

# SYLLABUS FOR EMBODIED AWARENESS TRAINING & FACILITATOR CERTIFICATION

## 1 - What is Embodied Awareness: Integrating 5 Dimensions of Self-Awareness

Description: In this module, you will learn both the theoretical background and the contemporary practical methods to integrate 5 dimensions of Self-Awareness that help you embody the capacity for healing the body, mind, heart, and spirit energies. You will then learn to train others to do the same. We will explore how *trauma induced spiritual awakenings* are activated as a catalyst for five phases of positive personal growth and community renewal during ancient and indigenous rites of passage. We will then examine how they can provide a template for healing through various stages of recovery from mass trauma. Explore methods to integrate all lessons into a program for individual and community recovery from mass trauma, betrayal, and injury.

### Objectives

1. Name the 5 dimensions of Self-Awareness that comprise embodied awareness
2. Identify methods to support healing in each of the five phase of positive personal growth after trauma
3. Compare how the five stages of growth correspond to stages of mass trauma recovery

## 2 - Energetic First Aid: Breathwork, *Pranic* Healing, and Energy Medicine

This module's experiential seminar and workbook exercises compares and contrasts the Western concept of the *placebo effect*, to ancient healing modalities that employ: 1) energy awareness, 2) mental focus, and 3) embodied awareness. Learn specific Western and Asian breathwork practices to regulate stress, then get training in the practice of Hindu breathwork and *pranic* healing techniques, blended with Buddhist mindful awareness practices to help yourself and others relax the body, soothe emotions, calm the mind, and enliven the spirit.

### Objectives

1. Define the placebo effect
2. Learn to identify at least two ancient Asian spiritual healing practices that are used to regulate stress and have been validated by Western scientific methods
3. Name one breath work technique that regulates the heart's ECGs and brain's EKGs em fields to reduce stress

## 3 - Existential Crisis, Ego Death, and Instinctive Stress Responses

Through the lens of case studies, this component of the courses reviews and examines the evolution of the human stress response ranging from instinctive fight-flight-freeze-faint, to tend-and- befriend, to polyvagal self-regulation and social strategies, all the way to heart-centered

neurocardiological responses that entrain the cranial brain to engage a broader intuitive, psychic, and spiritual resources to regulate stress and create safety. Explore methods to engage the electrochemical magnetic (em) field of the heart-brain, to calm and regulate limbic reactivity and enhance communication between the left and right hemispheres of the brain to further develop cognitive thinking and intuitive capacities.

### **Objectives**

1. Learn the 3 instinctive strategies to create safety when confronted with an existential crisis or 'ego death'
2. Discuss case studies depicting different strategies for creating safety, and compare and contrast similarities and differences between dissociation, autoscopy, and out-of-body psychic states
3. Identify one or more breathwork techniques that effectively regulate the em field of the heart and brain to reduce stress

## **4 - Transpersonal Psychology for Spiritually Integrative Healing Practices**

The word 'transpersonal' breaks down into two roots: '*trans*', meaning '*beyond or through*', and '*personal*', which is derived from the word '*persona*' i.e. our identity, mask, or personality. This course explores varied human reactions to traumatic conditions as a reflection of one single, unifying human consciousness along a continuum of human experiences and conditions ranging from 1) pre-personal **neuro-biological conditions**, to 2) personal needs and **psychological conditions**; to 3) interpersonal **social conditions**, 4) trans-personal **transformational archetypal conditions**; and finally to 5) nonpersonal **transcendent, non-dual consciousness**. Learn methods to address healing along a broad continuum of concerns: body, heart, mind, spirit and energetic dimensions.

### **Objectives:**

1. To be able to name at least 3 pioneers in transpersonal psychology and their contributions that have become standard practice in psychology
2. To identify the 4 distinct ways, attention is focused along the continuum of human consciousness
3. To be able to offer 2 examples of symptoms distinct to pre-personal, personal, interpersonal, and transpersonal dimensions of human experience, and identify appropriate methods to address symptoms in each domain

## **5 - Whole-Body Listening to Process Emotions**

Here you will gain skill processing deep emotional feelings of loss, grief, traumatic grief, and survivor's guilt. This module introduces a method of 'whole-body-listening', which uses all our observational skills to listen to feelings and process emotions. We will learn to distinguish the energy in thoughts from energy felt as sensations, emotions, and intuitive feelings. Experience expanded sensory awareness, including those 12 described in ancient Egyptian lore as 1) *sight*, 2) *sound*, 3) *taste*, 4) *touch* and 5) *smell*, 6) *transmission of feelings* [as in interoceptive felt-sense or *gut feelings* clairsentient awareness], 7) *transmission of emotion* [as in empathy and telepathy], 8) *transmission of ideas* [intention or clairaudience], 9) *clear seeing* [clairvoyance and symbolic process], 10) *spiritual discernment*, 11) *intuition*, which opens into an energetic sense of 12) Self-realization. We will explore how this *whole body listening* becomes transformative healing.

### **Objectives**

1. List Worden's four tasks of grieving

2. Define and practice whole-body listening
3. Review vocabulary of sensations/felt-sense, emotional feelings and intuitive feelings

## 6 – T R U S T Inner Work Method

This module focuses on using inner resources to receive Self-directed guidance, insight, and healing. Learn and practice the T-R-U-S-T inner work contemplative meditation for embodied awareness and you will learn to trace and track the energy in thoughts, sensations, emotions and intuitive perceptions as guides to accessing an inner, archetypal source of healing. Explore how to use and teach *guided imagery* as a healing tool to deepen all that inner work. Emphasis will include learning to distinguish between a) genuine intuitive guidance and b) personal emotional projections, needs, fears, and fantasy.

### Objectives

1. List 3 ways symbolic process and guided image are used to deepen inner healing
2. Define ‘Image’ based on research in ‘guided imagery’ and symbolic process
3. Name the five steps in the T-R-U-S-T method of inner work

## 7 - Meet the 13 Guardians on the Threshold of Awakening

This module defines the concept known as the Celtic ‘Guardian Figure’ as an expression of what C.G. Jung defined as the ‘personal shadow’ Archetype. 13 distinct Guardians on the threshold of awakening will be listed and defined. Using the acronym F-O-R-G-I-V-E, (*Focus, Observe, Request, Gain Greater Self-Awareness, Integrate New Awareness, Validate, Embodied Experience*) we will explore and analyze the paradoxical nature of the psyche and the role played by the *Guardians* as both psychological blocks and catalyst for psycho-spiritual liberation.

### Objectives

1. Review and define Jung’s concept of the 4 functions of the psyche, along with Jungian concepts of persona, shadow, and the archetypes of the Self
2. We can have fun introducing the unique Celtic concept of the Guardian archetype and other ancient psychological systems.
3. Use the symbolic imagery of archetypes illustrated in the Tarot as 13 distinct existential crises
4. Practice F-O-R-G-I-V-E method of inner work focusing on one of the 13 ‘Guardians’

## 8 -World Work: Know What Activates Your Shadow

This module explores the basic human need to belong and the effect of social ostracism, rejection, and judgmental criticism of others in the development of what C.G. Jung defined as the archetype of the shadow. John Welwood’s work on *spiritual by-pass* is also discussed as another reflection of the shadow. The course also reviews and discusses the impact of how unconscious shadow material morphs into personal, familial, tribal and collective unconscious shadows, expressed as unconscious, implicit biases aimed at 10 distinct target populations, as outlined in Dr. Pamela Haye’s A-D-D-R-E-S-S-I-N-G model. Case studies explore the impact of implicit bias expressed as prejudice to privilege between social groups, and define lateral violence within

one's own social group to form energetic patterns of oppression rooted in inter-generational trauma.

### **Objectives**

1. Identify 2 examples of being targeted, oppressed, or having privilege, personally, and- or within the context of your professional work with various populations.
2. List the 10 target populations identified in the acronym A-D-D-R-E-S-S-I-N-G
3. Define lateral violence, oppression, and inter-generational trauma
4. Name 3 forms of spiritual-bypass

## **9 - Group Work, Burnout Prevention and Compassion Fatigue**

Learn to recognize the difference between burnout and compassion fatigue, and create strategies to respond to each. Review a case study that shows how to integrate all 5 dimensions of embodied awareness (energetic, cognitive-thinking, emotional feelings, intuitive-spiritual guidance, and behavioral change) using a 5-step embodied awareness facilitation model to help yourself and others 1) connect to healing resources, 2) observe and assess needs, 3) listen to yourself and others with your whole body, 4) engage intuition and creativity and 5) empower extending care to yourself, others and communities that will support personal healing and community renewal, while it also helps prevent compassion fatigue and burnout.

### **Objectives**

1. Explain the difference between burn-out and compassion fatigue
2. Define self-care along 4 dimensions: spiritual self-care; emotional self-care; mental self-care, physical self-care, extended to community and environment
3. Empower self-care through designing a 'personal self-care' plan
4. Design a customized 5-step embodied healing and community renewal program for your clientele. private practice, agency, workplace or community

## **10 - Ethics and the Development of Your 5-Step Grass-Roots Embodied Training Program**

Kept in mind that Embodied Awareness Training has included practitioners from multiple disciplines, this course invites exploration of interdisciplinary, cross-cultural ethical principles to provide a moral framework of universally acceptable ethical principles based on human values shared globally. As a starting point for discussion, this course reviews The Universal Declaration of Ethical Principles based on shared human values identified as *respect, competence, integrity, and responsibility* by Psychologists, and adopted by the Assembly of the International Union of Psychological Science in Berlin on July 22nd, 2008.

### **Objectives:**

1. Review the *Universal Declaration of Ethical Principles for Psychologists*, as an example, for making ethical decision across cultures and disciplines.
2. Explore ethical dilemmas that may arise within one's workplace
3. Discuss ethical decision-making involved in facilitating delivery of 5-step grass roots community renewal programs.