrity and care. The EC is made up of three experienced Core Energetics professionals: Marcel Vos (Chair), Hana Hniličková, and Ceylan Kara, bringing a wealth of therapeutic, educational, and ethical expertise. Together, they ensure NICE maintains the highest ethical standards in all aspects of training and practice.

More information can be found in the Appendices.

PRIVACY AND INFORMATION

NICE Privacy Principles

NICE is committed to respecting and protecting your privacy. We take appropriate and reasonable measures to safeguard the confidentiality of personal information you share with us. This may include information such as your name, contact details, gender, date of birth, profile picture, information concerning your health and personal or medical history, and information related to your participation in a NICE workshop or training program.

NICE will handle such information with care and confidentiality and will not disclose, publish or share personal information or records relating to you without your prior consent, except where disclosure is required by law or necessary to fulfil our legal or professional obligations.

Please also read the Privacy Statement published on our website. The following paragraphs provide additional information about privacy, confidentiality and the handling of personal information specifically for students participating in our training programs.

Your data when you enroll in one of our programs

When you enroll in one of our training programs, you will be asked to complete an application form. The information you provide helps us prepare for and conduct your intake interview, assess your application, and understand any individual needs that may be relevant to your participation in the training.

The information collected through the application form is stored securely within NICE's password-protected Google Workspace environment. Access is limited to the directors, and authorized office staff who require this information as part of their role.

Your data when you are a student at our institute

During the training, relevant student information is made available through a password-protected folder within NICE's Google Workspace environment. This includes a contact list and the short biography and profile picture that you are asked to provide when you enter the training. This information is accessible to the students in your group, the group's teachers and assistants, the directors, and authorised NICE office staff.

Your biography, profile picture, and other personal or confidential information that is no longer required will be deleted after you complete or leave the training program. Your name and contact details, including your address, telephone number and email

address, will be retained by NICE for seven years after you complete or leave the program.

Access to your group's Google Drive folder will be withdrawn after the group has completed the training program. Students will be informed of this in advance and given sufficient time to download any study materials they wish to keep for their own use.

Confidentiality Agreements for Staff, Faculty, Examination Committee etc.

Teachers, assistants, directors and authorized office staff are required to sign a confidentiality and data processing agreement in accordance with the General Data Protection Regulation (GDPR). Members of the Examination Committee and NICE's confidential counsellor are also bound by appropriate confidentiality and data protection agreements.

TUITION AND FINANCIAL ARRANGEMENTS

Participating in the Professional Training involves both tuition fees and a number of additional costs. We want these financial commitments to be as clear as possible so that you know what to expect and can plan accordingly.

Tuition fees

Before the start of each academic year, you receive a study agreement and an invoice for the tuition fee. Current tuition fees are published on the NICE website. Any changes in tuition fees will be communicated in good time.

Tuition fees are paid directly to NICE. Different payment options may be available, and the payment schedule that applies to you will be specified in your study agreement.

By signing the study agreement, you commit to paying the tuition fee according to the agreed schedule.

Payment and financial difficulties

We ask you to keep track of your payments and make sure they are made on time.

If you experience financial difficulties that may affect your ability to meet an upcoming payment, please contact NICE as early as possible. We would much rather know in advance and have a conversation with you than discover the situation after payments have been missed. Where possible, we can look together at whether an appropriate arrangement can be made.

Outstanding financial obligations may affect your continuation in the training or the issuing of your diploma or certificate.

The formal conditions regarding payment, late payment and collection of outstanding fees are described in the General Terms and Conditions and your study agreement.

Cancellation or withdrawal

Enrolling in an academic year creates a financial commitment. If you decide to withdraw from the training, or if you are unable to participate after enrolling, financial obligations may continue to apply.

The conditions regarding cancellation, withdrawal, refunds and outstanding tuition are described in the General Terms and Conditions. We encourage you to read these carefully before signing your study agreement.

Costs in addition to tuition

The tuition fee does not cover all costs associated with the Professional Training. When planning financially for the training, please also take the following into account.

- **Personal therapy**

The required personal therapy is not included in the tuition fee. You arrange and pay for your therapy directly with your Personal Therapist. Fees are agreed between you and your therapist.

- **Individual supervision**

In Years 3 and 4, the required individual supervision is also paid separately. You arrange payment directly with your supervisor at the fee agreed between you.

- **Group supervision**

Students in Years 3 and 4 participate in the required group supervision days. These costs are separate from the annual tuition fee. Current fees are published by NICE.

- **Accommodation and meals**

Accommodation and meals during the residential school modules are not included in the NICE tuition fee. These costs are paid directly to the conference venue, which will invoice you separately.

The venue's own payment and cancellation conditions apply to accommodation and meals.

You are also responsible for your own travel expenses and any other personal costs connected with participating in the training.

- **Literature**

Throughout the training, you will read a substantial number of books and other study materials. Required books are not included in the tuition fee and need to be purchased by you.

You are, of course, welcome to find more economical ways of obtaining them. You might share or exchange books with classmates, buy them together, purchase second-hand copies, or take over books from students in a higher year who no longer need them.

Referral discount

We appreciate students and graduates who introduce new people to NICE and help our community grow.

If you are a current student and introduce a new student who enrolls in the four-year Professional Training, Transformation Training or Evolutional Program, you receive a 15% reduction on your NICE tuition fee for the following academic year.

If you have already graduated, you receive a 15% reduction on NICE Postgraduate Masterclasses in the following academic year when someone you introduce enrolls in one of these programs.

To receive the discount, please make sure the new student mentions your name on their enrolment form as the person who introduced them to NICE. We also ask new participants when they first join a NICE activity how they found us, so that we can acknowledge the person who helped them find their way to NICE.

Where to find the formal conditions

This chapter provides an overview of the main financial arrangements connected with the training. Your study agreement and the NICE General Terms and Conditions contain the formal and legally applicable conditions regarding tuition, payment, cancellation, withdrawal and other financial obligations.

If there is a difference between the information in this handbook and the applicable study agreement or General Terms and Conditions, the latter take precedence.

APPENDICES

Appendix — Confidential Counsellor

A brief introduction to the role of the confidential counsellor can be found earlier in this handbook. This appendix provides more detailed information about the confidential counsellor's role, when you can contact them, and how they can support you.

Why does NICE have a confidential counsellor?

NICE is committed to creating a safe, open and honest learning and working environment in which students, teachers and assistants can learn, develop and contribute fully. In an intensive experiential training, difficult situations, interpersonal tensions, concerns about boundaries or experiences of inappropriate behaviour may sometimes arise. It is important that there is a safe and confidential place where these experiences can be discussed.

For this reason, NICE has an independent confidential counsellor. The confidential counsellor offers students, teachers and assistants a low-threshold and confidential opportunity to talk about experiences or concerns related to inappropriate or unwanted behaviour, interpersonal safety, boundaries and integrity.

We strongly encourage students to bring concerns or incidents to the confidential counsellor rather than keeping them to themselves. You do not need to know whether something is “serious enough,” whether a boundary was formally crossed, or what you want to do about it. If something has happened that concerns you, we would rather that it is brought into a safe and confidential conversation than that it remains hidden, unresolved or continues to circulate informally within the community.

Speaking about a concern does not automatically mean that a formal complaint will follow. The first step can simply be to tell your story, understand more clearly what happened and explore what you need. Bringing things into the open, in an appropriate and confidential setting, gives us the best opportunity to support safety, responsibility, learning and, where possible, repair.

You can therefore contact the confidential counsellor when something has happened, but also when you are uncertain about a situation or do not yet know what you want to do with it. You do not need to have everything figured out before reaching out.

What does the confidential counsellor do?

The confidential counsellor offers a confidential space in which you can tell your story and explore what you need. They can listen, help you clarify what has happened and how it has affected you, and support you in considering possible ways forward.

There may be many possible next steps: you may decide that having a confidential conversation is enough; you may want to speak directly with the person involved; you may want support in preparing for such a conversation; or you may want to raise an ethical concern or make a formal complaint.

The confidential counsellor can help you understand the different possibilities and their implications. You remain in control of the process. The counsellor will not make decisions on your behalf or take action without discussing this with you, except in exceptional circumstances where confidentiality cannot legally or ethically be maintained.

Where appropriate, the confidential counsellor can also provide follow-up support after a situation has been addressed.

What is the difference between the confidential counsellor and the ethics and complaint procedure?

The confidential counsellor provides informal, confidential support. Contacting the counsellor does not mean that you are making a formal complaint. You can talk freely about what happened, explore your concerns and consider what you would like to do next.

Sometimes a situation can be addressed through reflection, support and direct communication. Where appropriate and safe, the confidential counsellor can help you prepare for such a conversation or consider what support might be helpful.

The Ethics and Complaints Procedure, on the other hand, provides a formal route for raising an ethical concern or submitting a complaint. A formal complaint may lead to an investigation and, depending on the outcome, recommendations or measures by NICE.

You do not have to know in advance which route is appropriate. The confidential counsellor can help you understand your options without requiring you to make a formal complaint.

What do we mean by unwanted or inappropriate behaviour and integrity issues?

Unwanted or inappropriate behaviour can include, for example, bullying, sexual harassment or other forms of intimidation, discrimination, aggression, violence, inappropriate use of power, or violations of personal or professional boundaries.

Integrity issues may be less straightforward. They can concern questions about professional conduct, roles, responsibilities, power, boundaries, conflicts of interest, or behaviour that may be inconsistent with the values and ethical standards of NICE.

Have a look at the website of PraatUit, praatuit.nl/en: [Praat Uit – Stop ongewenst gedrag](#) There is an English page.

Relevant guidance can be found in:

- * the Code of Ethics of the International Association of Core Energetics (IACE);
- * the Ethical Contract for Core Energetics Practitioners Graduated at NICE;
- * this Student Handbook and the policies described within it; and
- * NICE's Ethics and Complaints Procedure and General Terms and Conditions.

You do not need to determine for yourself whether an experience formally qualifies as inappropriate behaviour or an integrity violation before contacting the confidential counsellor. If something does not feel right, if a boundary may have been crossed, or if you are uncertain about something that happened, you are welcome to discuss it.

Role of the confidential counsellor

The confidential counsellor:

- provides a confidential first point of contact for students, teachers and assistants who have experienced or witnessed inappropriate behaviour or have concerns about integrity or interpersonal safety;
- listens and helps clarify the situation, the impact it has had and what the person concerned may need;
- explores whether an informal way forward may be appropriate and safe;
- helps the person consider possible next steps and explains the available options;
- provides information about the formal Ethics and Complaints Procedure when relevant;
- can support someone who decides to raise an ethical concern or make a formal complaint;
- can provide follow-up support where appropriate;
- provides general advice to NICE about the prevention of inappropriate behaviour and integrity concerns, without disclosing confidential personal information; and
- keeps appropriate confidential records in accordance with applicable privacy requirements.

Confidentiality and independence

The confidential counsellor is independent and can be contacted directly at vertrouwenspersoon@praatuit.nl.

Conversations with the confidential counsellor are confidential. Information will not normally be shared with the directors, faculty, Ethics Committee or other people within NICE without your consent.

There are limited circumstances in which confidentiality may need to be broken, for example where there is a legal obligation to disclose information or where there is a serious and immediate risk of harm. If such a situation arises, the confidential counsellor will, wherever possible, discuss this with you first.

Available documentation

Further information about ethics, professional conduct and complaints is available through NICE. We encourage students to familiarize themselves with the relevant documents:

- Student Handbook — Appendix : Ethics and Complaints Procedure
- General Terms and Conditions, including the complaints procedure
- Code of Ethics of the International Association of Core Energetics (IACE)
- Ethical Contract for Core Energetics Practitioners Graduated at NICE

These documents are available through the NICE website.

Appendix — Procedure for ethical concerns and complaints

NICE is committed to the Code of Ethics of the International Association of Core Energetics (IACE) and to maintaining high standards of ethical and professional conduct throughout our community.

We take ethical integrity seriously and are committed to responding responsibly when concerns are raised about the behaviour of anyone within NICE. We understand ethical practice as including the responsible use of power and influence and an ongoing willingness to reflect on our behaviour, take responsibility for our impact, and continue learning in relationship with others. This is particularly important in relationships where there is an inherent difference in role or power, such as therapist–client, teacher–student and assistant–student relationships, as well as in our professional and collegial relationships.

In line with the mission and values of NICE, we aim, wherever appropriate and safe, to address difficulties through open communication, reflection, personal responsibility and mutual understanding. We believe that some difficult situations can become opportunities for clarification, learning, repair and growth.

When an ethical concern arises, there are different ways forward. When it feels appropriate and safe, the people involved may choose to address the concern directly with one another, or a concern arising between students may be brought into the group process during a training module. Support can also be sought from the confidential counsellor, who can provide a confidential space to explore what has happened and help consider possible next steps.

There is no requirement to address the person concerned directly before seeking support or making a formal complaint. In situations involving a significant power difference, inappropriate or unwanted behaviour, concerns about boundaries, or where direct conversation does not feel safe or appropriate, we particularly encourage you to contact the confidential counsellor.

If you are uncertain whether something constitutes an ethical issue, you do not need to decide this on your own. You are welcome to discuss your concern confidentially with the confidential counsellor. We encourage concerns to be brought into an appropriate conversation rather than remaining hidden or circulating informally within the community.

Not every ethical concern requires a formal procedure. Some situations may be addressed sufficiently through conversation, reflection and an informal process. At the same time, everyone has the right to make a formal complaint when they believe this is appropriate.

The procedure for submitting and handling a formal complaint is described in the General Terms and Conditions and the relevant NICE complaints procedure.

Appendix — Ethical contract

Anyone wishing to graduate from NICE is required to adhere to the Ethical Contract below. Signing this contract is a requirement for receiving your diploma.

ETHICAL CONTRACT FOR CORE ENERGETIC THERAPISTS GRADUATED AT NICE (Netherlands Institute of Core Energetics)

As a graduate of the 4-year Professional Training at NICE,

I, _____

am certified by NICE to offer Core Energetics process work within the scope of my training, competence, and applicable laws and regulations in the country in which I practice.

As an integral part of providing these services, I commit to the following ethical standards in all professional interactions with clients.

1. Informed Consent

Before entering into a professional relationship with a client, I will provide clear information about:

my training, qualifications, and scope of competence;

the nature of Core Energetics work and how I practice it;

what clients may generally experience during sessions or workshops, including the possibility of emotional and physical activation;

confidentiality and its legal limits;

session length, fees, cancellation policy, and availability outside scheduled sessions;

the client's right to autonomy, self-determination, and the freedom to decline interventions;

I will not refer to myself as a psychotherapist or body psychotherapist.

2. Client Consent

I will obtain informed consent from the client before beginning professional work, in accordance with legal requirements in the country where I practice.

3. Scope of Competence and Supervision

If I have concerns about a client's suitability for this work, or if clinical or ethical questions arise, I will seek appropriate professional supervision and/or consultation before proceeding or continuing.

4. Client Safety and Suitability

I will practice within the limits of my competence and will not offer services to individuals whose needs exceed my level of training, competence, or legal scope of practice.

I will take appropriate care in assessing whether this modality is suitable for a client's physical, emotional, psychological, or psychiatric condition.

Work with minors will only be undertaken when I am appropriately trained for this, legally permitted, and working within relevant professional and safeguarding frameworks.

5. Confidentiality

I will treat all client information as confidential and will store records securely in accordance with applicable privacy and data protection laws in the country where I practice.

6. Professional Consultation

I may discuss client material in supervision or peer consultation solely for professional purposes and in a manner that protects client anonymity whenever possible.

I will only share identifiable client information with other professionals or third parties with the client's explicit consent, unless disclosure is legally required or necessary to prevent serious harm.

7. Respect for Client Autonomy

I respect the emotional, physical, psychological, relational, and spiritual autonomy of my clients.

I will not pressure, coerce, manipulate, or impose beliefs, values, interpretations, or actions upon clients.

I will support informed choice and respect the client's right to boundaries, pacing, and consent.

8. Sexual and Romantic Boundaries

I will maintain clear professional boundaries with clients.

I will not engage in romantic, sexual, or exploitative relationships with current clients.

I will remain aware of transference, countertransference, power dynamics, and vulnerability in therapeutic relationships.

I will not enter into a romantic or sexual relationship with a former client unless this is clearly ethically justifiable, legally permitted, and demonstrably non-exploitative, with appropriate professional consultation. There is a minimum fixed time boundary of two years.

9. Equality, Inclusion, and Non-Discrimination

I will treat all individuals with dignity and respect, regardless of age, gender identity, sex, sexual orientation, relationship style, ethnicity, race, nationality, religion, spirituality, disability, neurodivergence, or socioeconomic background.

I commit to ongoing awareness of cultural, social, and power differences in therapeutic work.

10. Dual Relationships and Conflicts of Interest

I will avoid dual or multiple relationships that may impair professional judgment or create risk of exploitation, dependency, confusion, or harm.

This includes sexual, emotional, financial, ideological, hierarchical, and spiritual boundary violations.

11. Continuing Professional Development

I commit to ongoing professional development, continuing education, self-reflection, and supervision to maintain and expand my competence.

12. Post-Graduation Supervision

For at least the first year after graduation, I commit to engaging in regular professional supervision while building my practice, with a minimum of one supervision session per month with an appropriately qualified supervisor. I acknowledge that ongoing supervision is an essential part of ethical professional practice, and that beyond this first year, I am expected to continue following the supervision and professional practice guidelines of the relevant professional association(s) and legal framework applicable in the country in which I practice.

13. Referral and Collaboration

I will refer clients to other qualified professionals when appropriate, including when:
the client's needs exceed my competence;
additional medical, psychiatric, or specialist support is indicated;
collaboration would better serve the client.

14. Professional Integrity in Business Practice

I will maintain clear, honest, and professional agreements regarding appointments, fees, cancellations, communication, and financial arrangements.

I will maintain records as required by applicable law and professional standards.

15. Recording and Privacy

I will not photograph, audio-record, video-record, or otherwise document client work without explicit informed consent, in accordance with legal requirements.

16. Professional Responsibility

I acknowledge that Core Energetics process work can involve deep emotional, psychological, relational, and somatic processes.

I accept responsibility for practicing with humility, discernment, ethical awareness, and care.

I acknowledge that it is my responsibility to inform myself about the laws, regulations, and professional requirements applicable to therapeutic practice in the country in which I work. I commit to practicing in accordance with these legal and professional standards at all times.

I make these commitments for the benefit of my clients, the integrity of the profession, and the responsible practice of Core Energetics.

Name of Practitioner

Address and Country

Date

Signature

Appendix — Personal therapy – detailed requirements and guidelines

This appendix provides the detailed requirements for personal therapy within the Professional Training.

Annual Requirement

You complete a minimum of 25 personal therapy hours in each academic year of the Professional Training.

The 25 hours are a minimum. Faculty may recommend additional personal therapy when this would support your personal or professional development.

Personal therapy is intended to accompany you throughout the academic year. We therefore ask you to spread your therapeutic work over the year rather than seeing the requirement simply as a number of hours to complete.

If circumstances make it difficult for you to meet the annual requirement, please contact NICE as early as possible so that we can look at your situation with you.

How therapy hours are counted

For individual therapy, the actual duration of the session is counted:

- A 60-minute individual session counts as 1 therapy hour.
- A 90-minute individual session counts as 1.5 therapy hours.

For qualifying Core Energetics workshops and ongoing therapy groups, we use a different way of counting:

- One half-day — a morning, afternoon or evening — counts as 1 therapy hour.
- One full day counts as 2 therapy hours. When there is an evening program as well, it counts as 3 therapy hours.

For the purpose of these requirements, a “therapy hour” is a unit used to record your personal process requirement. For workshops and groups, it does not necessarily represent 60 minutes of participation.

Individual therapy, groups and workshops

Your personal process can include a combination of individual therapy, an ongoing Core Energetics therapy group and qualifying Core Energetics process workshops.

During the four years you are required to:

- participate in at least 5 days of qualifying Core Energetics process workshops, equivalent to 10 therapy hours; or
- participate in an ongoing Core Energetics therapy group for at least half a year.

Group work and workshops offer a different experience from individual therapy. They give you opportunities to meet yourself in relationship with others, explore group dynamics and work with aspects of yourself that may emerge differently in a group setting.

Working with therapists of different genders

During the four years, we ask you to gain therapeutic experience with therapists of different genders, including both male and female therapists. At least 40% of your required personal therapy hours should be with a therapist whose gender is different from your own.

When a qualifying workshop or therapy group is facilitated by both a male and a female therapist, you may count the relevant hours towards either category or divide them between the two.

The intention behind this requirement is experiential rather than based on a fixed understanding of gender. We recognize that gender is diverse and that not everyone identifies as male or female. At the same time, we know that working therapeutically with people of different genders can bring different relational experiences to the surface and may touch different aspects of your history, attachment, transference and development.

If your gender identity or individual circumstances make the 40% requirement unclear or difficult to apply, please discuss this with NICE so that we can find an appropriate way to meet the intention of the requirement.

One main therapeutic process

We value continuity, commitment and depth in the therapeutic relationship. You therefore have one ongoing individual therapeutic process at a time. Having two individual Personal Therapists simultaneously is not permitted within the Professional Training.

A longer therapeutic relationship creates the opportunity for trust, attachment, transference and deeper relational patterns to develop and become visible. Staying in one process also invites you to bring the different parts of yourself — including doubts, frustrations, conflicts or the wish to turn elsewhere — into the therapeutic relationship itself.

Working individually with two therapists at the same time can create a split in the therapeutic process. Different experiences or parts of yourself may be brought to

different therapists, and differences in approach or direction can create confusion. This can make it more difficult to work through what is actually happening within the therapeutic relationship. For these reasons, we ask you to commit to one individual Personal Therapist at a time.

You may combine your individual therapy with an ongoing Core Energetics therapy group. Preferably, this group is connected to your individual Personal Therapist. If the group is facilitated by two therapists, at least one of them should normally also be your individual therapist.

Occasional workshops are different. You are welcome to participate in workshops alongside your ongoing therapeutic process. They can offer a valuable opportunity to explore a particular theme, experience working with another practitioner, or deepen a specific aspect of your process, while your individual therapy remains the ongoing foundation of your personal work.

If you want to change your individual Personal Therapist, this is of course possible. We encourage you to give attention to the ending of the existing therapeutic relationship before beginning a new one.

Which workshops and groups count?

A workshop or group can count towards your personal therapy requirements when:

- it is primarily a Core Energetics process workshop or therapy group; and
- at least one of the facilitators is a NICE-approved Personal Therapist.

In earlier NICE documents, the term Learning Therapist was used for this role. Personal Therapist is the current term used in this handbook.

Therapy, workshops and personal-development work with other qualified practitioners can of course be valuable for your development, but they do not automatically count towards the formal NICE requirements.

If you would like work with another practitioner or within another therapeutic approach to be considered, please ask NICE for approval in advance.

Online therapy

We strongly prefer personal therapy to take place in person. Being physically present together offers possibilities for embodied, energetic and relational work that may be different online.

At the same time, NICE is an international school, and we recognize that some students live far from an approved Core Energetics Personal Therapist.

For this reason, a maximum of 10 of the required 25 therapy hours per academic year may be completed online. Online therapy should be clearly indicated when you record your therapy hours.

If your circumstances make it difficult to meet this requirement, please contact NICE in good time to discuss your situation.

Choosing your Personal Therapist

You are responsible for choosing a NICE-approved Personal Therapist and for checking that your individual therapy, ongoing group and workshops meet the requirements described in this handbook.

If you are considering a Personal Therapist, please check with NICE beforehand. We will let you know whether the practitioner meets the current requirements and can be approved for your personal therapy within the training.

To keep professional roles as clear as possible, a faculty member who teaches you extensively during the current academic year should normally not also be your individual Personal Therapist.

When a Personal Therapist also has a teaching role within NICE, they should not have a formal role in assessing your progress, examinations or readiness for graduation. This helps protect the therapeutic relationship as a space in which you can bring yourself openly, without your personal process becoming part of your formal assessment.

Some overlap of roles may be unavoidable within a relatively small professional community. If you are unsure whether a particular combination of roles is appropriate, please discuss this with NICE beforehand.

Confidentiality

Your personal therapy is confidential.

Your Personal Therapist does not report to NICE about the content of your therapy, your personal process or what you discuss or work through together. NICE only needs confirmation that you have completed the required personal therapy hours.

This is different from supervision in Years 3 and 4. Supervision concerns your work with clients and your professional development and therefore has a different relationship to the training and assessment process.

Recording your therapy hours

You are responsible for keeping an accurate record of your individual therapy, qualifying group therapy and workshops.

At present, this is done using the NICE Personal Therapy Form. Your Personal Therapist confirms your individual therapy, and online therapy should be clearly indicated. Your completed record is submitted according to the instructions provided by NICE.

NICE is currently reviewing this registration system. The way you record and submit your therapy hours may therefore change. If a new system is introduced, you will receive clear instructions.

Individual circumstances

We recognize that students live in different countries and that access to Core Energetics practitioners varies considerably. Personal circumstances can also change during four years of training.

If your circumstances make it difficult to meet one of these requirements, please contact us in good time. We are open to considering individual circumstances and finding appropriate solutions where possible, while safeguarding the purpose and quality of personal therapy within the training.

Appendix — NICE-approved Personal Therapists (Learning Therapists)

Personal Therapists play an important role in the personal and professional development of students within the Professional Training. In earlier NICE documents, the term Learning Therapist was used for this role. Personal Therapist is the current term used in this handbook.

Graduating from NICE does not automatically qualify someone to work as a NICE-approved Personal Therapist.

NICE sets additional criteria to ensure that Personal Therapists have sufficient professional experience, ongoing support and a well-established therapeutic practice.

NICE is currently reviewing and further developing these criteria as part of the ongoing professionalization and accreditation of the Professional Training.

Current criteria

At present, a NICE-approved Personal Therapist is expected to:

- have graduated from the NICE Professional Training at least two years ago;
- have an established and active therapeutic practice, normally working with at least five clients per week;
- participate in supervision or professional peer consultation at least once a month;
- be a member of a recognized professional association relevant to their therapeutic practice;
- work in accordance with the ethical code and professional standards of their professional association and the ethical standards applicable within NICE;
- comply with the laws and professional requirements applicable to therapeutic practice in the country in which they work;
- hold appropriate professional liability insurance where applicable;
- maintain and further develop their professional competence through continuing professional development; and
- maintain appropriate professional and collaborative contact with NICE.

NICE assesses and approves Personal Therapists individually and may review this approval when necessary.

Role of the Personal Therapist

NICE-approved Personal Therapists may provide individual therapy to students in the Professional Training. They may also provide qualifying ongoing Core Energetics group therapy and facilitate Core Energetics process workshops that count towards students' personal therapy requirements, provided these meet the applicable NICE criteria.

The therapeutic relationship belongs to the student and Personal Therapist. Its content remains confidential. NICE may verify participation and the number of completed therapy hours but does not request information about the content of a student's therapeutic process.

Exceptions for recently graduated practitioners

In exceptional circumstances, a student may be permitted to continue therapy with a NICE graduate who graduated less than two years ago.

This exception is intended to preserve an already established therapeutic relationship and does not apply when a student is choosing a new Personal Therapist.

For this exception to apply:

- the therapeutic relationship must already have existed before the student entered the Professional Training;
- the practitioner must have graduated with a Gold Diploma;
- the practitioner must receive supervision at least monthly from a highly experienced supervisor known to NICE;
- the practitioner is expected to actively bring their therapeutic work into supervision; and
- the practitioner and supervisor must be willing to remain in appropriate contact with NICE.

Prior approval from NICE is required.

Review and approval

NICE reserves the right to assess Personal Therapists individually, to review an existing approval when necessary, and to further develop these criteria as the Professional Training and its accreditation framework evolve.

The purpose of these requirements is to ensure that students are accompanied by practitioners who have sufficient experience, professional grounding and ongoing support to hold the depth of personal process that can arise during the training.

Appendix — Clinical practice and individual supervision – detailed requirements and guidelines

This appendix provides the detailed requirements for working with clients and individual supervision in Years 3 and 4 of the Professional Training. For an introduction to this phase of the training, see earlier in this handbook.

When can you start working with clients?

You may begin working with clients from Year 3 onwards, after receiving explicit approval from NICE. Working with clients as a student practitioner is not permitted in Years 1 and 2.

The first group supervision days in Year 3 help prepare you for this step. You practice different aspects of therapeutic work and explore how to begin and develop a therapeutic process with a client.

You may prepare for your practice before receiving approval to work with clients. Towards the end of Year 2, for example, you can begin looking for a suitable practice space, thinking about how you want to present your work and preparing a website, flyer or other professional materials.

Please wait for formal approval from NICE before actually beginning client work.

Your position as a student practitioner

When you begin working with clients, you are practicing as a student practitioner under supervision.

Your clients must be clearly informed that:

- you are still in training;
- you are working under supervision; and
- relevant aspects of their therapeutic process may be discussed confidentially with your supervisor for the purpose of your professional learning and the quality of their care.

Friends, family members and direct colleagues cannot be accepted as clients for the purpose of your clinical training.

Students in Years 3 and 4 who have been approved to work with clients may be listed in the practitioner directory on the NICE website as a student practitioner (s.p.). Please contact the NICE office if you would like to be listed.

Client hours

You complete a minimum of 60 client hours across Years 3 and 4.

As a guideline, this may be approximately 30 hours in Year 3 and 30 hours in Year 4. The hours may be distributed differently depending on when you begin, how your practice develops and what is appropriate for your learning.

The intention is not to accumulate 60 hours as quickly as possible. We want you to develop through ongoing therapeutic relationships in which you have time to experience different phases of the therapeutic process and learn from what happens along the way.

In-person client work

The required 60 clinical training hours are intended to give you substantial experience of embodied, in-person therapeutic work. For this reason, online client sessions do not count towards the required client hours.

This does not mean that therapeutic work can never take place online. However, during this stage of your training, shared physical presence is important for developing your capacity to work directly with the body, movement, breath, energetic processes, embodied presence and the therapeutic relationship.

Building your practice gradually

We encourage you to begin with a small number of clients and expand your practice gradually as your experience and capacity develop.

In Year 3, you should normally work with no more than four different clients at one time, unless a different arrangement has been discussed and agreed with your supervisor and NICE.

Your supervisor can help you consider when you are ready to take on another client and what kinds of clients and therapeutic questions are appropriate for your current level of experience.

Building a practice is itself part of your professional development. You learn how to present your work, establish agreements, create appropriate boundaries, organize your administration and take responsibility for the continuity of therapeutic relationships.

Working within your competence

As a student practitioner, you work within the limits of your training, experience and competence.

Part of becoming a practitioner is learning to recognize those limits. You are not expected to know how to work with every client or every situation.

Questions or concerns about safety, boundaries, strong activation, dissociation, psychiatric or medical concerns, suicidality or other situations that may require specialist knowledge should be brought into supervision promptly.

You also learn to recognize when Core Energetics alone may not be sufficient, when consultation or collaboration with another professional is appropriate, or when a client needs to be referred to medical, psychological, psychiatric or other specialist care.

Seeking consultation or referring a client when needed is part of responsible professional practice.

Work with minors or with clients whose needs require specialist competence may only be undertaken when this is legally permitted, appropriate to your level of competence, and discussed with your supervisor.

You are responsible for following the laws and professional requirements that apply in the country where you practice, as well as the ethical and professional standards of NICE.

Individual supervision

From the time you begin working with clients, your clinical work is supported by ongoing individual supervision.

Across Years 3 and 4, you complete a minimum of 40 hours of individual supervision. As a guideline, this may be approximately 20 hours per year.

Supervision should take place regularly and remain connected to the amount and complexity of your client work. When you are seeing clients regularly, supervision approximately every two weeks will often provide an appropriate rhythm.

Individual supervision takes place alongside the group supervision that is part of Years 3 and 4. The two forms of supervision complement one another and offer different opportunities for learning.

Choosing your supervisor

You choose your own supervisor, but the supervisor must be approved by NICE. Before beginning supervision, please check with NICE whether your chosen supervisor meets the current requirements.

Your Personal Therapist and individual supervisor cannot be the same person at the same time. Personal therapy and supervision serve different purposes and need clear professional boundaries.

A former Personal Therapist may later become your supervisor, but sufficient separation between the two relationships is important. The therapeutic relationship

needs to have been clearly completed before a new professional relationship as supervisor and supervisee begins.

What happens in supervision?

Supervision is a place to slow down, look carefully at your client work and develop your therapeutic understanding and skills.

You may bring questions about therapeutic direction, interventions, the therapeutic relationship, transference and countertransference, boundaries, ethical dilemmas, your embodied responses, or moments when you feel uncertain or stuck.

Supervision is also a place to explore what happens in you as a practitioner. Your own reactions can offer valuable information, but they can also interfere with your ability to perceive and support your client clearly. Learning to recognise the difference is an important part of your professional development.

Preparing for supervision

For every individual supervision session, you prepare a written supervision report in advance. In this report, you describe recent client sessions in detail, reflect on the therapeutic process and your own responses, and identify the questions or themes you want to bring into supervision.

You also look back at your previous supervision session. What did you take from it? What did you try or change afterwards? What did you notice in your subsequent work with the client?

Preparing the report is an important part of supervision itself. It invites you to slow down before meeting your supervisor, look carefully at what happened in the session and begin forming your own understanding and questions.

Throughout the supervision process, you also keep a clear and transparent overview of your clinical practice. Your supervisor needs to be able to see how many clients you are working with, how often you see them and how many client sessions you are giving. Your administration should make this easy to understand at any moment.

This overview helps your supervisor follow the development and scope of your practice and consider whether the frequency of supervision remains appropriate to the amount and complexity of your client work. Keeping your records accurate and up to date is therefore not only an administrative requirement; it is also part of learning to work responsibly and professionally.

The guidelines for preparing supervision reports are currently provided by your individual supervisor. NICE intends to develop a standard format for supervision reports and the registration of clinical practice as part of the further development of the Professional Training. This will provide a common foundation for all students and

supervisors, while leaving room for individual supervisors to add questions or areas of attention that support your particular learning process.

If a standard NICE format is introduced during your training, you and your supervisor will receive clear information about the new procedure.

Live supervision

Of the required 40 hours of individual supervision, at least 15 must consist of live supervision sessions in which your supervisor directly observes you working with a client.

Live supervision is an important part of learning. It allows your supervisor to see how you actually work: how you make contact and attune, how you listen and follow the client, how you use your body and presence, and how you choose and time your interventions.

A live supervision session consists of 60 minutes of observed client work, followed by approximately 30 minutes of feedback and reflection with your supervisor.

For the purpose of the training requirements, one live supervision session counts as:

- 1 client hour; and
- 1 individual supervision hour.

You therefore complete at least 15 live supervision sessions as part of your required 40 hours of individual supervision.

Make sure you bring the client session to a close 55 minutes after it begins. This allows for 5 minutes of transition time, leaving you with 30 minutes for feedback and reflection with your supervisor. Make good use of this time — it is a valuable part of the learning experience.

Recorded sessions and direct observation

In some circumstances, direct observation may take place through a recording of a client session that you review with your supervisor. This must be agreed with your supervisor.

A client session may only be recorded with the client's explicit informed consent. The client needs to understand why the recording is being made, who will have access to it, how it will be used and when it will be deleted.

Recordings must be handled securely and in accordance with applicable privacy and data-protection legislation. They may not be shared or used for any purpose other than the one to which the client has consented.

Recorded client and supervision hours

Your supervisor confirms your supervision and client hours according to the procedure provided by NICE. You are responsible for making sure that the required documentation is complete and submitted according to the instructions provided.

NICE may further develop the way these hours are registered as part of the ongoing professionalization and accreditation of the training. If the procedure changes, you will receive clear instructions.

Supervisor assessment

Your supervisor has an important role in following and supporting your development as a student practitioner.

Towards the end of your supervision process, your supervisor provides NICE with an assessment of your professional development and readiness to practice independently as a beginning Core Energetics Practitioner.

This assessment concerns your professional development and clinical work. It is different from personal therapy, where the content of your therapeutic process remains private and is not reported to NICE.

Please make sure your supervisor is aware from the beginning that an assessment will be requested. NICE provides guidelines for this assessment.

The supervisor's feedback forms part of NICE's overall evaluation of your readiness for graduation. When further development or clinical experience is needed, the period of supervised practice may be extended.

Taking the time you need

Students build their practices and develop their clinical skills at different rates. We encourage you to take the time you need to develop a solid foundation.

If you have completed the four training years but have not yet completed all required client or supervision hours, you may continue your supervised clinical practice for up to two additional years.

Your full diploma is awarded once all applicable requirements for the Professional Training, clinical practice, supervision and graduation have been successfully completed.

Group facilitation in Years 3 and 4

Working with groups is an important competency within Core Energetics. It asks you to work not only with individual processes, but also with relationships, group dynamics, boundaries, safety, leadership and the energetic field of the group.

NICE is currently developing a more structured learning pathway for group facilitation. During the 2026–2027 academic year, students in Years 3 and 4 are encouraged to begin developing these skills gradually.

Developing group leadership

Your first experiences of group leadership may include:

- observing or assisting an experienced practitioner, paying particular attention to leadership, safety, boundaries and group dynamics;
- leading part of a group activity, such as bodywork, an exercise, meditation or another part of a program, in an appropriate supported setting; and
- preparing and co-facilitating an introductory Core Energetics evening, day, workshop or other approved group activity together with an experienced graduate, supervisor or NICE faculty member.

The Free Friday Nights offer an excellent opportunity to gain some of these experiences in a supportive setting. You may have the chance to contribute to or lead part of an evening, experiment with taking a leadership role, and learn what happens when you step forward in front of a group. More information and invitations to take part will be shared with you during the training.

Preparation and reflection are part of the learning. We encourage you to bring these experiences into supervision and explore not only what you did, but also what happened in you as a leader and within the group.

How do you take your place as a leader? Can you stay connected to yourself while sensing the whole group? How do you respond when something unexpected happens? How do you work with different needs, relationships, boundaries and energies in the room?

These experiences give you space to experiment, learn and gradually discover your own way of being with and leading groups.

Counting group-facilitation experience

For the 2026–2027 academic year, approved group-facilitation experience may count for up to 5 of your required client hours per year.

Up to 3 hours of individual supervision per year may be dedicated specifically to your group-facilitation work.

The majority of your required client and supervision hours must continue to involve individual therapeutic work. Developing a solid foundation in one-to-one therapeutic relationships remains an essential part of the Professional Training.

As the curriculum develops, NICE intends to further define the learning outcomes, practical experience and supervision requirements for working with groups.

Appendix — Professional competencies for body-oriented psychotherapy

The NICE Professional Training aims to educate students toward the professional competencies required of a beginning body-oriented therapist.

The competency framework below is based on the Professional Competency Profile for Body-Oriented Psychotherapy developed by the Dutch professional organisations SBLP and VIT (2022). This profile translates the RBCZ core competencies, which are based on the CanMEDS framework for healthcare professionals, to the professional field of body-oriented psychotherapy at NLQF level 6.

The competencies are organized into five areas:

1. Professional knowledge
2. Systematic therapeutic work with clients
3. Collaboration with other professionals
4. Ethical and socially responsible practice
5. Professional development and reflective capacity

These competencies provide an important reference point for the NICE curriculum and for assessing students' development toward beginning professional practice.

1. Professional Knowledge

By the end of the training, the student demonstrates advanced and integrated knowledge of the theories, principles, methods and interventions relevant to body-oriented psychotherapy and understands both the possibilities and limitations of the field.

The student is able to:

- * understand and apply different therapeutic methods, approaches and forms of body-oriented work;
- * select and adapt methods and interventions according to the client's needs, therapeutic goals and context;
- * analyse different therapeutic approaches and provide a professional rationale for the choices made;
- * critically engage with relevant professional and scientific literature and translate relevant findings into therapeutic practice;
- * formulate questions arising from clinical practice and approach these with an open, systematic and enquiring attitude;

- * apply relevant knowledge of developmental psychology, trauma, loss and grief;
- * demonstrate appropriate knowledge of anatomy, physiology and psychology;
- * remain informed about current developments within body-oriented psychotherapy, psychosocial care and related professional fields;
- * understand relevant legislation, professional standards and ethical codes;
- * understand the relevance of social and cultural differences, including ethnicity, cultural background, socioeconomic position, religion and spirituality, gender, age, disability, sexual orientation, and family and social systems, and adapt therapeutic work appropriately.

The professional profile also requires psychosocial basic knowledge, including knowledge of human functioning, psychopathology, relevant legislation, red flags, referral and appropriate responses to crisis and emergency situations.

2. Systematic Therapeutic Work with Clients

The therapist is able to develop and maintain a professional therapeutic relationship and to work systematically from intake and formulation through treatment planning, intervention, evaluation and completion.

The therapeutic relationship

The student is able to:

- * establish and maintain a safe, professional and trusting therapeutic relationship;
- * initiate and support therapeutic processes while providing appropriate structure;
- * remain present, embodied and attuned in contact with the client;
- * observe the effects of therapeutic interventions and adjust them when necessary;
- * recognize and maintain relational, energetic and physical boundaries;
- * use embodied communication and bodily awareness within the therapeutic relationship;
- * use the client's physical sensations and embodied experience as a basis for therapeutic exploration;
- * recognize somatic resonance and physiological changes and remain attentive to discrepancies between verbal and bodily communication;
- * recognize and work appropriately with transference and relational dynamics;
- * remain open to uncertainty, not-knowing and the changing nature of interpersonal processes;

- * recognize and respect protective and survival strategies while supporting movement toward greater health and balance;
- * take the client's social and societal context into account throughout the therapeutic process.

Intake and formulation of the client's needs

The student is able to:

- * conduct a systematic intake;
- * explore the client's needs, wishes and expectations;
- * gather relevant information about previous and current care or treatment;
- * understand relevant aspects of the client's social and relational context;
- * assess whether the client's needs fall within the possibilities and limitations of the therapist's competence and therapeutic modality;
- * formulate an appropriate therapeutic question or focus together with the client.

Treatment planning

The student is able to:

- * formulate a treatment plan based on the client's needs and desired development;
- * identify possible therapeutic goals and steps;
- * develop the therapeutic direction collaboratively with the client;
- * make reasoned choices between available methods and interventions;
- * review and adapt the treatment plan as the therapeutic process develops.

Therapeutic methods and interventions

The student is able to:

- * use relevant body-oriented therapeutic methods, techniques and interventions;
- * work with character strategies, body reading and other forms of body-oriented assessment;
- * select interventions that are appropriate to the client's needs, capacities and therapeutic goals;
- * explain and justify therapeutic choices;
- * recognize the limits of their own competence and of the therapeutic modality;

- * support clients in working toward their therapeutic goals;
- * recognize situations in which referral or additional professional care is required;
- * respond appropriately to crisis and emergency situations within the limits of their professional role.

Evaluation and completion

The student is able to:

- * evaluate the therapeutic process together with the client;
- * critically reflect on the treatment plan and modify it when appropriate;
- * reflect on their own role and contribution to the therapeutic relationship;
- * discuss relevant factors influencing the client's therapeutic process;
- * report appropriately to other professionals when necessary and permitted;
- * prepare the client appropriately for the completion of therapy.

3. Collaboration with Other Professionals

A body-oriented therapist does not work in isolation. The student develops the ability to position their work responsibly within the wider field of healthcare and psychosocial support.

The student is able to:

- * understand the general structure of healthcare and social services and the position of their own practice within this field;
- * know relevant referral possibilities and professional networks;
- * establish professional relationships with colleagues and other healthcare professionals;
- * collaborate within interdisciplinary and professional networks;
- * communicate and explain their own professional role and therapeutic approach;
- * recognize when consultation, collaboration or referral is required;
- * seek appropriate professional or legal advice when necessary.

The therapist also understands their responsibilities when there are concerns about domestic violence, child abuse or the safety of a child or young person, and knows when and how to involve other professionals.

4. Ethical and Socially Responsible Practice

Professional competence includes the capacity to use therapeutic knowledge, influence and responsibility ethically.

The student is able to:

- * respect the dignity, integrity and autonomy of the client;
- * maintain appropriate professional boundaries;
- * handle client records and professional reporting responsibly and ethically;
- * recognize and carefully consider ethical dilemmas arising in therapeutic practice;
- * explain, evaluate and take responsibility for professional decisions;
- * understand the legal framework within which they practise and the limits of their professional authority and competence;
- * work according to relevant legislation, professional codes and ethical standards;
- * recognize incidents, unsafe situations and professional misconduct and respond appropriately;
- * maintain appropriate systems for professional quality assurance;
- * inform clients appropriately about complaints procedures and other relevant professional safeguards.

5. Professional Development and Reflective Capacity

The development of the therapist does not end with graduation. Professional practice requires ongoing reflection, supervision, learning and personal development.

The student is able to:

- * distinguish between personal and professional roles and maintain appropriate boundaries between them;
- * reflect critically on their own professional actions;
- * recognize how personal values, motivations, patterns and behaviour may influence therapeutic work;

- * learn from new situations and from experiences with clients;
- * use feedback, supervision and peer consultation to develop professional competence;
- * take responsibility for the continuing development of their professional attitude, therapeutic skills and quality of practice.

An important aspect of reflective capacity in body-oriented psychotherapy is the therapist's ability to use their own embodied presence consciously. The student learns to:

- * become aware of and regulate their own state before and during therapeutic work;
- * remain aware of their posture, behaviour, bodily experience and presence during a session;
- * attune to the client's embodied state and recognize relevant physical signals;
- * support appropriate co-regulation;
- * remain open to the unfolding process rather than imposing a predetermined outcome;
- * work with an enquiring and creative attitude while remaining precise and attentive to the client's physical, emotional and mental responses;
- * recognize personal reactions and countertransference and prevent these from unconsciously directing the therapeutic relationship;
- * bring relevant personal reactions and countertransference into supervision for further reflection and development.

6. Continuing Professional Development and Contribution to the Field

Graduates are expected to continue developing their knowledge and professional competence after completion of the training.

The therapist:

- * remains informed about relevant professional and scientific developments through literature, continuing education, conferences and other forms of professional learning;
- * systematically reflects on experiences and information arising from their own practice;
- * integrates new knowledge into professional practice where appropriate;

* contributes to the ongoing professionalization and development of the field through exchange with colleagues, professional dialogue, new questions, experience and, where appropriate, research or other professional contributions.

The NICE Perspective

Within NICE, we understand these professional competencies as inseparable from personal and embodied development. Knowledge and technique alone do not make a therapist. Students are therefore invited throughout the training to develop their capacity for presence, embodiment, self-reflection, relationship, ethical responsibility and openness to continued learning.

The four-year Professional Training is designed as a developmental pathway toward these competencies. Students are not expected to demonstrate all competencies at the same level from the beginning. Responsibility and expectations increase progressively throughout the training, with the aim that graduates can practise responsibly and with appropriate independence as beginning Core Energetics body-oriented therapists.

Appendix — Developmental assessment

The NICE Professional Training is a developmental pathway toward becoming a competent, embodied and ethically responsible beginning Core Energetics therapist.

The same overarching competencies are developed throughout all four years of the training. What changes is the level at which students are expected to demonstrate them. Students move gradually from personal and experiential learning, through practicing therapeutic skills, toward supervised clinical work and beginning professional competence.

Assessment at NICE is therefore developmental. Students are not expected to demonstrate professional competence from the beginning of the training. They are expected to show development appropriate to their stage and sufficient readiness to move responsibly into the next stage.

Development Across the Four Years

Year 1 – Experience and recognize

The emphasis is on personal process, embodiment, self-awareness, relational learning and understanding the foundations of Core Energetics. Students learn primarily through their own experience and begin to recognize and reflect on their patterns, bodily experience, relationships and the theoretical concepts underlying the work.

Year 2 – Understand, practice and reflect

Students deepen their theoretical and embodied understanding and begin practicing basic therapeutic skills and interventions. They develop their capacity to observe, reflect, give and receive feedback, participate responsibly in peer learning and begin taking a therapeutic perspective.

Year 3 – Apply with clients under supervision

Students begin supervised clinical practice. They learn to integrate theory, embodiment, relationship and therapeutic interventions in work with clients. Assessment, treatment direction, ethics, boundaries, transference and countertransference, supervision and professional responsibility become increasingly important.

Year 4 – Integrate and demonstrate beginning professional competence

Students consolidate their therapeutic skills and develop greater professional independence and individuality. They are expected to demonstrate that they can work responsibly with clients, make appropriate therapeutic choices, reflect critically on their work, recognize their limitations and make effective use of supervision.

Competency Areas

The competency areas below have been developed by NICE as a practical way of bringing together the different dimensions of professional development within the training. They are informed by relevant professional competency frameworks for body-oriented psychotherapy, while also reflecting the specific character of Core Energetics and the NICE Professional Training.

Until now, NICE has not used these areas explicitly or systematically as a formal assessment framework. As part of the ongoing development of the Professional Training, we are working towards connecting learning outcomes and assessment more clearly to professional competencies.

For now, the eight interconnected competency areas can serve as a guide for reflecting on your development:

1. Personal and reflective capacity

Self-awareness, personal development, self-responsibility, capacity to receive feedback, awareness of one's impact, and the ability to recognize and work with personal reactions and countertransference.

2. Embodiment, presence and energetic awareness

Connection with one's own body and internal experience, self-regulation, embodied presence, attunement, awareness of bodily and energetic signals, co-regulation and the ability to remain grounded during emotional or energetic intensity.

3. Knowledge and theoretical integration

Understanding of Core Energetics and relevant body-oriented psychotherapy theory, character structures, developmental processes, trauma, psychology, anatomy and physiology, and the ability to integrate theory with personal experience and clinical practice.

4. Relational and therapeutic competence

Capacity to establish and maintain therapeutic contact, listen and attune, maintain boundaries, recognize relational dynamics, work with transference and countertransference, and respond appropriately to rupture, uncertainty and complexity.

5. Clinical assessment, planning and intervention

From Year 3 onward: ability to conduct an intake, understand the client's needs, develop a therapeutic direction, choose and evaluate interventions, recognize limitations and red flags, and refer or consult when appropriate.

6. Ethical and professional practice

Understanding and application of consent, confidentiality, professional boundaries, ethical principles, scope of competence, relevant professional requirements and responsible use of therapeutic power and influence.

7. Collaboration, diversity and professional context

Capacity to collaborate with peers, supervisors and other professionals; awareness of cultural, social and systemic influences; ability to work respectfully with difference; and understanding of the therapist's place within the wider professional field.

8. Professional development, group work and leadership

Taking responsibility for continued learning, making use of supervision and peer consultation, developing a professional identity, contributing constructively to groups and gradually developing leadership and group-facilitation capacities.

Assessment

No single assignment or examination can demonstrate the full range of competencies required of a therapist. NICE therefore assesses each student's development over time, drawing on multiple forms of learning, observation, reflection and assessment.

Depending on the year of training, these include:

- participation, practice and learning within the modules;
- homework assignments and integration of literature;
- reflection assignments;
- engagement in personal process and personal therapy;
- observations and feedback from teachers and assistants;
- peer learning;
- end-of-year reflection and progress reviews;
- leading bodywork and other experiential exercises;
- clinical work in Years 3 and 4;
- individual and group supervision;
- direct observation of therapeutic work;
- supervisor feedback and assessment;
- the final paper;
- the final examination session;
- the final presentation.

Together, these different sources provide a broad picture of the student's development across the professional competencies. Assessment considers not only what a student knows and can do, but also how they integrate knowledge, embodiment, self-reflection, relational capacity, therapeutic skill, ethical awareness and professional responsibility.

Progression Between Years

At the end of each year, the student's overall development is considered in relation to the expectations for that stage of training.

A progress review may result in:

1. progression to the next year;
2. progression with recommendations for further development;
3. progression subject to specific additional requirements;
4. postponement of progression until sufficient further development has taken place.

Where additional development is needed, NICE will communicate this as clearly as possible and may recommend or require additional personal therapy, assignments, supervision, practice or other learning activities.

Readiness to Begin Clinical Practice

The transition from Year 2 to Year 3 receives particular attention because students begin working with clients.

Before a student is approved to begin supervised clinical practice, NICE considers whether the student demonstrates sufficient development in areas including:

- personal and emotional stability;
- self-awareness and reflective capacity;
- embodiment and self-regulation;
- relational capacity;
- ability to receive and use feedback;
- understanding of boundaries and ethics;
- basic theoretical and therapeutic competence;
- reliability and self-responsibility;
- capacity to recognize limitations and seek support.

Students do not need to be fully developed therapists at this stage. NICE must, however, have sufficient confidence that beginning to work with clients under supervision is appropriate and responsible.

Explicit approval from NICE is required before a student may begin working with clients.

Readiness for Graduation

At the end of the training, the central assessment question is whether the student demonstrates sufficiently integrated beginning professional competence to practice responsibly as a Core Energetics therapist.

This judgement is based on the student's development over time and draws particularly on clinical practice, supervision, direct observation of therapeutic work, the supervisor's assessment, the final paper, the examination session and the faculty's longitudinal knowledge of the student.

Meeting the numerical requirements of the training alone does not automatically guarantee graduation. The student must also demonstrate sufficient overall professional, personal, relational and ethical readiness.

NICE does not expect perfection. Graduation indicates that the student has developed a sufficiently integrated foundation to begin professional practice responsibly, recognize the limits of their competence, make appropriate use of supervision and continue learning throughout their professional life.

Appendix — Application and admission

Applicants to the Professional Training must:

- be at least 21 years old at the start of the training;
- have completed higher professional education at bachelor level or an equivalent level of education (comparable to Dutch HBO), or be able to demonstrate an equivalent level of thinking and professional functioning through relevant work and life experience;
- have sufficient command of English to participate fully in teaching, group processes, reading and written assignments;
- complete the NICE intake/application form;
- participate in an intake interview and be formally admitted by NICE.

Admission to the Professional Training is based on an application and intake process. NICE assesses whether an applicant has a sufficient foundation to begin a demanding four-year professional training in Core Energetics body psychotherapy.

We do not expect applicants to already have therapeutic competencies. We look for sufficient personal, relational and educational readiness, as well as the potential to develop into a grounded and competent practitioner.

The following areas are considered:

- Motivation

An understanding that the training combines professional education with intensive personal development.

- Personal and emotional readiness

Sufficient psychological stability, resilience and capacity for self-regulation to participate safely in intensive experiential and body-oriented work.

- Self-reflection and personal responsibility

The ability and willingness to reflect on one's own feelings, patterns and behaviour, take responsibility for one's part in relationships, and be open to feedback and learning.

- Embodiment and body awareness

Openness to embodied learning and a basic capacity to notice bodily sensations, emotions, boundaries and responses.

- Relational and group capacity

The ability to make contact, listen, show empathy, respect boundaries and participate constructively in a diverse learning group and community.

- Educational capacity and relevant experience

Sufficient capacity to study at the required level. Previous education, professional and life experience, and experience with therapy or personal development are taken into consideration.

- Commitment to the training

A realistic capacity to commit to the time, personal therapy, study, financial investment and, in later years, client work and supervision required by the program.

Admission Decision

Admission is based on the overall assessment of the applicant rather than on any single criterion. An applicant may be admitted, admitted with additional requirements or recommendations, advised to postpone entry, or not admitted.

Having personal vulnerabilities or a history of difficult life experiences does not in itself prevent admission. What matters is whether there is sufficient stability, self-awareness, support and readiness to engage responsibly with the training.

Following admission, enrolment is completed when the education agreement has been signed and the applicable financial commitments have been met.

The purpose of the intake is to find people who are ready and willing to enter a substantial process of personal and professional development.

Advanced entry

Applicants who have completed substantial prior training in Core Energetics, body-oriented psychotherapy, or a closely related therapeutic approach may be eligible to enter the Professional Training in Year 2.

Advanced entry is assessed individually and is not granted automatically on the basis of previous training. NICE considers the applicant's previous education and experience, personal development, embodied and relational capacities, and understanding of the foundational principles, concepts and methods of Core Energetics.

Where there are gaps between previous training and the Year 1 learning outcomes of the Professional Training, applicants may be required to complete additional reading, assignments, classes or other preparatory learning before or during Year 2.

The Admission Committee assesses eligibility for advanced entry as part of the application and intake process and determines any additional requirements.

Appendix — Assessment and Examination regulations

1. Purpose

Assessment within the NICE Professional Training is intended to support learning and to determine whether students have developed the competencies required to progress through the training and, ultimately, to practice responsibly as beginning Core Energetics therapists.

Assessment is based on the developmental competency framework described in this handbook. Students are assessed in relation to the level of development appropriate to their stage of training.

Assessment procedures are designed to be transparent, careful and fair and to give students an appropriate opportunity to demonstrate their development and competence.

2. Assessment Throughout the Training

Assessment takes place throughout all four years and draws on multiple sources of evidence. These include written assignments, reflection, participation and practice within the modules, personal and professional development, teacher and assistant observations, peer learning, clinical practice, supervision and, in the final year, the final assessment components.

At the end of each academic year, the student's overall development and readiness to progress are reviewed in accordance with the Developmental Assessment Framework described in this handbook.

The transition from Year 2 to Year 3 receives particular attention because students begin supervised clinical practice. Students may only begin working with clients after explicit approval from NICE.

3. Final Assessment

The final assessment takes place in Year 4 and currently consists of the components described in the Final Assessment section of this handbook, including:

- * the final paper;
- * the examination session;
- * the final presentation.

Detailed guidelines, assessment criteria, procedures and deadlines are communicated separately and sufficiently in advance.

The final assessment is considered together with evidence gathered throughout the training. An important source of information is the final report from the student's supervisor, who has followed the student's clinical development over time and can provide insight into their therapeutic competence, professional development, use of supervision, and readiness for beginning professional practice.

No single examination component or assessment determines professional competence in isolation. The final decision is based on an integrated view of the student's development and demonstrated competencies.

4. Eligibility for the Examination Session

Students may participate in the Year 4 examination session once they meet the minimum requirements described in the handbook.

These include the required minimum amount of client work and supervision and written confirmation from the student's supervisor that the student is progressing appropriately and demonstrates sufficient readiness to enter the final examination process.

Students must also have met their financial obligations to NICE or have an agreed payment arrangement in place.

5. Assessment of Professional Readiness

Graduation is based on the student's overall development across the NICE professional competency framework.

Assessment considers the integration of personal and reflective capacity, embodiment, theoretical knowledge, relational and therapeutic competence, clinical competence, ethical and professional practice, collaboration, and ongoing professional development.

Meeting numerical requirements alone does not automatically guarantee graduation. NICE must also be satisfied that the student demonstrates sufficient integrated competence and readiness to begin professional practice responsibly.

The purpose is not to assess perfection, but beginning professional competence.

6. Examination Committee

The Examination Committee has an independent role in safeguarding the quality, consistency and integrity of final assessment.

Its responsibilities include overseeing the assessment process, contributing to or confirming assessment decisions as defined in the examination procedures, and helping ensure that students are assessed according to the established criteria.

The composition, responsibilities and procedures of the Examination Committee are described separately in the applicable Examination Committee regulations.

Where possible, assessment decisions are based on more than one professional perspective.

7. Assessment Outcomes

Depending on the assessment component, an outcome may be:

- * approved;
- * approved subject to specified additional work;
- * not yet approved, with an opportunity for further development and reassessment.

Where a student has not yet demonstrated the required competence, NICE will communicate what further development or additional work is required and, where applicable, how and when reassessment can take place.

8. Outstanding Graduation Requirements

Students who have completed the four training years but have not yet fulfilled all graduation requirements may complete outstanding requirements within two years.

This may include additional client work, supervision, personal therapy, assignments or reassessment.

The full diploma is awarded only after all graduation requirements have been successfully completed and the student has demonstrated sufficient readiness for beginning professional practice.

9. Irregularities

Students are expected to complete all assessments with integrity and in accordance with the applicable guidelines.

Possible irregularities include, for example, plagiarism; misrepresentation of completed therapy, client or supervision hours; unauthorized assistance; inappropriate or undisclosed use of artificial intelligence (AI); serious breaches of confidentiality; or other conduct that compromises the integrity or authenticity of an assessment.

The use of AI is permitted only within the boundaries specified in the applicable assignment or assessment guidelines. At all times students must be transparent about their use of AI. Submitted work must demonstrate the student's own knowledge, reflection, clinical reasoning and professional competence.

Where an irregularity is suspected, the student will be informed and given an opportunity to respond before a decision is made.

Depending on the nature and seriousness of the situation, NICE and/or the Examination Committee may invalidate an assessment, require reassessment or additional work, or take other appropriate measures in accordance with the Institute's policies.

10. Review and Appeal

Students are entitled to receive clear information about assessment decisions that affect their progression or graduation.

If a student has questions or concerns about an assessment decision, they are encouraged first to request clarification and discuss the decision with the appropriate person within NICE.

If the matter cannot be resolved in this way, the student may request a formal review or make use of the applicable complaints or appeal procedure described elsewhere in the handbook and General Terms and Conditions.

11. Changes to Assessment Requirements

As NICE continues to develop the Professional Training and works toward accreditation, assessment procedures and requirements may be further refined.

Students will be informed in a timely manner about changes that apply to their cohort. NICE aims to ensure that assessment requirements are transparent and that students have sufficient opportunity to prepare for them.

Appendix — Role and Responsibility of the Examination Committee

The Examination Committee (EC) contributes to safeguarding the quality, consistency and integrity of the final assessment within the NICE Professional Training.

The committee consists of experienced Core Energetics professionals and appoints a chairperson from among its members. Its role is to provide an independent professional perspective on whether graduating students demonstrate the competencies and readiness required of a beginning Core Energetics therapist.

The NICE directors are responsible for the design, delivery and quality of the Professional Training. The Examination Committee has a distinct role in relation to assessment: it helps ensure that final assessment decisions are based on the established competency framework, assessment criteria and examination regulations.

Role in assessment and examination

The Examination Committee has an independent role in safeguarding the quality, fairness and transparency of assessment within the Professional Training.

The Examination Committee assesses the final examination session. Committee members observe the session and assess the student's work according to the criteria and procedures established by NICE.

Other assessment components, such as written assignments, the final paper and the final presentation, may be assessed by teachers or other appropriately qualified assessors. These assessments form part of the overall process through which NICE evaluates whether you have met the learning outcomes and graduation requirements of the Professional Training.

NICE is currently further developing its assessment framework as part of the professionalization and accreditation of the training. This includes clarifying which learning outcomes are assessed at different stages of the training, who is responsible for each assessment, which criteria are used, and how assessment decisions and feedback are documented.

The Examination Committee contributes to this development from its independent position and helps safeguard the quality and consistency of the assessment process.

The specific assessment procedures and criteria that apply to you will be communicated clearly as part of the Study Program and examination information for your academic year.

Assessment and Decision-Making

NICE teachers, directors and the Examination Committee consider whether the student demonstrates sufficient integrated competence in relation to the NICE Professional Competency and Developmental Assessment Framework.

Where the required level has not yet been demonstrated, additional work, further clinical experience, supervision, reassessment or another appropriate developmental pathway may be required.

Where there is a significant difference in professional judgement between the Examination Committee and NICE leadership, the perspectives will be discussed carefully and the considerations and final decision will be documented. The Examination Committee has the final say.

Students will be informed clearly of the outcome and, where applicable, of any additional requirements.

Independence and Integrity

Members of the Examination Committee are expected to assess students carefully, consistently and without conflicts of interest. Where a committee member has a relationship or role that could compromise impartial assessment of a particular student, this should be disclosed and appropriate arrangements made.

Information obtained through the examination process is treated confidentially and shared only with those who have a legitimate role in assessment and decision-making.

Questions, Review and Appeal

Students receive the applicable assessment criteria, procedures and requirements in advance.

Questions about the practical requirements of the final assessment can be discussed with the appropriate NICE representative.

Students who disagree with an assessment decision may request clarification and, where applicable, make use of the review, complaints or appeal procedure described elsewhere in the handbook and the General Terms and Conditions.