

# BBSHE

BARBARA BRENNAN<sup>®</sup> SCHOOL OF HEALING *EUROPE*



®

**Barbara Brennan International, Inc.  
2011–2012 Advanced Studies Catalogue**

*Dedicated to the Evolution of the Human Spirit  
Through Education, Research, and World Service*

ADVANCED STUDIES CATALOGUE

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For more information please contact the Barbara Brennan School of Healing *Europe* at +1 561-620-9218 or visit our website at:

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**www.barbarabrennan.com**

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## **OWNERSHIP**

The Barbara Brennan School of Healing *Europe* (BBSHE) is owned by Barbara Brennan International, Inc. (BBII), a corporation formed under the laws of the State of Florida.

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The office is closed on school holidays.

## **NON-DISCRIMINATION POLICY**

BBII/BBSHE does not discriminate regarding race, creed, color, national origin, sex, marital status or sexual orientation.

# The Ever Evolving Healer

Graduates of the Barbara Brennan Schools of Healing have a compelling desire to heal and make a difference in their own lives—and in the lives of others. They have a passion for learning, for community, and for experiencing the fullness of themselves...while being in a loving relationship with life. They've discovered that the path of personal transformation and professional development is never-ending, and continues to unfold as time moves on.

BBSHE supports and honors our graduates' longings to continue growing on both a personal and professional level. The *Advanced Studies Program* creates the ideal environment for graduates to expand and deepen their knowledge, understanding, and skills as healers... allowing them to further develop their own unique way of expressing their life's work.



*“Rely steadfastly on the love that is within you;  
that flows through you; that is you.”*

*No matter what the issue,  
no matter what the level of healing is,  
all healing rests upon the flow of love.”*

—SEEDS OF THE SPIRIT, 2004

# Our Mission

## PHILOSOPHY

The Barbara Brennan Schools of Healing are dedicated to the evolution of the human spirit through education, research and world service. The Barbara Brennan Schools of Healing work to:

## GLOBAL PURPOSE

- *Create optimum health on a global level.*
- *Enhance human consciousness and planetary evolution.*
- *Promote understanding of all aspects of life from conception through death.*
- *Help facilitate humanity's next step of evolution.*
- *Honor our ancestral, spiritual, and universal heritage.*
- *Honor and preserve our present and future generations.*



## PERSONAL PURPOSE

- *Provide comprehensive instruction in an integrated and specialized form of complementary healthcare, Brennan Healing Science.*
- *Develop competence in self-awareness, personal expression, communication, critical thinking, and building and maintaining relationships.*
- *Facilitate the application of cognitive and experiential learning to many areas of life, including: work, community, relationships, and personal spirituality.*
- *Promote a commitment to lifelong learning, self-exploration, and service.*
- *Create opportunities for research, continuing education, and community education in integrative healthcare to promote optimal health.*

# Dr. Barbara Brennan



Dr. Barbara Brennan is a world-renowned spiritual leader, healer and educator.

A pioneer and innovator in the field of energy-consciousness, the former NASA physicist has been researching and exploring the Human Energy Field...and realms of human consciousness...for more than 30 years. She holds a Ph.D. in Energy Medicine from Greenwich University, a D.Th. in Healing from Holos University, an M.S. in Atmospheric Physics and a B.S. in Physics from the University of Wisconsin. She worked as a research scientist at NASA's Goddard Space Flight Center, and is a graduate of the Institute of Core Energetics, a Senior Pathwork® Helper, and a Licensed Massage Therapist.

Her best-selling books—*Hands of Light*® and *Light Emerging*—are considered classics in the fields of energy work and complementary

medicine. Her most recent releases, the *Seeds of the Spirit*® 1998-2009 book series, are compilations of all of Barbara's plenary Seeds Lectures that she presents from an expanded state of consciousness while in meditation. Each book offers new concepts and practical guidance on all aspects of life. They contain practical psych-spiritual teachings and guides to integrate the material and spiritual worlds. Each lecture lifts the soul to a broader understanding and a more loving, unitive experience of life.

In addition to lecturing and teaching worldwide, she is the founder and President of the Barbara Brennan School of Healing in the United States and the Barbara Brennan School of Healing *Europe*, personally supervising and expanding upon the training of the faculty, as well as demonstrating cutting-edge healing techniques.

# 2011-12 Resident Training Facilities

KONGRESS & THEATERHAUS

BAD ISCHL, AUSTRIA

+43 (0) 6132 23420 110 • [www.kongress.badischl.at](http://www.kongress.badischl.at)



BBSHE's 2011–2012 school year will be held in the picturesque spa resort town of Bad Ischl, Austria. The Kongress & TheaterHaus is a convention center devoted entirely to BBSHE during Resident Training weeks. It is a blend of traditional elegance and modern technologies. Classes will be conducted at both the Kongress & TheaterHaus and a nearby meeting space that is only a few minutes' walking distance from the Kongress & TheaterHaus.

Only 55 kilometers from the Salzburg airport and train station, Bad Ischl lets BBSHE students take advantage of some of the best discount airlines available in Europe, and is easily accessible by train, taxi, or shuttle.

Towering mountains, stunning parks, and idyllic riverbanks make up the inspirational surroundings of this historic nineteenth-century theater. The region itself, called Salzkammergut, has the oldest salt mine in the world and is renowned for its pristine air and healing saltwater baths.

With its beautiful buildings and bustling town center, Bad Ischl maintains and promotes its cultivated approach to health and well-being. This very special place supports our students on their educational journey of transformation and healing.

Contact the Kongress & TheaterHaus directly for room accommodation inquiries.

# Advanced Studies Program



**John Kelly**

*BBSHE Advanced Studies  
Brennan Integration Work Dean*

## Advanced Studies Program Overview

- **Brennan Integration Work**
- **BHS Teacher Training Internship**

The Advanced Studies (AS) program offers professional courses of study in both **Brennan Integration Work** (Years One and Two) and **Brennan Healing Science Teacher Training Internship** (Year Three). These courses provide a powerful journey of transformation—expanding and deepening your facilitation skills as a healer and further opening the way for the full expression of your life’s work.

Both of these courses of study are built upon the practice of Brennan Healing Science with all principles and skills being taught from the perspective of the Human Energy-Consciousness System. Students will learn how to apply these principles to create and support effective group dynamics, individual and group learning, and team building.

Specific courses within these programs are delivered by a combination of Resident Training, Internship, Distance Learning Modules, and private supervision sessions. Throughout the programs students are supported by experienced faculty who are mentors, teachers, and supervisors.

Upon successful completion of Years One and Two in Brennan Integration Work, students will receive certification as a Brennan Integration Practitioner (BIP), qualified to provide BBSHE students with their required personal process sessions. Successful completion of Year Two is required to be eligible for Year Three, the Brennan Healing Science Teacher Training Internship. Entry into Year Three is on an invitation-only basis.

### **Training in Brennan Integration Work**

This training is a dynamic, exciting, multi-disciplinary approach to the art and science of facilitating personal process work. Students who commit to this level of training can expect to deepen their own personal growth and to develop a clear understanding of how to sustain and deepen a client’s personal process as a part of their healing work.

This work is rigorous, fun, enriching, and alive. It is uniquely balanced between various theories and their practical applications, between predesigned lectures, and experiential exercises and spontaneous group-supported demonstrations of “live” individual and group sessions. Students will receive ample opportunities for supervised practice sessions during their training.

### **Advanced Studies Year 1—Brennan Integration Work**

Year One of the Advanced Studies program focuses exclusively on a practitioner’s capacity to attend to a client’s ongoing personal process. It emphasizes body and energy awareness in each individual’s emotional and psychological experience. Students break into groups of three (triad work) and learn to play each of the three roles: practitioner, client, and observer. Through this role-play, students are taught how to track and understand individual and group dynamics. They learn to observe and reflect upon the process, and give guidance and advice as a result of their observations.

Year One students are required to do a presentation on a curriculum-focused topic, as well as take a final exam. Students are also required to complete Distance Learning Modules that are reviewed and discussed during in-class supervision groups.

Application to Year One is open only to graduates of the four-year Brennan Healing Science Professional Studies Diploma Program. Acceptance is based on a review process and the number of available enrollment positions.

### **Advanced Studies Year 2—Brennan Integration Work**

Year Two of the Advanced Studies program is a continuation and deepening of what students learn in Year One. In Year Two, students are expected to demonstrate a clear understanding of individual process dynamics, and an ability to deepen a client's work, both within a session and over the course of successive sessions.

Students develop presentations, and specialized segments are presented to incorporate techniques to help clients manage emotional intensity. Students are required to complete Distance Learning Modules, and demonstrate their proficiency with process work, both in person and through long distance phone sessions.

Year Two is open only to those students who have successfully completed Advanced Studies Year One—Brennan Integration Work. Students who successfully complete Advanced Studies Year Two receive a Diploma (Advanced Studies Year Two—Brennan Integration Work), and are certified as Brennan Integration Practitioners (BIPs).

### **Advanced Studies Year 3—BHS Teacher Training Internship**

Year Three of the Advanced Studies program is a select course of study for those students interested in becoming teachers at BBSHE. Entry into Year Three, the Brennan Healing Science Teacher Training Internship, is open only to students who have successfully completed Year Two of the Advanced Studies Program in Brennan Integration Work and have become qualified as Brennan Integration Practitioners.

Also, entry into Year Three is on an invitation-only basis. Interested Year Two graduates may apply for consideration. Each application is reviewed by an advisory committee.

Applicants who are accepted into Year Three are required to complete a two-day Intern Intensive before the start of Class One. During the school year, students will intern on small class teaching teams at all five Resident Training weeks, participating in all aspects of teaching work, and receiving support and evaluations from the Dean of the year to which they are assigned.

Upon successful completion of Year Three, students are eligible to apply for consideration for hire at faculty status.

# Advanced Studies

## Year 1 Courses

**Advanced Brennan Healing Science I:**  
*Process Work with Healing Science Skills*

**Advanced Psych-Spiritual Development I:**  
*Individual and Group Process Work*

**Advanced Professional Practice I:**  
*Individual and Group Practicum Sessions*

**Advanced Creative Arts I:**  
*Movement and Embodiment*

**Advanced Integrative Care I**

**Integrative DLMs I**

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## Year 2 Courses

**Advanced Brennan Healing Science II:**  
*Process Work with Healing Science Skills*

**Advanced Psych-Spiritual Development II:**  
*Individual and Group Process Work*

**Advanced Professional Practice II:**  
*Individual and Group Practicum Sessions*

**Advanced Creative Arts II:**  
*Movement and Embodiment*

**Advanced Integrative Care II**

**Integrative DLMs II**

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## Year 3 Courses

**Brennan Healing Science  
Teacher Training Seminar**

**Brennan Healing Science  
Teacher Training Internship**

# Advanced Studies Completion Requirements

## ADVANCED STUDIES YEAR 1

Students must fulfill the following requirements to graduate from Year 1 and to be eligible for application to Year 2:

1. Attend five Resident Training weeks (seven days for Resident Training Week One and six days for Resident Training Weeks Two-Five). (NOTE: Students may not miss more than one full week during the first 2 years of the program.)
2. Complete all Integrative Distance Learning Modules and any homework that may be assigned.
3. Complete 18 semimonthly supervision sessions (outside of class) with an approved BBSHE Supervisor.
4. Receive a satisfactory evaluation by faculty, including achieving a minimum Grade Point Average and passing all skills associated with Year 1.
5. Pass the Final Exam; passing grade is 70%.
6. Maintain personal professional liability insurance and submit yearly proof of coverage.

## ADVANCED STUDIES YEAR 2

Students must fulfill the following requirements to graduate from Year 2, become a Brennan Integration Practitioner (BIP), and to apply for consideration to enter Year 3, the BHS Teacher Training Internship.

1. Attend five Resident Training weeks (seven days for Resident Training Week One and six days for Resident Training Weeks Two-Five). (NOTE: Students may not miss more than one full week during the first 2 years of the program.)
2. Complete all Integrative Distance Learning Modules and any homework that may be assigned.
3. Complete 18 semimonthly supervision sessions (outside of class) with an approved BBSHE Supervisor.
4. Receive a satisfactory evaluation by faculty, including achieving a minimum Grade Point Average and passing all skills associated with Year 2.
5. Pass the Final Exam; passing grade is 70%.
6. Maintain personal professional liability insurance and submit yearly proof of coverage.

## ADVANCED STUDIES YEAR 3

Year 3 students must fulfill the following requirements to graduate from Year 3 and to apply for consideration for hire at faculty status at BBSHE:

1. Attend the five Resident Training weeks and attend two Teacher Prep days prior to each Resident Training session. (NOTE: Students may not miss any days during the third year of the program.) Students will be interning on a small class teaching team at BBSHE.
2. Attend and receive a satisfactory evaluation at the two-day Intern Intensive. The Intern Intensive is held for the two days prior to Class 1 Teacher Development.
3. Complete 18 semimonthly supervision sessions (outside of class) with an approved BBSHE Supervisor.
4. Receive a satisfactory evaluation from Class Deans and School Dean.
5. Maintain personal professional liability insurance and submit yearly proof of coverage.

## Evaluation Process

Students in the Advanced Studies Program are assessed through:

1. Written evaluation from the Advanced Studies faculty. All courses are graded on a 4.0 Grade Point Average System, and all skills on a Pass/No Pass basis.
2. A comprehensive Final Exam. The Final Exam is graded on a pass/fail basis; a passing grade is 70%.
3. Integrative Distance Learning Modules are assessed on a 4.0 Grade Point Average System.



## Continuing Education

In the future, BBSHE may require Continuing Education courses for Brennan Integration Practitioners (BIPs) to update their skills.

# Advanced Studies Year 1 Course Descriptions

**Course Title:** Advanced Brennan Healing Science I: Process Work with Healing Science Skills  
**Clock Hours:** 15 Hours

This course explores the integration of an individual process session with Brennan Healing Science. Throughout the year, students learn to apply Healing Science skills as a part of an individual process session. Students learn to assess the energetic healing aspect for an individual's specific characterology, as well as for the individual's primary issue in their personal process. Brennan Healing Science is utilized as part of the process work, as well as to support the integration of process work. Classes are centered around tracking and processing issues through the Four Dimensions.

**Course Title:** Advanced Psych-Spiritual Development I: Individual Process Work  
**Clock Hours:** 90 Hours

This course focuses on the study of various psychological and spiritual methodologies and teachings that enable students to both deepen their own personal process development in an individual setting, as well as facilitate the personal process of others in a one-to-one format. The spiritual teachings provide a framework for the practical application of the various clinical theories and approaches that are studied and explored. Students will develop an appreciation for the degree in which the deepening of their own personal process enables them to better facilitate their client's process. Learning is reinforced through lecture and discussion formats, large-class demonstrations, and written reflective analysis.

Classes include:

- Dr. Barbara Brennan's Lecture Series
- Characterological Development and the Human Energy Field
- Body-Mind Principles in Personal Process
- Psych-Spiritual Development Skills
- Working with Emotional Processes
- Process Observations and Interventions

**Course Title:** Advanced Psych-Spiritual Development I: Group Process Work  
**Clock Hours:** 60 Hours

This course focuses on the study of various psychological and spiritual methodologies and teachings that enable students to both deepen their own personal process development in a group setting, and also understand the methodology of processing the experience of others in a group format. Students participate in small, medium and large group experiences that are both peer and teacher led. Students will deepen their appreciation for the usefulness of group process work, and learn how the experience of one individual, within a cohesive group, can transform the experience of the entire group. Learning is reinforced through lecture and discussion formats, large-class demonstrations, and written reflective analysis.

Classes include:

- DLM Supervision in a Group Setting
- Process Integration with Large Groups
- Group Dynamics—Theory and Concepts

**Course Title: Advanced Professional Practice I: Individual and Group Practicum Sessions**  
**Clock Hours: 60 Hours**

This course addresses issues surrounding professionalism and ethics. It supports the practitioner's ability to develop, apply, and sustain the facilitation skills cultivated in Advanced Studies Year 1 in a professional and responsible manner. Essential practice time is provided to assist students in developing competence with individual and group facilitation skills.

Classes include:

- Practitioner Policy, Procedures and Ethical Standards
- Student Presentations
- Working with Transference & Countertransference in Sessions
- Individual and Group Process Supervision
- Professional Practice Issues

**Course Title: Advanced Creative Arts I: Movement and Embodiment**  
**Clock Hours: 15 Hours**

This course explores the concept of the student's own body being an instrument for facilitation work. Students participate in guided experiential forms of movement in order to deepen the felt sense of embodiment. Breathing and grounding techniques, movement, and visualization experiences are all utilized to increase awareness of bodily sensation, feeling, and the students' learning of embodiment.

Class material includes:

- Embodiment—Body/Mind Principles
- Self-Awareness Through Movement
- Integration Practices—Meditation, Contemplation, Journaling, Drawing

**Course Title: Advanced Integrative Care I**  
**Clock Hours: 15 Hours**

Advanced Studies students attend the Healing Medicine and Dis-ease/Integrative Care Lectures each class week. These lectures focus on specific dis-ease states and provide a holistic overview of the nature and manifestation of each dis-ease, as well as the treatment from an Integrative Care model. Complementary treatment modalities are also presented and discussed, as students gather essential information about other healing disciplines that further supports working from the unitive perspective.

**Course Title: Distance Learning Modules I**  
**Clock Hours: 7 Integrated Modules**

A series of seven integrated modules are assigned to assist Advanced Studies Year 1 students support and expand their learning of Brennan Integration Work. The DLMs consist of reading and written assignments that are directly related to the materials and practicums that occur during the Resident Training classes, and are considered to be an essential part of the student practitioner's professional development. As part of their written assignments, students utilize a specially designed Process Session Write-Up format to demonstrate the deepening of their self-awareness as well as their facilitation skills.



## Advanced Studies Year 2 Course Descriptions

**Course Title:** Advanced Brennan Healing Science II: Process Work with Healing Science Skills  
**Clock Hours:** 15 Hours

This course furthers the integration of an individual process session with energy healings. Students apply Brennan Healing Science as a part of individual process sessions. Students deepen their ability to assess the energetic healing aspect for an individual's specific characterology, as well as for the individual's primary issue in their personal process. Students are expected to hold these sessions as they would in their professional practice settings. Classes support the integration and practical use of High Sense Perception and Four Dimensional awareness within the therapeutic relationship.

**Course Title:** Advanced Psych-Spiritual Development II: Individual Process Work  
**Clock Hours:** 90 Hours

This course continues to build on the study of various psychological and spiritual methodologies and teachings that enable students to deepen their own personal process development in an individual setting, as well as facilitate the personal process of others in a one-to-one format. Students are expected to demonstrate awareness of their “developmental edge” in tracking their own personal process. Students also learn to make use of their own developing “energetic presence” as part of growing their individual facilitation skills. Learning is reinforced through lecture and discussion formats, large-class demonstrations, and written reflective analysis.

Classes include:

- Dr. Barbara Brennan's Lecture Series
- Characterological Development and the Healing Process
- Embodiment in Personal Process
- Psych-Spiritual Development Skills
- Techniques in Process Work
- Process Observations and Interventions—Developing Mastery



**Course Title:** Advanced Psych-Spiritual Development II: Group Process Work  
**Clock Hours:** 60 Hours

This course continues the study of various psychological and spiritual methodologies and teachings that enable students to deepen their own personal process development in a group setting, as well as apply these methodologies to the processing of others' experiences in a group format. Students once again participate in small, medium and large group experiences. Students practice leading or co-leading group process work with peers. Under the supervision of faculty, students learn how to "energetically hold" the whole group, while also attending various individual processes simultaneously. Students learn to utilize their own presence in order to enter into group dilemmas and issues, and to then bring a "transformational presence" to a group experience. Learning is reinforced through lecture and discussion formats, large-class demonstrations, and written reflective analysis.

Classes include:

- DLM Supervision in a Group Setting
- Process Integration with Large Groups
- Group Dynamics—Theory and Concepts
- Student Lead Groups—Practice Sessions

**Course Title:** Advanced Professional Practice II: Individual and Group Practicum Sessions  
**Clock Hours:** 60 Hours

This course requires Advanced Studies Year 2 students to demonstrate their awareness of issues surrounding professionalism and ethics. It will support the student practitioner's growing ability to develop, apply, and sustain the facilitation skills cultivated in Advanced Studies Year 2 in a professional and responsible manner. Students are expected to show proficiency in the facilitation of individual process sessions in this year. Students will be expected to demonstrate basic awareness of group process, and demonstrate a fundamental ability to hold a group that is in process. Essential practice time is provided to achieve competency with individual and group facilitation skills.

Classes include:

- Student Presentations
- Ongoing Work with Transference & Countertransference
- Individual and Group Process Supervision
- Professional Practice Issues

**Course Title:** Advanced Creative Arts II: Movement and Embodiment  
**Clock Hours:** 15 Hours

This course explores the concept of the student's own body being an instrument for facilitation work. Students participate in guided experiential forms of movement in order to deepen the felt sense of embodiment. Breathing and grounding techniques, movement, and visualization experiences are all utilized to increase awareness of bodily sensation, feeling, and the students' learning of embodiment.

Class material includes:

- Embodiment—Body/Mind Principles
- Self-Awareness Through Movement
- Integration Practices—Meditation, Contemplation, Journaling, Drawing



**Course Title:** Advanced Integrative Care II  
**Clock Hours:** 15 Hours

Advanced Studies students attend the Healing Medicine and Dis-ease/Integrative Care Lectures each class week. These lectures focus on specific dis-ease states and provide a holistic overview of the nature and manifestation of each dis-ease, as well as the treatment from an Integrative Care model. Complementary treatment modalities are also presented and discussed, as students gather essential information about other healing disciplines that further supports working from the unitive perspective.

**Course Title:** Integrative Distance Learning Modules II  
**Clock Hours:** 7 Integrated Modules

A series of seven integrated modules are assigned to assist Advanced Studies Year 2 students support and expand their learning of Brennan Integration Work. The DLMs consist of reading and written assignments that are directly related to the materials and practicums that occur during the Resident Training classes, and are considered to be an essential part of the student practitioner's professional development. As part of their written assignments, Advanced Studies Year 2 students use both Process Session Write-Up as well as Supervision Session formats to demonstrate their deepening self-awareness skills, their ability to facilitate an ongoing client's personal process, and provide supervision for others in a professional manner.

## Advanced Studies Year 3 Course Descriptions

**Course Title:** Brennan Healing Science Teacher Training Seminar  
**Clock Hours:** 15 Hours

This two-day intensive seminar assists the student in developing his/her knowledge and skills as a Brennan Healing Science Instructor. Students learn how to work with group process while exploring their own style and leadership. This seminar focuses on the Human Energy-Consciousness System. Students learn to identify and work with different types of professionals that support clients.

Seminar Covers:

- Group Process
- Supervision Group
- Psych-Spiritual Development Skills
- The Human Energy Field
- Body-Centered Process Work
- Teaching and Evaluating Brennan Healing Science skills
- Private Supervision Sessions

**Course Title:** Brennan Healing Science Teacher Training Internship  
**Clock Hours:** 405 Hours

Student internship is designed to provide students with a supervised experience, preparing them to teach in the Professional Studies Diploma Program. As part of the student teaching internship, students participate in all aspects of the instructional process—planning, teaching, evaluating and reporting under the direct supervision of the faculty. Student teaching internship spans the five Resident Training weeks of the school year, providing students with a comprehensive teaching experience.

# General Information



## **Tuition and Costs**

Tuition and costs for the current year are detailed in the Catalogue Addendum.

## **Grading System**

All instruction, skill evaluations, and written assignments and examinations are conducted in English. Student progress is evaluated throughout the year. Grades are assigned to students on either a Pass/Fail or a 4.0 point system.

## **Interruptions in Training**

### **Make-Up Work**

Students are not admitted to Resident Training Classes without completion of all assigned Distance Learning Modules. Students who miss a week of Resident Training must agree to and sign an Exceptions Form, which stipulates how and when missed work is to be made up. Students may purchase a set of recordings of class lectures for the missed week. Healing Science and Psych-Spiritual Development Skills missed during an absence may be made up at tutorials offered during the subsequent Resident Training week.

### **Tardiness**

All students are provided a schedule of class meeting times and are expected to arrive on time. Students who are late for a Resident Training week will be marked absent for those days missed.

### **Break in Enrollment**

Students who experience a break in enrollment, who have been suspended, or have been dismissed must apply for readmission. Readmission is not automatic because of enrollment limitations and changes in academic regulations. Questions concerning readmission should be directed to the School Registrar and/or Class Dean.

### **Absences**

Students enrolled in the Advanced Studies Year 1 and 2 Programs are required to complete a minimum of four entire Resident Training weeks per year and may not miss more than one full week during the two years. Students enrolled in the Advanced Studies Year 3 Program may not miss any Resident Training classes.

## **Buddy System**

Students pick a Student Buddy on the first day of Resident Training Class #1. They keep in touch with this person by exchanging home addresses and phone numbers, and check in with each other at the beginning of each Resident Training session. If someone's Buddy is not in class, we ask the student to call that person, and also notify the Class Dean or Small Class Teacher.

## **Advertisements/Bulletin Boards**

The student bulletin boards are exclusively for the purpose of sharing information and networking within each class. Posting information on another class's bulletin board is permitted with the approval of the Student Council.



# Student Life and Services

## Family Days

Each year during Class Week 4, BBSHE invites families of our students to visit us during Resident Training—and to learn firsthand about School programs. Scheduled activities for both adults and children are available during these fun-filled days!

## Professional/Academic Advising

Professional and academic advising is provided to the student by the Small Class Teacher and Class Dean. Small class size and low student-to-teacher ratio allow time for personal attention and interaction. In addition, Teachers have weekly office hours when they are available by telephone. Professional and academic advising includes the following:



- Assisting students in clarifying, articulating and attaining academic and life goals.
- Facilitating each student's academic adjustment to the School's environment.
- Explaining and clarifying the School's courses and graduation requirements.
- Educating family members of students by providing on-site family visitation during one class each year.
- Serving as advocates and mediators for students.

When a student's academic progress is below established standards, a team conference is held with the student to outline a course of action that best supports the student's success. Team conferences are attended by faculty members who will best support the student.

## Placement Assistance

Placement assistance is provided to students through Professional Practice classes. These classes are structured to assist students in setting up their own Brennan Integration Work practice or integrating their skills into their current profession.

All graduates are assisted in establishing their own practice as Brennan Integration Practitioners (BIPs). In order to maintain their active status and to be able to work with BBSHE students, each trained BIP must sign a contract with the school. The *Directory of Brennan Integration Practitioners* is a listing of all active BIPs, trained to provide Brennan Integration Work as well as supervision. All BBSHE students have easy access to this directory on the school website, and are encouraged to use BIPs to satisfy their personal process requirement throughout the school year. Successful graduates of the Advanced Studies Program in Brennan Integration Work may be included in the *Directory* upon request.

## **BBSHE International List of Graduates**

BBSHE has the sole discretion to include, or not include, a graduate student's name on its brochures, literature, advertisements, websites, and all other written or electronic materials that are published by BBSHE. The inclusion of a graduate student's name by BBSHE, however, is not a guarantee that the student has a right or interest in having his or her name remain on BBSHE brochures, literature, advertisements, websites, or on any other written or electronic BBSHE materials. BBSHE will, at all times, have the discretion to withdraw a graduate student's name from its written and electronic materials.

## **Student Records**

Records of academic progress are permanently maintained by the school, kept in a computer database at our administrative offices and backed up nightly to assure their integrity. In addition, hard copies of these records are kept on file in the School's administrative offices. Records of academic progress are also furnished to the student.

## **Housing**

During Resident Training sessions, BBSHE contracts with a hotel for a block of rooms at a discounted rate. Students are responsible for registering with the hotel and paying for their room and meal expenses. (See *Resident Training Facilities*.)



# Alumni Program



**Christine Whaite**  
Alumni Director

## Purpose

The Alumni Program provides opportunities for alumni to be in contact with each other and with the School, continuing their personal and professional development.

## In-School Alumni Activities

Activities for alumni are scheduled each Resident

Training week. Alumni are invited as honored guests to attend whole-school events. These include lectures by Dr. Barbara Brennan, the Healing, Medicine, and Disease lecture series, meditations, Creative Arts performances, the morning all-school healing, and the healing sessions which follow. Logistics permitting, there is also space for an alumni sharing group.

Alumni often reunite informally throughout the class week to soak in the atmosphere of the School and relax with their families in the beautiful healing environment. For alumni, school weeks are opportunities for revitalization, healing, full expression, recognition and support as a professional healer, and reconnection with the loving heart of the BBSHE community.

## Worldwide Alumni Network

While some alumni groups meet and thrive at the moment, the School's intention is to help spread the network throughout the world, providing professional and personal support to graduates. Alumni group activities focus on many areas, including career support, professional development, social support and recreation, community service projects, and promotion of energy healing as a legitimate healthcare modality. Marketing the professional practices of Brennan Healing Science

Practitioners and informing the community of the School are important activities. Groups can also undertake such programs as peer supervision and exchange healings, participate in health expos, and help sponsor *Fundamentals of Brennan Healing Science* workshops.

## BBSH In Touch

The school newsletter unites us all in the BBSH and BBSHE communities: students, graduates, faculty, staff, friends, and family. *BBSH In Touch* presents Dr. Brennan's latest teachings and up-to-date information about School events, new programs, and administrative activities. Each issue presents a variety of information, including articles by faculty and alumni on various healing and self-transformation topics, professional announcements, and personal updates.



# Who to See for Information and Support

## School Dean

The School Dean holds the vision and overview of the School. The School Dean is instrumental in maintaining the direction and focus of an excellent integrated education in Brennan Healing Science. In this position as Steward, the School Dean holds a kind and loving consideration for all those who come in contact with the School.

The School Dean acts as manager and liaison between the governing body, faculty, students, general public and the BBSHE office.

## Class Deans

The Class Dean is the one individual who is fully responsible for his/her class year. The Class Dean is “there for the students,” concerned about their well-being, how they are doing in class, and how they are developing as spiritual beings.

A Class Dean holds an overview of the entire class and its curriculum, integrating the departmental teaching requirements into the overall theme for the year’s work. Class Deans are also responsible for the continuity, consistency and quality of the teaching. They direct and guide the team of Small Class Teachers—to create and maintain an environment in which the vision for the School, the students and the Teachers is upheld.

## Assistant Class Deans

Some classes have an Assistant Class Dean whose purpose is to support the Class Dean and share the work of holding all aspects of the class including class administration. Assistant Class Deans may also hold a position as Small Class Teacher.

## Class Administrators

If a class does not have an Assistant Dean, then it will have a Class Administrator who coordinates and organizes the processing of paperwork, and makes sure all records are accurately kept. Class Administrators may also hold a position as Small Class Teacher.

## Small Class Teachers

Small Class Teachers (SCTs) are those individuals who have been approved by BBSHE to present course material and be fully responsible for holding the energy of the small classroom...the student’s home away from home...managing the learning process and assuring everyone’s safety. The SCT is responsible for skills teaching, evaluation, and maintenance of student records. He/she is there to support students at all times, and to lovingly guide the emergence of their healership.

## Logistics Coordinator/Class Coordinators

The Logistics Coordinator and Class Coordinators manage all logistics with the hotel. The Logistics Coordinator also acts as liaison between the School and the hotel for all logistical and administrative communications. What’s more, each class has a Class Coordinator who handles all details of that class. The Logistics Coordinator oversees the Class Coordinators and the logistics of all classes.

## Audiovisual Staff

These individuals provide audiovisual technical assistance and are responsible for all sound, camera systems and class recordings.



# Faculty Overview

Our faculty come from many professions, including business executives, artists, medical doctors, psychotherapists, and other health-related professions. They are an incredible group of dedicated, highly skilled teachers and healers who lovingly serve in offering students and BBSHE their experience, wisdom, guidance and support.

The professional faculty members provide a powerful and safe environment in which healing can take place on the physical, emotional, mental and spiritual levels.

At the present time, there is no other person or institution authorized to teach Brennan Healing Science or the Barbara Brennan School of Healing material.

The following is a listing of faculty as of January 1, 2011. Please note that faculty is subject to change. All of our Teachers are graduates of the 4-year Brennan Healing Science Professional Studies Program and have completed at least two additional years of teacher training at BBSHE.



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**BARBARA BRENNAN • B.S., M.S., PH.D., D.TH.  
PRESIDENT**

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**Education/Training**

Ph.D. Doctor of Philosophy, 2001, Greenwich University; D.Th. Doctor of Theology, 2001, Holos University; M.S. Atmospheric Physics, B.S. Physics, University of Wisconsin; 2 years for pastoral counseling, Community of the Whole Person, Washington, D.C.; Massage therapy, Luther Rice College; Core Energetics therapist, Institute for Core Energetics, New York; 5 years Pathwork® Helpership training; years of study with several American healers.

**Teaching Experience**

Pace University; Institute for the New Age; 35 years teaching healing, High Sense Perception, and the Human Energy Field; Pathwork® Training class.

**Publications**

*Seeds of the Spirit® 2009* (Barbara Brennan, Inc., 2009); *Seeds of the Spirit® 2008* (Barbara Brennan, Inc., 2008); *Seeds of the Spirit® 2007* (Barbara Brennan, Inc., 2007); *Seeds of the Spirit® 2006* (Barbara Brennan, Inc., 2006); *Seeds of the Spirit® 2005* (Barbara Brennan, Inc., 2005); *Seeds of the Spirit® 2004* (Barbara Brennan, Inc., 2004); *Seeds of the Spirit® 2003* (Barbara Brennan, Inc., 2003); *Seeds of the Spirit® 2002* (Barbara Brennan, Inc., 2002); *Seeds of the Spirit® 2001* (Barbara Brennan, Inc., 2001); *Seeds of the Spirit® 2000* (Barbara Brennan, Inc., 2000); *Seeds of the Spirit® 1999* (Barbara Brennan, Inc., 1999); *Seeds of the Spirit®* (Barbara Brennan, Inc., 1998); *Light Emerging* (Bantam, 1993); *Hands of Light®* (Bantam, 1987); bimonthly columns in 15 magazines worldwide; numerous articles.

**Administration**

Founder and President of the Barbara Brennan School of Healing, established in 1982; Founder and President of the Barbara Brennan School of Healing *Europe*, established in 2003.

**Research**

Institute for the New Age, detecting the Human Energy Field for medical diagnoses; Drexel University, bending laser beams; 8 years Research Physicist University of Wisconsin and NASA Goddard Space Flight Center.

**Professional Experience**

Research Scientist, Principal Investigator of the Calibration of the MRIR, Goddard Space Flight Center, NASA; Therapeutic Counselor, Institute for Psychophysical Synthesis, Community of the Whole Person; Massage Therapist; Core Energetics Therapist and Healer, Institute of Core Energetics, NY; 15 years of private healing practice.

**Licenses**

Massage Therapy.

**Certification**

Pastoral Counseling; Pathwork® Helper; Core Energetics Therapist.

## School Deans, Class Deans, and Advanced Studies Faculty



**LAURIE KEENE • B.S.**  
**BBSHE SCHOOL DEAN**  
**YEAR 1 CLASS DEAN**

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**Teaching Experience:** BBSHE Teacher, 2003–Present; BBSH Teacher, 1993–Present; Teacher Training Department Head, 1994–99.

**Professional Experience:** BBSHE School Dean, 2003–Present; BBSHE Year 1 Class Dean, 2003–Present; BBSH Director, 1999–2003; BBSH School Dean, 1998–99; BBSH Year 1 Class Dean, 1993–Present; BBSH Teacher Department Head, 1994–99; Management; Chef; Pastry Chef; Whole Foods Caterer; Private Healing and Supervision Practice.

**Education/Training:** B.S. Liberal Arts, Excelsior College, 2009; Core Energetics Institute of New York City Graduate, 1998; Integrated Kabbalistic Healing Graduate, 1995; BBSH Professional Studies Graduate, 1992; BBSH Teacher Training Program Graduate, 1993; L'Academie de Cuisine Professional Chef Graduate, 1984; L'Academie de Cuisine Professional Pastry Chef Graduate, 1984.



**KAHEA MAUREEN MORGAN • B.Ed., M.Ed., M.B.A.**  
**YEAR 2 CLASS DEAN**

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**Teaching Experience:** BBSHE Teacher, 2003–Present; BBSH/J Teacher, 2003–09 & 1991–96; Diamond Umbrella Foundation, NYC, NY women's retreats & seminars, 1998–Present; Manalani-various meditation, women's seminars & sacred site journeys, 1996–Present; Kamehameha Schools summer teacher; Honolulu Community Action Program-Head Start trainer.

**Professional Experience:** BBSHE Year 2 Class Dean, 2004–Present; BBSH School Dean, 1992–95 and 2005–07; BBSHJ School Dean, 2007–09; BBSHJ Year 2 Class Dean, 2008–09, BBSHJ Year 1 Class Dean, 2007–09; BBSH Year 2 Class Dean, 2003–07; BBSH Director of New Program Development/Licensing, 2001–02; BBSH Special Projects, 1999–2001; BBSH Year 1 Class Dean, 1991–93; private healing/supervision practice, 1991–Present; owner-operator, Manalani, 1996–Present; Education Specialist, Honolulu Community Action Program-Head Start, 1976–1982; US Coast Guard Reserve, Lt. readiness planning & reserve training, 1978–92.

**Education/Training:** University of Hawaii BEd, 1971; University of Hawaii MEd, 1980; USCGR Officer & Chief Leadership, 1979; University of Houston MBA, 1985; Jean Houston's The Possible Human, graduate, 1990; BBSH Professional Studies Program, graduate, 1991; BBSH Teacher Training Program, graduate, 1992; Institute of Core Energetics, 1990–1992; Center for Intentional Living, graduate, 1996; Society of Souls, Integrated Kabbalistic Healing, graduate, 1998.



**SHERRY PAE • B.S., R.N.**  
**YEAR 3 CLASS DEAN**

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**Teaching Experience:** BBSH Teacher, 1998–2007 & 2009–Present; BBSHE Teacher, 2006–Present; Over 20 years teaching Critical Care and Holistic Nursing, as well as workshops, lectures, and facilitating groups in meditation, imagery, relaxation techniques, Therapeutic Touch, healing, holistic health, and transformation; Clinical supervision for critical care nurses and healing professionals.

**Professional Experience:** BBSHE Year 3 Class Dean, 2007–Present; BBSH Advanced Studies Dean, 1999–2001 and 2010–Present; Integrative Care Department Head, 2001–07; BBSH Director of Education; 10 years in private healing practice; Nursing, 22 years clinical practice of critical care including staff nursing, management, staff development, teaching, program development, and consulting.

**Education/Training:** B.S., Brennan Healing Science, 2009; Brennan Healing Science Practitioner, 1996; BBSH Teacher Training Program, 1996–98; Graduate, The Center for Intentional Living, Integrative Psychology; Human Resource Development, Elizabethtown College; Therapeutic Touch Practitioner, Messiah College; Critical Care Nursing Training, Harrisburg Hospital, PA; R.N. Diploma, Polyclinic School of Nursing; University of Pennsylvania, Nursing; 13 years of study and training in dance.

**Certification:** Craniosacral Therapy I and II, Upledger Institute; Homeopathic Acute Care Prescribing, Canadian Academy of Homeopathy; Critical Care Nursing, American Association of Critical Care Nurses.

**Licenses:** Registered Nurse.



**ALAIN GROUETTE • N.D.**  
**YEAR 4 CLASS DEAN**

**Teaching Experience:** BBSHE Teacher, 2004–Present; BBSH Teacher, 2001–07; Teacher and Doctorate Level 1 Thesis Supervisor for the Alternative Medicine College of Canada, 2001–04; High School Replacement Teacher, 1978–79.

**Professional Experience:** BBSHE Year 4 Class Dean, 2008–Present; Presently in a private practice as a Naturopathic Doctor; Brennan Healing Science Practitioner–Supervisor and Psychotherapist; Creator and Director of the English Program, Teacher and Doctorate Level 1 Thesis Supervisor for the Alternative Medicine College of Canada, 2001–04; National Network Systems Director for Standard Life Insurance Co., 1991; Business Administration Computer Consultant, 1985–94; Professional Composer–Writer–Musician, 1964–Present.

Consultant, 1985–94; Professional Composer–Writer–Musician, 1964–Present.

**Education/Training:** Private Jungian psychotherapy training, 2004–Present; Private body psychotherapy training, 1993–2004; Brennan Case Leader Internship Program, 2002–03; BBSH Brennan Integration and Supervision Training Program Graduate, 2002; BBSH Teacher Training Program Graduate, 2001; BBSH Brennan Healing Science Practitioner Training Program Graduate, 1997; Diplomas in Naturopathy from the École d'Enseignement Supérieur en Naturopathie du Québec and from the Université Libre des Sciences de l'Homme de Paris, 1992; Quality Leadership Teacher's Instructor and Client Workforce Teacher's Instructor Graduate, 1992; Empowerment Workforce Techniques Teacher's Instructor Graduate, 1992; Banyan Systems Network Internet Engineer Graduate, 1990; Business Administration Programmer–Analyst College Certificate at the College de Maisonneuve in Montreal, 1985.

**Certification:** BBSH Integration/Supervision Practitioner; BBSH Teacher–Case Leader; BBSH Brennan Healing Science Practitioner; Naturopathic Doctor, member of ADNQ #GALA960901-1, 1992–Present; Professional Psychotherapist, member of SQPP#1163, 2003–04; Bodywork professional, member of ABMP #703805, 1999–Present; Banyan Systems Network Internet Engineer, 1990; Quality Leadership Teacher's Instructor and Client Workforce Teacher's Instructor, 1992; Empowerment Workforce Techniques Teacher's Instructor, 1992.



**JOHN KELLY • B.A., C.C.H., C.N.**  
**ADVANCED STUDIES BRENNAN INTEGRATION WORK DEAN**

**Teaching Experience:** BBSH Teacher, 2000–Present; BBSHE Teacher, 2008–Present; Lifestyle and Nutritional Wellness.

**Professional Experience:** BBSHE ASBIW Class Dean, 2010–Present; BBSH Year 1 Teacher, 2000–2008; BBSH/E Advanced Studies Teacher, 2008–Present; Private Healing practice/Group facilitation; Private Nutritional counseling practice.

**Education/Training:** B.A., Governors State University, 2009; Brennan Healing Science Practitioner, 1998; BBSH Teacher Training Program, 2000; Graduate, Center for Intentional Living, 2006; Matrixworks; BBSH Supervisor Training Program, 2005; Certified Clinical Herbalist, Rocky Mountain Center for Botanical Studies, 2001.

Program, 2005; Certified Clinical Herbalist, Rocky Mountain Center for Botanical Studies, 2001.

**Certification:** Certified Clinical Herbalist, Rocky Mountain Center for Botanical Studies, 1998–2001.



**JOY D'ANDREA • B.F.A.**

**Teaching Experience:** BBSHE Teacher, 2008–09 and 2010–Present; BBSH Teacher, 2000 Present.

**Professional Experience:** BBSHJ Year 1 Class Dean, 2009–10; Fulltime international (New York and Italy) healing practice since 1999; nationally exhibited professional painter; sole proprietor of graphic art and design business for 20 years.

**Education/Training:** Brennan Healing Science Practitioner, 1999; BBSH Teacher Training Program 2002; BBSH BIP/STP Program 2003; Bachelor of Fine Arts in Painting, 1978; Matrixworks, 2008.



**TIMOTHY G. LOWRY III • B.A.**

**Teaching Experience:** BBSHE Teacher, 2005–Present; BBSH Teacher, 2002–10.

**Professional Experience:** Private Healing Practice; Brennan Integration Practitioner; BBSH Special Projects Administrator; Director of BBSH IBHS and FBHS Programs; Secretary/Treasurer and Board Member of the Barbara Brennan Center of Research and Healing; Owner T&L Investments, LLC, Real Estate/Commodities/Consulting; 11 years Investment Experience; Professional Musician, 17 years.

**Education/Training:** Brennan Healing Science Practitioner, 2000; BBSH Teacher Training Program 2002; BBSH Supervisor/Brennan Intergration Practitioner, 2002; B.A. in Economics with a Minor in Business Instructions, Northwestern University, Evanston, Illinois, 1997.

Supervisor/Brennan Intergration Practitioner, 2002; B.A. in Economics with a Minor in Business Instructions, Northwestern University, Evanston, Illinois, 1997.

# School Standards and Policies

Brennan Work requires a serious commitment on the part of the student to loving self-responsibility. Students of the School are asked to conduct their personal lives in and out of class with a high degree of personal integrity. Healership requires adherence to the highest standards of personal excellence. It is essential to live what we profess.

To maintain Love, Truth and Wisdom throughout the program, a code of ethics is set not only for Teachers, but also for students.

Please read the following Standards and Policies carefully. It is important that you fully understand the high standards of the School and the ethical behavior that will be required of you as a healer.

## SCHOOL STANDARDS

### Dismissal or Suspension from School

The School reserves the absolute right to dismiss or suspend any student at its sole discretion when such action is deemed to be in the best interests of the School or its students, or in any one of the following situations:

1. The student fails to adhere to any school policy.
2. The student engages in physical violence directed towards another person.
3. The student's physical, mental or emotional health is such that the School—in carrying out its responsibility to other students, members of the faculty and staff, or the public to be served by the students upon completion of the Program—determines that the student should be dismissed or suspended for a period of time selected by the School.

4. Such action is deemed by the School to be in the best interests of the School and its students.

If a student is suspended, the School will set forth in writing the conditions of his/her return, as well as the length of the suspension. The student must provide documentation that all conditions have been fulfilled prior to being allowed to return to school.

If a student is dismissed, he/she may reapply for admission. Readmission will be considered if the student is able to demonstrate compliance with the School's recommendations set forth when dismissal or suspension occurred.

As stated in the refund policy set forth in the Enrollment Agreement, there are no tuition refunds if a student is dismissed or suspended once classes have begun.



## The Spectrum of Confidentiality

There is a wide spectrum of confidential/not confidential behavior. At the least confidential end of the spectrum is gossip, saying anything about anyone at any time. At the most confidential end is never talking about others but speaking only about yourself and your own experience.

There are times when it is useful to discuss others. It is useful and necessary for Teachers to discuss the progress of their students with each other regularly, and this discussion may include any aspect of the class activity, including supervision groups. It will be useful for you to discuss your client cases (with your client's permission) with your class Supervisor.

However, it is not usually necessary or constructive to talk about people. What is valuable in conversations is talking about your experience, not always telling stories about others. It is important that we always look at our own intention when we discuss others. Ask yourself:

“Why am I saying this about this person? Does my talking about them contribute to their and my own well-being?”

In class situations, as with clients, the more the students (clients) and their actions are held to be confidential, the more safety they have to fully express their personal process and the parts of themselves they have been reluctant to reveal. We encourage students to practice a high level of confidentiality now so that they are fully prepared to create a safe, secure environment for their own clients when they begin their healing practices. Please observe the following standards of confidentiality. A high level of confidentiality is essential.

1. During class weeks do not talk about other people and their process. If you wish, share your personal experiences, but you must be very careful not to bring gossip into your sharing. This means not talking about other students, their process, what they said or what they did. If it serves no purpose in your learning or in another's process, then it should not be talked about. Give your fellow students the freedom to fully experience their own process without outside comment, judgment, or intervention.
2. Nothing of a personal nature about another student's participation inside of class should ever be talked about outside of the classroom. The names of all participants in these classes are confidential as well as their words and actions. Of course, you can talk about the types of things that are learned. We encourage you to talk about the things you study and do in the learning process. You can cover the full spectrum of activities, but be sure not to compromise anyone's privacy.
3. Be careful about misrepresenting the class work to those outside of class. Many people do not understand how and what we study and can be threatened, confused, or fearful about our work. Be sure that you are communicating with them in a way that contributes to their own sense of well-being and also honors the healing profession.
4. Mailing lists are also confidential. Please do not use any mailing list of the students in your class or any other class to create networks. If you wish to make a mailing list on your own, write the purpose of the mailing list, including exactly what the names will be used for, on a blank piece of paper and ask people to personally sign the list giving you their addresses.
5. The complete confidentiality of private healings, private supervision, and private group supervision given outside of the class meetings will be honored by those practitioners who also teach at the school.

## SCHOOL POLICIES

Formal school policies are presented in a format indicating the subject of the policy, the group of individuals to whom the policy applies, and, in the case of newer policies, the date the policy becomes effective. A brief discussion of the purpose of the policy is included. The consequence of not following the policy is clearly indicated and will be adhered to.

School policies are subject to change. Students are notified of changes in existing policies at least 30 days before the effective date of the policy. Since new policies are made in response to an immediate need, there may not be time to notify students about a new policy before it goes into effect. However, students are notified of new policies as soon as possible.

**POLICY:** PROGRAM STANDARDS AND ETHICS  
**FOR:** BBSHE Students and Teachers  
**DATE:** 1992 (Revised 1/96; 4/03; 12/08)

## OVERVIEW

The Brennan Healing Science programs require a serious commitment on the part of participants to loving self-responsibility. All are asked to conduct their personal lives, in and out of class, with a high degree of personal integrity. Healership requires adherence to the highest standards of personal excellence. It is essential to live what we profess. To maintain Love, Truth, and Wisdom throughout the program, a code of ethics is set for Teachers and students.

Therefore, all participants in the Barbara Brennan School of Healing *Europe* are required to adhere to the following standards of behavior and ethics:

1. An acceptance of the idea that you create your own experience of reality and that you are responsible for it.
2. An awareness that you are sharing an existence with others who are experiencing their journeys in their own ways.
3. A commitment to participate with others, in all interactions, in a way which contributes to their well-being.
4. A commitment to use psychic energy only in ways which will contribute to the health and well-being of others, will be of service to humanity and the healing of the planet, and will not be for negative intent.
5. An agreement to take no psychotropic medications, seizure disorder medications, or prescription sedatives at any time during your participation in this program unless as prescribed by a physician for a particular physical condition. If your physician prescribes any of these medications you must immediately inform your Small Class Teacher in writing via e-mail or other means.
6. An agreement not to take consciousness-altering substances of any kind during the years of attending BBSHE.
7. An agreement to take no alcohol during the five (or six) days Resident Training classes meet.
8. An agreement not to misrepresent your personal history on the Confidential Student Profile or any information on any School document.
9. An agreement to maintain confidentiality with respect to students and faculty of the School and all clients.
10. An agreement to keep financial commitments to the School.
11. An agreement to complete and hand in homework and Distance Learning Modules on time.
12. An agreement to immediately advise your Small Class Teacher in writing via e-mail or other means of any physical or mental health challenges you are experiencing.
13. An agreement to honor the leadership of others and to practice meticulous honesty with the Self, discovering the Divine Truth within and following the Divine Will within.
14. A commitment to inform the School faculty of any difficulty you encounter in maintaining these standards throughout the term of all Programs.
15. An agreement to be familiar with and adhere to all School policies, procedures, and requirements.
16. An agreement to abide by the Principles of Practice for Brennan Healing Science Practitioners as set forth in this catalogue.

**POLICY:** PSYCHOTROPIC MEDICATIONS, SEIZURE DISORDER MEDICATIONS, PRESCRIPTION SEDATIVES/HOSPITALIZATION FOR MENTAL OR EMOTIONAL DISORDERS  
**FOR:** BBSHE Students and Teachers  
**DATE:** June 1995 (Revised 8/96)

No individual can be a student or Teacher of the Barbara Brennan School of Healing *Europe* if he/she is or has been taking psychotropic medications, seizure disorder medications, or prescription sedatives during the school year or within proscribed periods prior to the school year. This includes psychotropic medications, seizure disorder medications, and sedatives prescribed to treat a mental or emotional disorder. Psychotropic medication includes anti-anxiety agents, anti-manic agents, anti-depressants, psychostimulants, anti-panic medication, and anti-psychotics.

In the case of psychotropics classified as anti-psychotic, the proscribed period shall be two years.

In the case of other psychotropics, seizure disorder medications, and prescription sedatives, the proscribed period shall be six months.

If the medication was prescribed solely for a physical condition and not for any type of mental or emotional condition, the prospective or current student or Teacher must submit a physician's statement, using the School Medical Release Form #16, attesting to this fact.

In addition, no individual who has been hospitalized for a mental or emotional disorder within the past five years will be admitted into the Program or permitted to continue in the Program.

## DISCUSSION

Individuals who participate in BBSHE programs may encounter situations that initiate deep personal process. Frequently, an individual who is on these types of medications or has been hospitalized for the above reasons cannot tolerate stressful emotional situations. He/she must postpone enrollment in the School or, in the case of active students, withdraw from the School. A student can reapply to the School after he/she has been medication-free and/or not hospitalized for the appropriate period and he/she feels that he/she can comfortably engage in deep self-exploration.

**POLICY:** SCHOOL ENVIRONMENT  
**FOR:** BBSHE Students, Teachers and Staff Members  
**DATE:** August 1998 (Revised 1/02; 4/03)

The School endeavors to enhance and foster increasing sensitivity to the creation of a study and learning environment between and among students, Teachers and staff members that is respectful and honoring of individual rights and freedom and that provides a collegial environment encouraging professional growth. In keeping with this policy, discrimination or harassment of any student, Teacher or staff member on the basis of race, color, religion or creed, national origin, disability, marital status, sex, gender, pregnancy, or sexual orientation is strictly forbidden and will not be condoned.<sup>1</sup>

Each student, Teacher and staff member is responsible for creating an atmosphere free of discrimination and harassment, sexual or otherwise. We ask that BBSHE students, Teachers and staff diligently be conscious of their own and others' actions.

For purposes of this policy, sexual harassment by a student, teacher or staff member includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- (i) submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of employment, or obtaining an education, or participating in a BBSHE program or activity; or

- (ii) submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
- (iii) that conduct or communication is so severe and pervasive that it has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.

Examples of conduct that may constitute sexual harassment include, but are not limited to:

- Demanding sexual attention with implied or overt threats or rewards;
- Inappropriate or unwelcome energetic sexual attention;
- Leering or ogling at a person's body;
- Physical assault or battery, including rape;
- Sexual advances;
- Touching, patting, grabbing, kissing, or hugging or restraining someone's movement in a sexual way;
- Sexual jokes;
- Sexually suggestive or foul language;
- Unwelcome sexually motivated or inappropriate physical contact and unwelcome sexual behavior or words;
- Display of offensive or sexual items or pictures.

Other prohibited harassment by a student, Teacher or staff member includes unwelcome verbal or physical conduct relating to an individual's race, color, religion or creed, national origin, marital status, gender, pregnancy, disability or sexual orientation when the harassing conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.

If you believe that you have been subjected to sexual or other harassment, other inappropriate behavior or discriminatory conduct, the School encourages, but does not require, you to indicate promptly and firmly to the offender that the behavior is unacceptable. If you believe that you have been subjected to harassment or discrimination based on race, color, religion or creed, national origin, disability, marital status, sex, gender, pregnancy, or sexual orientation, the School requires that you promptly report any incident, regardless of who the offender is. The report must be made to any of the following: the Class Dean, or Student Affairs Manager, or the School's Human Resources Administrator.

Any report will be treated as discreetly as possible and will be promptly investigated, and appropriate action will be taken. Upon such investigation, the School will respond, where warranted, to incidents of harassment or discrimination. Such response may include reprimanding the offender, reassignment, temporary suspension, permanent suspension, dismissal, discharge, or other such disciplinary action. A false report will result in serious action and may result in disciplinary measures. There will, however, be no retaliation should you make a report in good faith.

If you believe you are being retaliated against, you must promptly report it to the Class Dean, or Student Affairs Manager, or the School's Human Resources Administrator. A retaliation complaint will be treated according to the same procedures as set forth above.

*1 This policy should not be read to abrogate the "Working Environment" policy in the BBSH Employee Handbook, which applies to employees of BBII. It is the intent of BBSH that its policies are read consistently to provide the highest level of protection for unlawful discrimination and harassment in the provision of educational services and opportunities and for its workforce.*

<b>POLICY:</b>	<b>RELATIONSHIP BETWEEN BBSHE STUDENTS, AS STUDENTS AND TEACHERS</b>
<b>FOR:</b>	<b>Professional Studies Year 1–4 Students, Advanced Studies Year 3 Students, and Teachers</b>
<b>DATE:</b>	<b>October 17, 1995 (Revised 1/2/02; 4/03; 3/04; 1/11)</b>

If any BBSHE Teacher, or AS Year 3 student, enters into a romantic relationship, sexual or nonsexual in nature, with a BBSHE/PS 1–4 student, that Teacher or AS student will be dismissed from the School. (A person is considered a BBSHE student as soon as he/she is accepted in the PS 1 program.) The PS 1–4 student will not be dismissed from the School.

The purpose of this policy statement is to make explicit what Teachers and Advanced Studies Year 3 students know, namely that entering into such a romantic relationship with a PS 1–4 student is profoundly contrary to the principles of sound psychological training.

Furthermore, if any BBSHE Teacher enters into a romantic relationship, sexual or nonsexual in nature, with an AS student, the Teacher will be dismissed from the School. The AS student will not be dismissed from the School.

### **DISCUSSION**

At BBSHE, we work to create a safe space for our students to become aware of their psychological boundaries and to explore intimate personal issues as they grow into the profession of healership. Teachers and AS Year 3 students hold the ethical responsibility for the safety of the healing vessel for the entire class. The clarity and predictability of the Teacher/student relationship is critical to this environment. Because of the deep personal process that students go through at the School, Teachers and Advanced Studies Year 3 students must hold clear boundaries to safeguard PS 1–4 students.

AS Year 3 students are learning to make the transition from student to Teacher and continue to deepen their personal process. During this transition, AS Year 3 students find themselves in a dual role with respect to maintaining clear boundaries. In their relationship to PS 1–4 students they help hold the healing vessel of the class and must maintain the same boundaries with these students that BBSHE Teachers hold. At the same time, they are also BBSHE students involved in deepening their own personal process and the Teacher/student relationship between faculty and AS Year 3 students must also be maintained.

We consider any relationships other than Teacher/student to be inappropriate during the years that an individual is a student in the School and for a period of at least four months after the individual has graduated from the School.

### **EXCEPTIONS FOR PREEXISTING RELATIONSHIPS**

The above policy does not apply if a relationship existed between:

1. A Teacher or AS Year 3 student and a PS 1–4 student or AS Year 1–2 student, prior to the PS 1–4 student enrolling in the School.
2. A Teacher and an AS Year 3 Student, prior to the AS Year 3 student enrolling in the AS Year 3 program.
3. An AS 1 student and a PS 1–4 student prior to the AS student enrolling in the AS program.

In these cases, the preexisting relationship must be disclosed to the Class Dean and the Student Affairs Manager and the Teacher may not be the student's Small Class Teacher, BIP, Supervisor, or Case Leader. The Teacher and student will be advised to keep clear and distinct boundaries around their roles within the School and seek supervision as needed.

## OTHER TEACHER/STUDENT RELATIONSHIPS

Although not grounds for Teachers' or AS Year 3 students' dismissal from the School, other Teacher/student relationships that are considered inappropriate to the School teaching environment are:

- Meetings with a student and/or his/her family for social purposes only.
- Any other personal relationship in which the teaching and the well-being of the student are not the primary objectives. This includes all business relationships.

In a teaching and/or therapeutic environment, it is imperative that clear and predictable boundaries are kept for our students. Relationships of Teachers with students outside the primary teaching or supervision relationship create situations in which the therapeutic transference can no longer be as clearly identified and constructively used. New situations occur where different types of transference and countertransference reactions occur and the original Teacher/student relationship becomes less clear and less honest. This is also true of AS 3/PS 1–4 students because AS 3 students are in an internship role with respect to PS 1–4 students. It is therefore inappropriate for Teachers/AS 3 students to enter into any personal or business relationships with BBSHE PS 1–4 students.

## PROTOCOL

If a Teacher or AS Year 3 student begins to feel romantically or sexually attracted to a student, he/she should bring it to his/her supervision sessions to work on the underlying issues so that they can be dealt with and cleared, and also notify their Class Dean and Director of Academic Affairs. It is most important that these feelings are not kept secret from the faculty in order to keep them from being acted out. In this way the Teacher/AS 3 student can uncover the true nature of the relationship and make more informed decisions about his/her future with respect to the School.

We ask that you fully consider the very serious implications of Teacher/student relationships on your personal well-being, the safety of the students, the integrity of the teaching, and the reputation of the School and of the Brennan Healing Science profession.

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*Note: For further study, please read the article "Working with Sexual Transference" by Virginia Wink Hilton and Patbwork® Lecture #44, "The Forces of Love, Sex and Eros."*

## TEACHER/TEACHER RELATIONSHIPS

Romantic relationships, sexual or nonsexual, are not permitted between Teachers, or between Deans and Teachers, assigned to the same teaching team. If a Teacher or Dean begins to feel romantically or sexually attracted to another Teacher on his/her teaching team, the faculty member must notify their Class Dean. Additionally, the Teacher or Dean should deal with the situation in his/her supervision sessions.

Upon learning of a romantic relationship between team members, the Class Dean, in collaboration with the School President as appropriate, will assess the implications for the students, School and teaching team. After assessing the situation, one of the faculty members involved will be reassigned to another teaching team.

**POLICY:** SHARING THE BBSH BODY OF WORK  
**FOR:** BBSHE Students and Graduates  
**DATE:** June 15, 1999 (Revised 2/00; 4/03)

The purpose of this policy statement is to provide guidelines to help BBSHE students, Teachers and graduates speak about the School and Brennan Healing Science in a manner that will be most beneficial to the School, Brennan Work, and to the development of the individual practices of Brennan Healing Science Practitioners. It is the intention of the School and its principals to create a program that can be accepted by our society as a bona fide certification of quality and competence in the professional practice of Brennan Healing Science and thereby to legitimize hands-on healing in our time. Therefore, we have designed specific ways to share the work and we have also designed restrictions to maintain the quality of the work in order to legitimize it.

## **I. SHARING ABOUT THE SCHOOL AND THE HEALING WORK**

### **A. BBSHE Students and Graduates Speaking About the School and the Work**

BBSHE students and graduates are free to speak about the School and speak about (not teach) the healing work they have learned to any individuals or groups. In fact, this is a great help to the School. We really want to get BBSHE known in the world and need students and graduates to help! The School will provide materials about the School to students and graduates who may wish to share with people who ask for information. Although students do not yet have healing practices, they should feel free to speak about the School and the work in general in interviews or presentations to local and nationwide press or media. Relating one's personal experience is an effective way to communicate about the Brennan Healing Science skills and about the School itself.

1. If a student or graduate would like to share about the School or answer questions about the School, the books, or the work, we ask that you follow these guidelines:
  - Identify yourself as either a student or graduate of BBSHE.
  - Inform your audience that you are in a position to share your personal experience of the School, the work, and the healing process as you know it.
  - Please inform people that you are not an official representative of the School, have not been trained to teach the work, and cannot act as an authority regarding questions they may have concerning the books or the School material.
2. If a student or graduate plans to speak about the School and Brennan Healing Science in their community (perhaps in a presentation to a community group, through a newspaper interview or article, or on a local TV program), we ask that you contact the School office to discuss your plans. The School office will send you an information packet with facts and handouts about the School. Please use this information in your talk to the public so that the School is described in an accurate, consistent, and factually correct manner by all who speak about it.

## **B. Additional Speaking Opportunities for BBSHE Graduates Who Are Brennan Healing Science Practitioners**

It is also the intention of the School to support and facilitate the development of private practices of the Brennan Healing Science Practitioners who are the conduits of this healing work to the world at large. Therefore, it is desirable, appropriate, and encouraged for graduates to inform the public about BBSHE, Brennan Healing Science, and the existence of Brennan Healing Science Practitioners in the following way:

1. In free, public introductory programs in which the graduate talks about Brennan Healing Science and BBSHE in addition to his/her personal practice. It is also appropriate in this program for the graduate to demonstrate (not teach) a healing technique(s) for the purpose of promoting the School, the work, and/or in order to build his/her healing practice.

## **C. What BBSH Qualifies Its Graduates to Do**

It is the intention of the founder and managing body of BBSH that the healing techniques, exercises, and methods developed by BBSH be made available for healing in the world by BBSH/BBSHE graduates in the following contexts:

1. Use with a client during a professional healing period, including showing verbally or through demonstrations self-care skills necessary or important to the client's healing.

Since the School does not train students how to work with groups, a "client" is defined here as an individual who engages the graduate for the provision of healing services. A client is not a group of people such as a therapy group, encounter group, supervision group, business group, or any other social, spiritual, or political group.

2. Use for informal verbal sharing with friends or family members for the purposes of healing, communication, and improving relationships. (In such informal sharing no financial exchange would be involved.)

## **II. RESTRICTIONS ON SHARING PARTICULAR ASPECTS OF THE BRENNAN HEALING SCIENCE WORK AND CURRICULUM**

This policy is also to ensure that the healing techniques, exercises, materials, and terms are utilized appropriately, that is, in ways that enhance their integrity, authority, power, and effectiveness. By ensuring the appropriate use of this body of information we have created a program that can be accepted by our society as a bona fide program of quality and competence in the professional practice of Brennan Healing Science and thereby to legitimize hands-on healing in our time.

To this end we have designed the following restrictions to the use of School information and ask that students and graduates observe the following guidelines for using and sharing this work:

### **A. Self-Promotion and Advertising**

1. Students and graduates of BBSH/BBSHE may not advertise or present themselves in any way that implies that they are a branch or authorized representative of the School.
2. Students or graduates of BBSH/BBSHE also may not advertise or represent themselves as being certified by the School to teach.

### **B. Use of School Materials: Copyrights**

1. Any materials handed out during the classes are for students', graduates', or Teachers' personal use. Please do not give any materials to any other individuals, including to clients or to family members.

“Materials handed out during classes” include class handouts, Student Workbooks, Student Handbooks, Teacher Workbooks, Teacher Handbooks, Paperwork Administration Manuals, any website material, all Heyoan lectures and Q&A handouts, and any audiotapes or videotapes of lectures or classes.

2. School materials have been developed with meticulous care and fall within the full protection of U.S. and international copyright law. The unauthorized distribution of copyrighted or altered copyrighted materials in any form is prohibited by law.

### **C. Use of Trademarks and Service Marks**

1. Do not improperly use the various trademarks and service marks owned by BBI to describe the healing services that you, as a graduate, offer. These marks include all of the ones listed on the copyright page of the most recent BBII Advanced Studies Catalogue. These marks are the property of BBI and they represent the valuable goodwill and high quality standards that the School has developed over the years. Only the School may use these marks to identify its teaching services and materials.
2. If you, as a graduate, have been given explicit permission in writing by Barbara Brennan to use these marks in an informational way to accurately describe the healing services you offer in your practice, you should capitalize them and include a prominent notice that these are trademarks and service marks of BBSH as follows: “(LIST EACH OF THE MARKS THAT APPEAR IN YOUR MATERIALS) are trademarks and service marks of Barbara Brennan, Inc.”

### **D. Teaching of BBSH Techniques, Methods, Exercises, and Materials: Unfair Business Practice and Unfair Competition**

Do not teach BBSH healing techniques, methods, exercises, materials, and any other parts of the curriculum developed by BBSH and used exclusively in teaching at BBSH/BBSHE in any manner other than the sharing (not teaching) as listed in items IA, IB, and IC above unless you have received permission to do so in writing from Barbara Brennan. Students or graduates of the School also may not advertise or represent themselves as being certified by BBSH to teach. (Teachers and AS 3 students, please refer to the policy in your contract related to teaching the work.)

1. “Techniques, methods, exercises, and materials” refers to any such material found in any BBI published materials including the books *Hands of Light*<sup>®</sup>, *Light Emerging*, and *Seeds of the Spirit*<sup>®</sup>.
2. Graduates of BBSHE are authorized as healers to practice Brennan Healing Science but are not authorized by BBSH to teach or train others in Brennan Work healing methods and techniques. Such training is available only from the BBSHs. BBSH has devoted significant resources over the years to building its reputation for providing an exceptionally high quality of training in the healing field. It is necessary to learn to teach this material before presenting it. Furthermore, the material is so vast that it takes a community of Brennan Healing Science teachers with many different qualities and areas of expertise to include the full scope of Brennan Healing Science. Therefore, at this point in time, learning to teach this work, and teaching it, can be done only at the BBSHs.
3. Setting up schools, seminars, workshops, tutorials, or training programs that utilize BBSH techniques, curriculum, materials, and/or trademark or service mark terms is unlawful. These actions could also constitute unfair business practice and unfair competition.
4. Please note that BBSH does not have jurisdiction over information originating from other sources. In other words, permission to teach material that originates from the Pathwork<sup>®</sup>, the Institute of Core Energetics, or elsewhere must be sought from those organizations.

### III. ETHICAL AND RELATIONAL CONSIDERATIONS IN SHARING THIS WORK

#### A. Offering Free Healings to Others, Including Prospective Clients, Healing Professionals, or Other Professionals for the Purpose of Providing “Samples” to Familiarize the Person with a Brennan Healing Science Practitioner’s Work

In general, we recommend that Brennan Healing Science Practitioners do not give free “samples” of their work. With few exceptions, individuals in established professional fields never provide free samples of their services. If a person values the thought of a healing, they should be willing to adequately reimburse the provider.

#### B. Offering Healing to Others (for a Fee) Rather than Waiting for Someone to Ask for a Healing

We also recommend that Brennan Healing Science Practitioners do not offer healings but rather wait until asked to do a healing. The recognition and asking for assistance with healing is an upwelling from the core of the individual. It is the expression of the desire for awakening. Therefore, central to the healing is the request for the healing—making the statement and setting one’s intention for healing. When this desire is self-generated the personal territory that needs to be faced and embraced during the healing process is made possible by this self-commitment and desire. If it is not self-generated it may be very difficult to maintain the intention to continue throughout the course of the healing journey.

### IV. PROCEDURE FOR GIVING AN INFORMATIONAL TALK

If a Teacher or graduate wishes to give an informational talk about BBSHE, or a talk that includes information about the Schools, the Teacher or graduate must state in his/her advertising that this is a talk about BBSHE. In addition, the Teacher or graduate must contact the School office through e-mail, telephone or fax and provide the following information: date of talk; time of talk; location of talk (home, library, bookstore, auditorium, etc.); address of talk; expected number of attendees; overview of talk; and the phone number to call for information.

The reasons for contacting the School office are:

- So BBSH can keep a record of how BBSHE is being shared throughout the world.
- To ensure that the information presented is both accurate and appropriate.
- So BBSH can provide promotional materials, if appropriate.
- So BBSH can promote scheduled informational talks on the BBSH website.

<b>POLICY:</b>	<b>CREATING A HEALING PRACTICE</b>
<b>FOR:</b>	<b>Any Person Ever Enrolled in Any BBSH Program</b>
<b>DATE:</b>	<b>August 30, 1994 (Revised 5/00; 4/03; 2/04)</b>

No person who has ever been a student/attendee of BBSHE in any program, workshop, or lecture may open a Brennan Healing Science Practice until he/she has completed and graduated from the BBSHE Professional Studies Program. In order to then open a practice, the graduate needs to comply with his/her local country/state/province law(s) in doing so.

A student may provide Brennan Healing Science techniques during the course of fulfilling the school course requirements of the Distance Learning Modules assigned practicums and Resident Training practicums. Distance Learning Module practicums are those assigned between classes and Resident Training practicums are those done in class.

If a student wishes to continue practicum of any Brennan Healing Science (BHS) skill the student has passed in order to improve the student's proficiency in the skill, he/she may do so.

The following rules hold for all three situations mentioned above:

It is recommended that students do practicum on other students. However, if a student wishes to do practicum in the United States on anyone other than a fellow student or if the practicum client is a U.S. citizen in another country, the student healer needs to be covered by malpractice insurance and the School is to be added as an additional insured.

No BBSHE student/attendee may charge fees for performing any BHS technique until he/she has graduated from the BBSHE four-year Professional Studies Program.

Students performing any BHS technique or doing practicum must do so in accordance with the laws of the country, province or area in which the practicum is done.

Furthermore, no person who has ever been a student/attendee of any BBSHE program, workshop or lecture may advertise themselves, whether in writing or verbally, as a BHS practitioner or as a person authorized to perform these techniques or hold themselves out as qualified to perform any BHS techniques until he/she has completed and graduated from the four-year Professional Studies Program. Until graduation from the four-year program, no BBSHE student/attendee may advertise her or himself as having been trained by Barbara Brennan or as a graduate of the Barbara Brennan School of Healing *Europe*.

**POLICY:** THERAPY/BRENNAN INTEGRATION PRACTITIONER RELATIONSHIPS BETWEEN STUDENTS (PS 1–4 and AS 1–3), TEACHERS AND STAFF  
**FOR:** BBSHE Students (PS 1–4 and AS 1–3), Teachers and Graduates  
**DATE:** December 1, 1992 (Revised 1/02; 4/03)

Students may have as their therapists\* other BBSHE students, Teachers or staff members only if the therapeutic relationship existed before the student enrolled in Year 1 of the Professional Studies Program. (The therapist must meet the therapist criteria as listed under "Personal Process Requirement" in the *Adjunctive Requirements* section of the BBSHE School Catalogue.)

Once a student, Teacher, or staff member has entered into any financial relationship with the School, no therapeutic relationship may begin until six months after the relationship with the School has ended.

No student may be in the same small class or supervision/process group as his/her therapist or BIP, or have the therapist or BIP be his/her Small Class Teacher, Group Supervisor, Year 4 Case Presentation Leader, Year 4 Case Presentation Assistant, or Year 4 Project Advisor.

No therapist\*/client relationship may exist between a Teacher and AS student unless the relationship began before the client was enrolled as a PS 1 student in the School. Teachers/AS students who are in a therapeutic relationship with each other may not be in the same small class, supervision/process group, or Year 4 Case Presentation team. BBSHE staff members may not be therapists/BIPs to each other.

Visiting professors shall not take on any BBSHE student or Teacher as a therapy client during their contract year and six months thereafter.

*\*In this sentence, we are referring to therapists, not to Brennan Integration Practitioners.*

**POLICY: PROHIBITED HEALING SESSIONS**  
**FOR: BBSHE Students (PS 1–4 and AS 1–3), Teachers and Graduates**  
**DATE: December 1, 1994 (Revised 1/02; 4/03)**

No BBSHE Teacher, AS student, or staff member may give healing sessions to any other BBSHE Teacher, staff member or student when the healer's staff position confers direct authority over the client. This policy shall apply to the period beginning four months before the academic year and ending four months after the academic year.

### **DISCUSSION**

In order to maintain clear relationships in the school community, it is necessary to define certain healer/client relationships. For instance, when a Teacher who has direct responsibility for a student is also that student's healer there is a strong potential for "double transference." In this case the student/Teacher boundaries cross the client/healer boundaries and the student has neither a clean relationship with his/her healer nor his/her Teacher. Both the student and the Teacher have to face the transference from one scenario (i.e., Teacher/student) while they are in another scenario (i.e., healer/client), and this makes their relationship with each other confusing, difficult, and full of unforeseen pitfalls.

Other examples of inappropriate relationships would include:

- Class Dean/Class Student
- Small Class Teacher/Small Class Student
- Supervisor/Student Being Supervised
- Small Class Teacher/AS 3 Student Assigned to Team

**POLICY: SELLING SERVICES OR PRODUCTS**  
**FOR: BBSHE Students, Teachers, Graduates and Resident Training Employees**  
**DATE: October 1993 (Revised 7/98, 8/02 and 4/03)**

The policy of the School is that no student, Teacher, graduate or staff member may sell or advertise any product or service in conjunction with the School's programs (i.e., Anatomy and Physiology, personal process, Resident Training), or at the School's locations unless in a BBSHE store as established and administered by the School. In conjunction with the School's programs refers to any product or service offered to BBSHE students, Teachers or graduates scheduled around the School's programs, whether on site or held in nearby locations. The School's location is defined as any area associated with any School teaching, especially the hotels and their grounds and parking lots.

This policy refers to, but is not limited to, the selling of products and services of any kind, including tapes and books, workshops, classes, massages, energy work, therapy and healing sessions.

No student, Teacher, graduate or staff member may use a school mailing list or class list to solicit students for non-school goods or services.

### **EXCEPTIONS**

Brennan Integration Practitioners may offer Brennan Integration Work sessions to current BBSHE students in conjunction with the School's programs as long as these sessions are not conducted during scheduled Teacher Prep or during Resident Training days.

Current faculty may offer Brennan Healing Science sessions in conjunction with the School's programs as long as these sessions are not conducted during scheduled Teacher Prep or Resident Training days.

## DISCUSSION

BBSHE acknowledges that we all have many fine talents and gifts to offer each other. We encourage students, graduates and the Teachers to take these gifts out into the world. The intent of this policy is to help create clear and safe boundaries so that students have an optimal environment to deepen their personal process and develop their healership.

The School's programs and schedule have been carefully designed to take students through an in-depth personal process. It is distracting and disruptive to the School's purpose and intended student outcomes to have non-school workshops or other services offered in conjunction with the School's programs.

Additionally, in order to maintain appropriate boundaries and support all students in their process, it is crucial that students maintain a student/student relationship with each other. When a student creates other types of relationships with fellow students, such as massage therapist/client, healer/client, teacher/student or therapist/client, boundaries are not clear and students do not have the freedom necessary to fully engage in their personal process.

**POLICY: SCHOOL PUBLICATIONS**  
**FOR: BBSHE Students (PS 1-4 and AS 1-3), Graduates, Teachers and Employees**  
**DATE: August 23, 1994 (Revised 1/2/02; 4/03)**

Anyone who does not uphold his/her obligations to the School or does not adhere to the current contracts, standards, and policies of the School will be removed without notice from the *International List of Graduates* at the discretion of the Class Dean, Department Heads or President.

**POLICY: PROCEDURE FOR STUDENT VISITS TO BBSH/BBSHE**  
**FOR: BBSH/BBSHE Students**  
**DATE: February 9, 2006**

Students who are currently enrolled in BBSH or BBSHE are, with permission, allowed to visit another school for one class week a year only. If you would like to visit, please follow this procedure:

1. Contact the Dean of the School you are asking to visit for permission to attend. Contact the Dean via email at least three weeks prior to the first day of the class week you wish to attend.
2. If permission from the School Dean is granted, these are the classes you may attend: School opening; HMD lectures; Seed Lecture series; Goddess healing; large class meetings of your class year; School dance.

At no time may students visit any small class meetings.

No credit for class work will be given for any visits. Class credit is only given for classes attended at the school (BBSH or BBSHE) in which the student is formally registered.

THE BARBARA  
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