

Syllabus: transpersonal counseling and hypnotherapy

Approved by the board of Trance-personal OÜ, managing body of the private school of transpersonal psychology and hypnotherapy, on July 11th 2015.

General information about the curriculum

Name of the curriculum	The curriculum of transpersonal counseling and hypnotherapy
Type of education	Adult learning
Duration of studies	4 years
Capacity	2 384 academic hours, including 1 274 contact hours and 1 110 hours of independent work, of which 300 hours are for guided practice.
Language	Estonian or English
Requirements	<ol style="list-style-type: none">1. Secondary (or higher) education2. A self-analyzing motivational letter and a filled application form3. Having a conversation with the school board members and teachers4. Signing the contract
Graduation requirements and the certificates	<p>Requirements:</p> <ol style="list-style-type: none">1. Attending at least 80% of lectures (in agreement with the school board and the current teacher, students can do independent work in writing in order to cover any missed classes that exceed the 20%)2. Participating in all the seminars3. Doing self-therapy, participating in supervision and practicing to the full extent4. Passing all the exams and tests5. Fulfilling the obligations according to the contract (paying the tuition fee). <p>After the requirements have been met, the student will receive the certificate of “The Course of Transpersonal Counselling And Hypnotherapy”, based on which he/she can apply for the European Certification of Transpersonal Psychotherapy, given out by EUROTAS (The European Transpersonal Association).</p>

Aims and outcomes of study

The purpose of the course of transpersonal psychology and hypnotherapy is two-way: on one hand, it is about personal development, giving knowledge about transpersonal perception of the world and the human being, helping to rise one's self-awareness and capability to look at one's life, abilities and goals more realistically, to find the best ways to make conscious decisions and put them into practice. On the other hand, it is about giving the participants the necessary knowledge, skills and preparation for working with clients as a transpersonal counselor or hypnotherapist.

The given curriculum is a shortened and estonianised version of the curriculum of Trance-personal OÜ, accredited by EUROTAS. Finishing this program allows the student to apply for the European Certification of Transpersonal Psychotherapy.

The graduate therapists of transpersonal psychology and hypnotherapy rely in their work on the ethical code of European Transpersonal Association (<http://eurotas.org/statement-of-ethical-principles/>).

The graduate student:

General subjects and the near-branches

1. Has basic knowledge in general psychology and also the capability to associate this background knowledge with the clients' or their own experience.
2. Has a general understanding of different approaches and schools in psychotherapy.
3. Has basic knowledge in psychopathology and the ability to identify the need to send the client to a psychiatrist, clinical psychologist or some other specialist.
4. Has basic knowledge about different directions in alternative medicine.
5. Knows the basics about the holistic approach to health, the basics about psychoneuroimmunology and has the ability to analyze the association between psychological and emotional processes and different health indicators.
6. Has general knowledge about research methods in social sciences and psychology and the ability to read and understand professional reports and articles, making appropriate conclusions.

Transpersonal psychology

7. Has systematic knowledge about the transpersonal approach to the human being and the world
8. Knows the theoretical origins of transpersonal psychology and their position in the world of psychology, their history of development and practical use.
9. Knows different transpersonal approaches and the main techniques in transpersonal counseling.
10. Has an overview of the present day methods used in transpersonal psychology and the research in this field.
11. Is able to conduct transpersonal counseling.

Hypnotherapy

12. Knows the history of hypnosis and hypnotherapy, its theoretical origins, working mechanisms, application, indications and contradictions in client work.
13. Is able to conduct hypnotherapy with clients.
14. Is aware of the different states of consciousness. Is able to guide clients into an altered state of consciousness and work with them safely in it.

Personal growth of the counselor and supporting the client's personal growth

15. Understands and acknowledges personal growth and development, knowing different theories in developmental psychology. Is able to analyze the growth of the client, according to the theories.
16. Is able to analyze the client's as well as their own behavior in the moment, taking a retrospective perspective (the influence of the childhood and the growth environment) and impelling perspective (hopes and beliefs about the future).
17. Is able to apply and instruct a client in applying self-validation skills.
18. Is aware of the principles of self-management and goal-setting. Is able to apply the latter in their own life and instruct a client in the same process.
19. Knows the principles of communication, active listening, body language reading and public speaking. Has the ability to apply the basic knowledge of those fields in their work and private life.
20. Is able to instruct the client in making lifestyle changes to enhance the client's mental and physical well-being.
21. Has internalized the principles of vocational ethics. Prioritizes ethical behavior and the client's well-being.

Schedule

Subject	1st year		2nd year		3rd year		4th year		Total
	C-H*	I-W**	C-H	I-W	C-H	I-W	C-H	I-W	
Human anatomy and physiology							36	36	72
General psychology	55	55	40	40	36	36	45	45	352
Psychopathology	20	20	20	20			20	16	116
Basics of alternative medicine	10	10	8	8	11	12			59
Research methods in social sciences							24	14	38
Different courses in therapy	50	50	35	35	35	35	39	40	319
Transpersonal psychology and counseling			35	35	35	35	45	40	225
Counseling skills and working with clients	50	48	32	28	20	20			198
Basics of family therapy and couple therapy			20	20	24		4	3	71
Developmental psychology	20	20	12	10	20	20			102
The methods and techniques in hypnotherapy	50	50	40	38	35	35			248
Professional ethics	12	16			12	15			55
Self-therapy	10	10	5	5	5	5			40
Supervision			50		50		50		150
Practical training in transpersonal counseling	20	20	30	30	50	50	50	50	300
Coursework							4	35	39
Total hours	297	299	334	282	333	263	317	279	2384
	596		596		596		596		

*C-H – Contact Hours

**I-W – guided Independent Work; the outcome and results are being monitored

Content of studies

General subjects

	Anatomy and physiology of the human being
Capacity	72 hours, including 36 hours of independent work
Teachers	Angela Lattimore, Jure Biechonski
Purpose	To give an overview of the basics in anatomy and physiology, including the structure and functions of different tissues and organs. To describe the mechanisms that regulate the development, structure and functions of the human body and the functioning of the organ systems, including the life cycle of the human being, starting from conception, moving on with the development of the fetus, pregnancy and the delivery, ending with old age and death.
Outcomes of study. The graduate student:	Understands the development of the human organism
	Knows the structure and functions of the human organism
	Knows the mechanisms that regulate the structure and functions of the human organism
	Knows how to describe the processes that are going on in the human organism, according to the physical processes in the body.
	Is able to associate the acquired knowledge with other subjects
Topics	The development of the human organism. Its structure and functions: muscle tissue, glands, nerves. Structure and functions of the organ systems, the mechanisms regulating it. Heart and the vascular system. Respiratory system. Digestive and metabolic system. The system of skin sensitivity. Immune system. Senses. Limbic system. Cranial nerves, spinal nerves. Synapses. The integrative systems of the brain.
Methods	Lectures, independent work with compulsory literature, filling the worksheets
Independent work	Working through the compulsory literature, filling and submitting the worksheets
Requirements	Attending all the seminars and at least 80% of the lectures. Working through the compulsory literature. Submission of the filled worksheets.

	General psychology
Capacity	252 hours, including 176 hours of independent work
Teachers	Jure Biechonski, Alar Tamming, Epp Veski

	General psychology
Purpose	To give an overview of the general patterns in the mind and the behavior and the output of the scientific application of psychology. To create an understanding about the bigger schools in psychology, their main ideas and theories.
Outcomes of study. The graduate student:	Knows, what the modern day psychology is dealing with.
	Knows and understands the main patterns of functioning of the human psyche
	Knows the influence of genetics, environment and education to the development of the personality
	Knows the principles and approach of the general scientific psychology
	Knows bigger schools in psychology and sees where transpersonal psychology stands among the other schools
	Knows the clinical methods of different schools, understanding their indications and contraindications
Topics	Philosophical ground of psychology and psychotherapy. Positivism and phenomenology. Knowledge, skills and values in psychotherapy. General patterns in the mind and behavior. Cognitive processes. Sensations, perception, memory, visualization, imagination, thinking, language and speech, the will, feelings and emotions, attention, consciousness, unconsciousness (according to Freud, Jung, Adler). Temperament. Personality. Personality theories, according to psychoanalytical (S. Freud), neopsychoanalytical (C. Jung, A. Adler), psychosocial (E. Erikson), behavioristic and learning theories (J. Dollard, B.F. Skinner, A. Bandura), humanistic and existentialist theories (C. Rogers, A. Maslow) and cognitive theories (A. Ellis, A. Beck).
Methods	Lectures. Discussions in working groups, working with literature. Watching and analyzing films. Role plays. Rehearsing groups.
Independent work	Self-analysis through a self-selected theory. Making a self-analysis in writing.
Requirements	Attending all the seminars and at least 80% of the lectures. Writing a self-assessment.

	Psychopathology
Capacity	116 hours, including 56 hours of independent work
Teachers	Triin Eller, PhD; Ingo B. Jahrsetz, PhD
Purpose	To give an overview of common mental disorders and the methods of research, diagnosing and treatment.
Outcomes of study. The	Knows psychiatric symptomatology

	Psychopathology
graduate student:	Understands the principles of psychiatric diagnosis and is able to find the necessary information about them from International Classification of Diseases (ICD-10).
	Is familiar with mental health legislation and organization in Estonia. Knows the classification of the main psychiatric illnesses and the methods, including medications that are used for treatment of mental disorders.
Topics	The nature of psychopathology and the history of understanding it. Diagnostic methods (anamnesis, evaluation of the condition), symptomatology. Occurrence of pathological traits; from the norm to a diagnosable disorder.
	Statistics of psychiatric disorders in Estonia, principles of giving psychiatric aid.
	Mood disorders - depression, bipolar disorder. Anxiety. Phobias. Simple phobia. Sociophobia. Generalised anxiety disorder. Obsessive-compulsive spectrum disorders. The reasons of and treatment for anxiety disorder. Panic disorder. Suicidality. Personality disorder. Antisocial disorder. Eating disorder. Schizophrenia.
Methods	Lectures, discussions, group work. Independent work with the lectures.
Independent work	Working through the lectures. Writing a precis about a mental illness, by own choice.
Requirements	Attending all the seminars and at least 80% of the lectures. Submission of the precis.

	Bases of alternative medicine
Capacity	59 hours, including 30 hours of independent work
Teachers	Sirli Kivisaar, Angela Lattimore
Purpose	To give an overview of alternative medicine, its origins, main branches and basic terminology. Understands the mechanism of illness, according to meta medicine. Knows the basics of psychoneuroimmunology. Is able to analyze bodily symptoms through the prism of alternative medicine.
Outcomes of study. The graduate student:	Understands the mechanism of illness, according to meta medicine.
	Knows the basics of psychoneuroimmunology.
	Is able to analyze bodily symptoms through the prism of alternative medicine.
Topics	Alternative medicine. History, folk medicine. Beliefs about health. Unity of body and mind.

	Bases of alternative medicine
	Main branches of alternative medicine. Ayurveda. Traditional Chinese Medicine. Tibetan medicine. Homeopathy. Herbal medicine.
	Methods in alternative medicine. Chiropractic. Yoga. Naturopathy. Music therapy, art therapy. Acupuncture. Aroma therapy. Colour therapy etc.
	Basics of psychoneuroimmunology. History, from C. Bernard to R. Ader. Distress and immunity. Influences of psychoneuroimmunology.
	Brain as a central management system. Connection to different organ systems.
	Bioenergetics and body centered psychotherapy.
Methods	Lectures, practical trainings, demonstrations. Self-observations, self-analysis. Group work and discussions.
Independent work	Working through the handouts and compulsory literature. Writing a self-analysis.
Requirements	Attending all the seminars and at least 80% of the lectures. Working through the literature. Writing and submitting a self-analysis.

	Research methods in social sciences
Capacity	38 hours, including 14 hours of independent work
Teachers	Siiri-Liisi Kraav
Purpose	To give an overview of the main research methods used in social sciences (incl. psychology). Enhance the student's ability to understand and contextualize the results of scientific research and the reports.
Outcomes of study. The graduate student:	Knows the basic research methods used in psychology and social sciences. Knows the basic terminology.
	Understands the nature of causality and the ways of demonstrating it in empirical studies.
	Knows the nature of evidence-based practice and the terms related to that field.
	Knows the principles of reference and the basics of academic writing. Knows how to refer correctly in his/her papers.
	Is able to understand medium complexity research methods and professional scientific literature.
Topics	Research problem. The purpose. Research question. Hypothesis. Sample. Random sample. Systematic sample. Layer sample. Cluster sample. Convenience sample. Validity. Reliability. Correlation. Causality.
	Quantitative research methods. Questionnaire. Test. Requirements to a test. Standardization of tests. Structured interview. Structured observation. Experiment. Laboratory experiment. Natural experiment. Measurements and tests.

	Research methods in social sciences
Methods	Qualitative research methods. Narratives. Research on society, culture, language and communication.
	Evidence-based practice. Control groups. Pre-and post-models.
	Academic writing. References. Critical choice of the literature.
	Lectures, discussion, independent work with the literature.
Independent work	Working through the handouts. To read and analyze a report or an article about a scientific research, according to the instructions.
Requirements	Attending all the seminars and at least 80% of the lectures. Submission of the papers.

Specialty subjects

	Different courses and methods in therapy
Capacity	319 hours, including 160 independent work
Teachers	Judith Hendin, Rebecca Sears, Jure Biechonski, Tom Barber, Epp Veski
Purpose	To give an overview of different ways of therapy and different ways to help. The history of therapy. Modern day tendencies in psychology schools' preferred therapy methods.
Outcomes of study. The graduate student:	Has an overview of different ways of therapy, their main standpoints and methods.
	Is able to compare different ways of therapy, knows their strengths and weaknesses.
	Is able to suggest the client the most suitable way of therapy, according to his/her needs and preferences.
	Knows where transpersonal counseling stands, among other ways of counseling.
	Is able to integrate some skills and tools into the work with clients (metaphor cards, voice dialogue, Imago dialogue e.g.)
	Types of psychological aid and their providers before the formation of psychotherapy and psychology as a science.
	Main psychological schools. Psychoanalytic school. Classical psychoanalysis (Freud), analytical psychology (Jung), Individual psychology (Adler), Ego analysis (Klein), object relations theory (Winnicott). Behaviorist school. Behavior therapy (Lazarus) - applied behavior analysis, social learning theory (Bandura). Cognitive school. Cognitive therapy (Cognitive-behavioral therapy). Humanistic (existential and humanistic therapy). Gestalt. Psychoanalytic. Behaviorist. Social psychological. Cognitivist. Transpersonal.
Topics	Main clinical methods of the major psychological schools.
Methods	Lectures, demonstrations, group work, role plays, practical training, discussion, watching films, independent work with the literature.
Independent work	Working through the literature.
Requirements	Attending all the seminars and practical trainings and at least 80% of the lectures. Taking part of the discussions on compulsory literature.

	Transpersonal psychology and counseling
Capacity	225 hours, including 160 hours of independent work
Teachers	Dr. John Rowan, Jure Biechonski, Alar Tamming
Purpose	To give an overview of the basics of transpersonal psychology, working mechanism of transpersonal counseling, methods in transpersonal therapy. To provide the student with necessary knowledge and skills needed for conducting transpersonal counseling sessions with clients.
Outcomes of study. The graduate student:	Knows the history and development of transpersonal counseling and the development of transpersonal psychotherapy.
	Understands the theoretical concepts, working mechanisms and features, compared to other types of therapy.
	Knows the indications and contraindications of transpersonal therapy.
	Knows the methods of transpersonal therapy.
	Is able to conduct transpersonal therapy sessions with all the necessary parts of the process, starting from the planning of the intervention and ending with terminating the therapeutic relationship.
	Is able to evaluate the condition of the client, to collect information about them, to document it and to choose the best methods for them.
Topics	Is able to provide the client with information about everything that is concerning them, to get the informed approval to every action that the therapist takes.
	The basics of transpersonal psychology (W. James, C.G. Jung, R. Assagioli, A. Maslow) The development of transpersonal psychology (K. Wilber, S. Grof).
	The near branches of transpersonal psychology. Analytical psychology (Jung). Psychosynthesis (Assagioli). Humanist psychology (Maslow).
	Spiritual development. Spiritual crisis. Mystical experiences. The basics of religion psychology. Spiritual traditions (Daoism, Hinduism, yoga, Buddhism, kabbalah, Christian mysticism, shamanism. Native American psychiatry and psychology, psychedelics in transpersonal practice. Meditation. Kundalini phenomenology and cure. Near-death experiences. Religious cults. Psychopharmacology. Holotropic breathing. Regression therapy.
	Associating spiritual experiences with theories in modern-day psychology.
	States of mind. Brain waves. Inducing altered states of mind. Working in an altered state of mind. K. Wilber's spiral dynamics.
	Specific techniques in transpersonal counseling.

	Transpersonal psychology and counseling
	A religious or a spiritual problem (DSM-IV)
Methods	Lectures, demonstrations, group-conversations, practical exercises, watching and analyzing videos and films. Analyzing the compulsory literature in a group.
Independent work	Working through handouts and compulsory literature. Completing the exercises and practical tasks given in handouts.
Requirements	Attending all the seminars and practical trainings and at least 80% of the lectures. Fulfilling the requirements about the independent work. Oral examination with the trainer of the course and the representatives of the school.

	Counseling skills and client work
Capacity	198 hours, including 96 hours of independent work
Teachers	Jure Biechonski, Dr. John Rowan, Siiri-Liisi Kraav
Purpose	To prepare the student to work as a transpersonal counselor. To provide with knowledge and skills in client work. To give the student the practical skills for working with a client on the basis of the principals of vocational ethics.
Outcomes of study. The graduate student:	Is able to evaluate client's condition, collect and document the information about the client.
	Is able to lead a therapeutic conversation.
	Is able to conduct the process of therapeutic counseling or hypnotherapy, individually and, as a group therapy.
	Will consider the behavior based on vocational ethics to be very important.
	Is ready to work as a transpersonal therapist.
Topics	The nature of counseling. The role of the counselor. The ethics in counseling. Egan's three-step model. The purpose of counseling. Discovery, understanding and implementing change.
	The basics of crisis counseling.
	The nature of group processes. Group leading skills. Group therapy.
	The environment for counseling. Home page. Taking contact. Space. Counseling contract and other documents. Fees. Usage of time. Ending the counseling process. Redirecting the client.
	Creating contact with the client. Rapport. Active listening. Empathy. Mirroring.
	Collecting information about the client. Family tree. Assessing the client's condition. Documenting the information. Setting therapy goals, the client's request.

	Counseling skills and client work
	Therapeutic union. Transference and counter-transference. Memory processes in therapy.
	Empowering the client during a therapy process. Acknowledging and applying the positive resources.
	Using a supervisor. The inner supervisor. Self-assessment techniques.
Methods	Lectures, group work, demonstrations and their analysis, practical exercises for acquiring and smoothing the skills. Trainings. Tutorials.
Independent work	Case-studies about the training sessions. Working through the compulsory literature.
Requirements	Attending all the training seminars and at least 80% of the lectures. Submission of 100 case-studies in writing. In case-studies, the student will demonstrate their reading within the compulsory literature; minimum requirements are compulsory books, texts and the course handouts.

	Basics of family therapy and couples therapy
Capacity	71 hours, including 23 hours of independent work
Teachers	Rebecca Sears, Siiri-Liisi Kraav, Caterina Farkash
Purpose	To give knowledge about couples therapy and family therapy, also about the methods and their implementation. To provide the learner with knowledge about the interaction between the family and a single individual and, in a broader perspective, about the person as a part of the family.
Outcomes of study. The graduate student:	Knows the working mechanisms and development phases of a family as an institution.
	Knows the role of a committed intimate couple's relationship in the process of healing childhood wounds.
	Understands the principles of structured couples' therapy.
	Understands the principles of family constellation.
	Knows the theory of Imago and the principles of Imago couples therapy.
Topics	Working mechanisms of a family as an institution. Family as a system. Structural family therapy. S. Minuchin and V. Satir. Development phases of a family. Repetition of relationship patterns from generation to generation. Couples' relationship as an opportunity to heal from childhood wounds and fulfilling the needs that have been unfulfilled since childhood. Relationship phases - romantic phase, power struggle, and conscious love. The role of a therapist in supporting a couple in a phase of power struggle. Imago dialogue. The principles of family constellation. The phenomenological basis of the development and formation of family constellation. The energies and forces in a family system. B. Hellinger. The principles and practice of conducting an individual constellation.

	Basics of family therapy and couples therapy
Methods	Lectures, practical exercises. Group work. Filling the worksheets. Trainings.
Independent work	Working through the compulsory literature.
Requirements	Attending all the training seminars and at least 80% of the lectures. Working through the compulsory literature and writing about it in self-analysis.

	Developmental psychology
Capacity	102 hours, including 50 hours of independent work
Teachers	Jure Biechonski, Siiri-Liisi Kraav
Purpose	To give knowledge about different developmental theories, about the psychological development of a child and, about how the development and the events that have occurred in critical periods of life will influence the development of the personality.
Outcomes of study. The graduate student:	Knows the history of developmental psychology. Knows the basic terms and main directions in it.
	Knows the attachment theory, psychosocial theory, moral development theory, cognitive development theory. Knows their basic terms and main phases.
	The student is able to analyse themselves and their clients, according to different developmental theories.
Topics	The history of developmental psychology. Rousseau.
	Developmental theories. Psychosexual development theory (S. Freud), psychosocial development theory (E. Erickson), attachment theory (J. Bowlby, M. Ainsworth), moral development theory (L. Kohlberg), cognitive development theory (J. Piaget), proximal zone of development (L. Vygotski).
	Possibilities to examine development. Everyday knowledge vs scientific knowledge in pedagogics. Theories and practice in child's everyday life.
	Analysis of childhood influences, according to different theories. The question of causality.
	The influence of child abuse to the development of child's personality and development in different periods of life. Alice Miller.
Methods	Lectures, group work, discussions on literature, practical exercises, watching tutorials and analyzing them.
Independent work	Working through the handouts and compulsory literature. The students will choose one of the developmental theories and analyze themselves according to that theory.
Requirements	Attending all the training seminars and at least 80% of the lectures. Submission of a written self-analysis. A written test on developmental psychology.

	The methods and techniques in hypnotherapy
Capacity	248 hours, including 123 hours of independent work
Teachers	Jure Biechonski, Tom Barber
Purpose	To give an overview of the history, basics and working mechanisms of hypnotherapy. To give necessary knowledge and skills for doing hypnotherapy.
Outcomes of study. The graduate student:	<p>Knows the history and development of hypnotherapy, also the spread and popularity in the world.</p> <p>Knows the theoretical concepts of hypnotherapy and the working mechanisms of hypnosis.</p> <p>Knows and understands the principles of hypno healing and hypnoanalysis.</p> <p>Knows the limitations of hypnotherapy.</p> <p>Knows the effect of self-hypnosis, prayer and meditation.</p> <p>Is able to use inductions and deepening techniques. Knows how to guide a client in hypnosis.</p> <p>Is able to plan a therapy session and use hypnotic intervention, analyze the information that came to surface in hypnosis, together with the client.</p> <p>Is able to teach self-hypnosis techniques to the client.</p>
Topics	<p>An overview of the usage of hypnotherapy throughout the history. Erickson's hypnosis. The history of hypnotherapy. Basic terms in and the development of hypnotherapy. Self-hypnosis, prayer, meditation, visualization. States of mind and altered states of mind. The physical and psychological phenomenon of the hypnosis. Taking the client's condition and sensitivity into account. Anchoring. Pre- and posthypnotic suggestions. Hypnotic language. The principles of hypnotic suggestion. Suggestion and its effect. Tests with suggestion. Using imagination in hypnosis. Phobias, relieving/eliminating them with hypnosis. Disruptions and habits that can be relieved or eliminated, using hypnosis. Addictions and hypnosis. Regression in hypnosis. Neurolinguistic programming (NLP).</p> <p>Different scenarios of hypnosis. Induction techniques. Contra-inductions. Deepening techniques. Pain relief techniques. Somnambulism. Catalepsy. Resistance to hypnosis.</p> <p>Transactional hypnoanalysis. Hypnoanalysis in soul level. Spirit release therapy. Working with telic and paratelic states. Using biofeedback. Using biofeedback as an evaluation method in hypnoanalysis. Using alpha-, beta-, and theta waves in memory coding. Ethics in hypnotherapy.</p>
Methods	Lectures, group work, demonstrations and their analysis. Practical exercises for obtaining and deepening the skills. Trainings. Tutorials.
Independent work	Working through the compulsory literature. Keeping and submitting a self-hypnosis diary. Submitting a self-analysis.

	The methods and techniques in hypnotherapy
Requirements	Attending all the training seminars and at least 80% of the lectures. Writing and submitting a self-analysis and a self-hypnosis diary.

	Work-related ethics
Capacity	55 hours, including 31 hours of independent work
Teachers	Siiri-Liisi Kraav
Purpose	To give an overview of the ethics in therapist's profession, ethical codes and the general principles of ethical behavior. To give an overview of the specificity of ethics in transpersonal counseling. To provide the student with skills and readiness to analyze their behavior as a therapist, as well as their weaknesses and problems.
Outcomes of study. The graduate student:	Has a general overview of different ethical codes, terms and problems.
	Knows the ethical requirements to therapy work.
	Knows and understands the problems and the background of ethical misbehavior.
	Understands possible sources of the ethical problems in therapy process. Is able to analyze the ethical problems that emerge in working with altered states of consciousness, as well as the ones that come from transference and countertransference.
	The student has a skill and readiness to analyze themselves and their ethical behavior, also the ability to choose ethical behavior in different situations.
Topics	<p>Basics of ethics. Moral ja ethics. Moral rules. Norms. The purposes of moral. Moral principles. Eethical assessment spheres. Ethics for therapists. Responsibility. Competence. Moral and legislative standards. Confidentiality. Client's well-being. Professional relationships. Public speaking. Assessment techniques. Research.</p> <p>The ethical code for psychotherapists by EUROTAS and the ethical code of European Association of Psychotherapy (EAP) as the basis of the former. The ethical specificities of transpersonal counseling.</p> <p>Transference and countertransference as an ethical problem. Cognitive dissonance. Touch. Ethical problems that emerge from dealing with altered states of consciousness. Prevention of burnout as a part of ethical behavior. The consequences of ethical misbehavior. Avoiding ethical misbehavior. Situations where intervention is needed. How to act when ethical misbehavior has emerged.</p>
Methods	Lectures, working through the literature. Group conversations, exercises, role play.
Independent work	Reading and studying the ethical code: http://eurotas.org/statement-of-

	Work-related ethics
Requirements	ethical-principles/. Self-analysis according to the ethical code.
	Attending all the training seminars and at least 80% of the lectures. Submission of self-analysis.

Vocational practice

Self-therapy	
Capacity	40 hours, including 20 hours of independent work
Therapists	The transpersonal therapists, who collaborate with the school, will be practicing in private practice. The student will choose a therapist among the ones who are accepted by the school.
Purpose	To teach the work of a transpersonal therapist through learner's personal therapy experience.
Outcome	Is able to solve their personal issues and the problems associated with relationships and the environment. Is able to be empathetic towards the clients, being supported by their own personal therapy experience.
Requirements	Doing all the required self-therapy sessions. Taking confirmation from the therapist about participation. Keeping a self-growth journal about the therapy sessions.

Supervision	
Capacity	150 hours
Supervisors	Jure Biechonski, Ingo B. Jahrsetz
Purpose	To deepen the acquired knowledge and skills. To associate theory with practice. To help the student to understand their personal growth as a therapist in the background of professional growth. To enable continuous professional growth.
Outcome	The student is able to analyze their work and to acknowledge the reasons behind their success and failure. Is able to learn from colleagues' stories. Is able to notice and solve ethical dilemmas. The student can handle constructive criticism towards their work. Is able to present the client's story, bringing out the important and asking proper questions.
Methods	Presentations of clients' stories, open group conversations, group work, self-reflection, practical training of therapy skills.
Requirements	Getting supervision and participating in group supervision. The student is required to take supervisor's signature on a paper in order to prove that the student has been attending supervision. If the student has been participating in group supervisions then they are required to present their client's story at least once in every three supervision sessions.

Practice in transpersonal counseling	
Capacity	300 hours, including 150 hours of independent work
Supervisors	Jure Biechonski, instructor of the course
Purpose	To give the future therapist a chance to acquire skills in transpersonal counseling and hypnotherapy. To fix the knowledge that is acquired in the theoretical part, to give practical professional skills.
Outcome	Has an overview of the work of a counselor and a hypnotherapist. Is able to assess and reflect their work as a counselor. Shows responsibility and follows the ethical principles. Knows how to document the sessions correctly.
Methods	Analysis of case study.
Requirements	Writing case studies on 150 conducted therapy sessions, whereby the student demonstrates the ability to associate theory with practice. Case studies will be submitted during the whole study period. The trainee will take the instructor's advice into account in every next therapy session and case study.

Presentation	
Capacity	39 hours, including 35 hours of independent work
Supervisors	Jure Biechonski, instructor of the course
Purpose	To give the student an opportunity to delve into a freely chosen subject and prepare a short course on that to the fellow students. To give the student a chance to experience public speaking and group work leading.
Outcome	After completing the course, the student is able: <ol style="list-style-type: none"> 1. To further a chosen topic in the form of public speaking 2. To present professional information in an adequate and convincing way 3. To plan and give a professional short course
Methods	Giving a short course to fellow students. The course must contain two parts: a lecture where new information is provided and, a practical, guided activity.
Requirements	Working through the lecture about the chosen topic. Preparing the course.
Capacity	Giving a 4 hour long course either alone or with a partner.

Description of the learning environment

Trance-personal OÜ is renting its school premises in Tallinn.

The premises have all the furniture necessary for carrying out seminars and workshops – chairs, yoga mats, pillows and plaids; a whiteboard, a data projector; a sofa and a coffee table for breaks. The premises are accessible by wheelchair or other mobility aids.

All the students get printed handouts on the subject taught in class once a month. Professional literature is available in the school library.

Professional qualifications of teachers

Tom Barber, UK (London)

Academic education

Master's Degree (M.A - Integrative Psychotherapy) University of Surrey, PhD in Existential Psychotherapy, Middlesex University

Clinical training

Certification: Senior Hypnotherapy Instructor - General Hypnotherapy Standards Council

Certification: NLP Practitioner, Master, Trainer - American Union of NLP

Certification: Member of the General Hypnotherapy Register, Accredited member of BACP

Work experience

Tom Barber Psychotherapy - Director, 21 years.

Contemporary College of Therapeutic Studies Ltd - Director, 9 years.

Founder and Director of The MINDMASTER Method™

Websites: www.tombarber.co.uk, www.contemporarycollege.com

Publications

Thinking Therapeutically (2010); The Book on Back Pain (2013); The Authorities (2014); The Midas Touch (2015)

More information: <https://www.linkedin.com/in/tomhbarber>, www.tombarber.co.uk, www.contemporarycollege.com

Dr. Ingo B. Jahrsetz, Germany

Academic education

1962-1964 - Teachers Training (1st and 2nd State Examination) Pedagogical University / Heidelberg / Germany (Teacher's Training Center)

1970-1979 - Ph.D. in Educational Sciences, Psychopathology, Sociology, University Heidelberg / Germany

Clinical training

1974-1979 - Training in psychoanalytic oriented psychotherapy Ernst Göring / Waibstadt / Germany
1967-1977 - Training in Family Therapy, University of Heidelberg, Helm Stierlin Institute (Certificate)
1979-1988 - Training in Psychodrama, Moreno Institute Stuttgart / Germany (Certificate)
1986 - The Perl of the Lotus - Western Science and Eastern Philosophy, Month-long workshop with Stan and Christina Grof, Sogyal Rinpoche, Jack Kornfield and others, Esalen Institute, Big Sur / California (USA)
1987-1991 - Grof Transpersonal Training with Stanislav and Christina Grof (Certificate)
1996 - Human Consciousness Study Program. Etiology and Nature of Non-Ordinary States of Consciousness, Relevance for Concepts of Psychopathology and Mental Health
California / British Columbia / Scotland (Findhorn)
1996 - Psychotherapeutic Healing Practitioner State Examination, Freiburg/Germany
2000-2001 - Training in Systemic Constellations with Gunthard Weber, Wiesloch Institute for Systemic Resolutions / Germany (Certificate).

Work experience

1964-1971 – Primary school teacher
1971-1979 - Tutor for Educational Sciences at the Teacher Training College (University of Heidelberg / Germany)
1979-1980 - Teacher at Volkshochschule Viernheim and Schwetzingen / Germany (Adult Educational Institute)
1979-1980 - Psychologist for child welfare at DPWV in Heilbronn / Germany (Supervision of social workers, psychotherapeutic care for children, family therapy)
1980-1982 - Psychologist at Erziehungsberatungsstelle Speyer / Germany (Counseling center for teenagers, families, couples, adult individuals) Couple and family therapy
1984-1988 - Director of Hannoversche Arbeitsgemeinschaft für Jugend- und Eheberatung (Counseling and therapy center with 11 colleagues in Hannover / Germany) Head of organization and professional leader. Individual, couple, family therapy, team supervision. Psychodrama
1988-1991 - Psychologist at Evangelische Beratungsstelle in Freiburg (Germany) (Counseling center for individuals, couples, families)
1991 - ... - Psychotherapy in private practice in Freiburg (Germany) Individual and couple therapy, Psychodrama; Psychotherapy with early-childhood structures, accompaniment with existential and spiritual crises; Supervision in transpersonal psychotherapy
Holotropic Breathwork self-experiential work (currently together with my wife Christiane)
International workshops
International training in Transpersonal Breathwork, Transpersonal Psychotherapy, and Spiritual Guidance (together with Dr Judith Miller / Columbia University N.Y.).

Sirli Kivisaar, Estonia

Academic education

2007 - Tartu University, Social work, *baccalaureus artium* degree (qualification corresponding to a Master's degree, Government Regulation No 120 of 6 June 2005). Sub-specialization in the field of psychology.

Clinical training

Play therapy, Annely Sootsi Koolitus (2013), transpersonal counselling and hypnotherapy, OÜ Terviklik Mina and SACH International (2010), nutrition therapy, OÜ Annely Sootsi Koolituse Tervisekool (2009).

Complementary training

Andragogy - Complementary training for adults, Tartu Folk High School, (2004), short and intensive courses on non-violent communication in Finland, Sweden, Denmark, Germany, UK and Estonia (2001-2007), Breathwork instructor training, Wäxthuset VäddöAB, Binnie A. Dansby (2001-2004)

Work experience

2001 - ... Health trainer and lecturer (communication training, nutrition, counseling, play therapy) at Annely Sootsi Koolitus

2008 - ... Chairman, CEO, nutritionist and psychotherapist of Via Naturale OÜ

2008 - ... Vice chairman of MTÜ Eesti Toitumisteraapia Assotsiatsioon, board member since 2015

2005 - Wissenschaftszentrum Berlin für Sozialforschung (WZB), conducted research in Estonia for a book about home care management.

2005 - Member of an international project „Carma” (Care for the Aged at Risk of Marginalization”), member of the EGGA team

2003 - Tartu University Hospital Internal Medicine Clinic, laboratory assistant (conducting scientific research, conducting media monitoring)

1997 - 2000 - Lector in South-Estonian schools in the frames of the SCA Mölnlycke program “Time of change”

Rebecca A. Sears, USA (Washington DC)

Academic education

Master's Degree (M.Div.) Boston University

Bachelor of Arts (BA) University of Georgia

Clinical training

Certification, Senior Clinical Instructor, Imago Relationships International

Certification, Workshop Presenter, Getting the Love You Want

Certification, Advanced Clinical Therapist, AAPC

Member of ACA

Work experience

Senior Faculty. Imago International Institute since 2003

Clinical Director, The Imago Center DC, since 1999

More information: www.Rebeccasears.com, www.Imagocenterdc.com, www.Gettingtheloveyouwant.com

Caterina Farkash, Israel, Tivon

Academic education

Riedman College, Bert Hellinger Institute, Biosynthesis Institute, "Oranim" College, "Emek Izrael" College. Haifa University.

Clinical training

Certification Mind-Body Therapist, Deep Memory – Therapist, “Family Constellations and Movements of the Soul” Facilitator, "Prenatal and Perinatal teacher (instructor)

Work experience

1966 – 1973 worked at "National Insurance",

Old Age home manager (self-employed) (1974 – 1998)
Self-employed Therapist 1998 - 2015.

More information: www.familyconstellations.co.il

Judith Deborah Hendin, USA

Academic education

BA, University of Chicago, Phi Beta Kappa, Departmental Honors in Cultural Anthropology
MFA, Summit University (MFA = Master of Fine Arts, in Dance)
PhD, Summit University - Somatic Education

Clinical training

Voice Dialogue and the Psychology of Selves - Delos, Inc.; Directors, Hal and Sidra Stone, PhDs – 4,180 hours
Psyche-soma studies – 3,502 hours
Served on research team and co-wrote a chapter in M. Csikszentmihalyi's first book on Flow, *Beyond Boredom and Anxiety*
International Honors Program - Traveled in Asia for a year studying anthropology and cybernetics with Gregory Bateson
Nationally Certified Somatic Therapist
Licensed Body Therapist

Work experience

Director, Conscious Body & Voice Dialogue Institute - 20 years
Trainer of Voice Dialogue, Conscious Body Symptom Work, and Conscious Body Trauma Work - internationally (US, Canada, Estonia, Finland, the Netherlands, Belgium, France, Germany, Italy, Slovenia) - 25 years
Private practice - 27 years

Publications

Hendin, J. (2008). The self behind the symptom: How shadow voices heal us.
Hendin, J. (2009). The self behind the symptom: The energies of inner selves and body symptoms. *USA Body Psychotherapy Journal*, 8, (2), 21-30. New York: United States Association for Body Psychotherapy.
Hendin, J. (2012). Conscious body and the energy medicine of selves. In D. Hoffman (Ed.), *The Voice Dialogue Anthology: Explorations of the Psychology of Selves and the Aware Ego Process*.
Hendin, J., & Csikszentmihalyi, M. (1975). Measuring the flow experience in rock dancing. In Csikszentmihalyi, *Beyond Boredom and Anxiety*. San Francisco: Jossey-Bass.

More information: <http://consciousbody.com/who.html>

Alar Tamming, Estonia

Academic education

Tallinn University, Master's Degree in psychology in the field of "The Measurement of the Electrical Activity of the Brain in the Conditions of Altered States of Consciousness". - 2007

Clinical training

Instructor of transpersonal breathwork in Germany for 3 years.
A transformative breathwork course in Thailand
NLP
Holistic therapy

Work experience

Eluliin, online psychological counseling - 2002-2008

More information: <http://www.superhingamine.ee>

Vitor Jose Fernandes Rodrigues, Portugal

Academic education

University degree in Psychology - University of Lisbon
PhD in Psychology - university of Lisbon

Clinical training

Julia Peres - Regression Therapy (3 years total)
Vera Saldanha - Transpersonal Psychotherapy (3 years total)

Work experience

Psychosophos Lda. - owner, manager.
Teacher of Educational Psychology at the Faculty of Psychology and Educational Sciences of Lisbon (University of Lisbon), 14 years;
Teacher of Pedagogy at the Nurses School of Evora (University of Evora), 1 year,
Teacher of Developmental Psychology at the Faculty of Psychology and Educational Sciences of Algarve (University of Algarve), 6 months.
President of EUROTAS (2004-2009) and of Alubrat (2003-2009).
Vice-President of the ETPA since 2010 until now.
Psychotherapists in practice since 1984, using the Transpersonal Approach since 1994.

Triin Eller, Finland/Estonia

Academic education

2003 - 2010 Tartu University, PhD in medicine
1997 - 2001 Tartu University Psychiatric Clinic, residency
1995 - 1997 Estonian Seamen's Hospital, general internship
1989 - 1995 Tartu University, Faculty of Medicine

Work experience

2013 - ... Solutos OY, psychiatrist (1,0)
01.09.2012 - ... Tartu University; Associate Professor (0.50)
2012 - ... Tartu University, Faculty of Medicine, Psychiatric Clinic, Psychiatry Chair; Associate Professor in psychiatry (0.50)
2013 - 2013 Attento OY, psychiatrist (1,0)
2010 - 2013 Tartu University, Faculty of Medicine, Psychiatric Clinic, Psychiatry Chair; researcher in psychiatry (0.50)

2010 - 2012 Tartu University, Faculty of Medicine, Psychiatric Clinic, Psychiatry Chair; senior assistant in psychiatry (0.50)
2008 - 2012 Tartu University, Faculty of Medicine, Psychiatric Clinic, Psychiatry Chair; assistant (0.50)
2008 - 2010 Tartu University, Faculty of Medicine, Psychiatric Clinic; assistant in psychiatry (0.50)
2005 - 2012 Tartu University Psychiatric Clinic, doctor-professor (0.25)
2005 - 2005 Tartu University Medical Faculty, Institute of Physiology; rapporteur (0.10)

More information: <https://www.etis.ee/portaal/isikuCV.aspx?PersonVID=9875&lang=et>

Siiri-Liisi Kraav

Academic education

2012-... - University of East-Finland, doctoral degree studies, social pedagogy
2004-2006 - Tallinna University, MSc, social pedagogy and child protection
1998-2004 - Tartu University, BA educational sciences

Clinical training

2014 - Certified Imago relationship therapist
2015 - Imago couples Workshop "Teekond soovitud armastuseni" licenced facilitator

Word experience

2005 - ... Perekasvatuse Instituut - lecturer, counselor

More information: www.pki.ee

Jerzy Igor Biechonski, Estonia

Academic education

1992-1994 - Guilford University (UK), MSc, counseling psychology
1974-1977 - Tel Aviv University (Israel) BA, history, philosophy
1979-1982 - Haifa University (Israel) BA, pedagogy, French literature

Clinical training

1983-1986 - Morag Institute (Haifa, Israel) – course in psychotherapy
1987-1988 - Haifa University (Israel), course in family counseling

Word experience

1981-1985 - Megido Highschool (Israel) – teacher of history and French language
1986-1988 - Nahariya town (Israel)- youth worker and youth counselor
1989-1990 - Redbridge, London (UK) - youth worker and youth counselor
1990-1996 - Life Force Centre, Colchester (UK) - psychotherapist
1996-2004 - School of Analytical and Cognitive Hypnotherapy, Essex (UK) - director, teacher
2006-2014 - Terviklik Mina OÜ (Eesti) - director, teacher
2015 - ... Transpersonaalse Psühholoogia ja Hüpnooteraapia Erakool Teadlik Mina, Trance-personal OÜ (Eesti) - director, teacher

Study materials

In addition to the monthly printed handouts, the following material is expected to be covered by the students:

Human anatomy and physiology

Atlas of anatomy. (2009). New York: Thieme Medical.

Despopoulos, A. (2009). Color atlas of physiology 6th edition. Thieme, Stuttgart-New York.

Kingisepp, P. (2006/2009). Inimese füsioloogia. Tartu: AS Atlex.

Nienstedt, W., Hänninen, O., Arstila, A., Björkqvist, S.-E. (2009). Inimese füsioloogia ja anatoomia. Toim.

Georg Loogna. Tallinn: Kirjastus Medicina. 3. parandatud trükk.

Roosalu, M. (2006). Inimese anatoomia. Tallinn: Koolibri.

General psychology

Bachmann, T., Maruste R., 2003. Psühholoogia alused. Tallinn: Ilo

Psychopathology

Roheline raamat (2005). Elanikkonna vaimse tervise parandamine. Euroopa Liidu vaimse tervise strateegia väljatöötamine. Brüssel. Euroopa Ühenduste Komisjon. -

http://www.sm.ee/fileadmin/meedia/Dokumendid/Tervisevaldkond/Tervisepoliitika/Roheline_raamat_e.k.pdf

Vaimse tervise ja heaolu Euroopa pakt, 2008. ELi kõrgetasemeline konverents „Üheskoos vaimse tervise ja heaolu nimel“ Brüssel, 12.-13. juuni 2008 –

http://www.sm.ee/fileadmin/meedia/Dokumendid/Tervisevaldkond/Tervisepoliitika/Vaimne_tervis/Vaimse_tervise_ja_heaolu_Euroopa_pakt.pdf

WHO Euroopa piirkonna "Tervis kõigile" raampoliitika dokument, 2003.

J. Saarma, 1977. Psühhopatoloogia. Kirjastus Valgus.

Bases of Alternative medicine

T. Helgrud, B. Madsen, D. Kolas. Metameditsiin: Loodusseadused ja loomulik tervenemine.

Madleen Simson ja Egle Oja. 2010. Toidu mõju lapse ajule, arengule ja käitumisele. Kirjastus Stella Borealis, 366 lk.

Vinton McCabe. 2014. Praktiline homoöpaatia. Kirjastus Helios.

Professional Ethics

The code of ethics of the European Transpersonal Association <http://eurotas.org/statement-of-ethical-principles/>.

Transpersonal psychology and counselling

Scotton, Bruce W., Chinen, Allan B. and Battista, John R., Eds. (1996) *Textbook of Transpersonal Psychiatry and Psychology*. New York: Basic Books (Estonia translation published in 2011)

John Rowan (2013) *Transpersonaalsus. Vaimsus psühhoteraapias ja nõustamises*. Eesti Transpersonaalne assotsiatsioon

Ken Wilber (2013) *Kõiksuse lühilugu*. Eesti Transpersonaalne Assotsiatsioon

Bases of family and couples therapy

Harville Hendrix. *Teekond soovitud armastuseni. Käsiraamat paaridele.*

Tommy Hellsten. *Olla lapsevanem.* Pilgrim, 2007

Wifried Nelles. *Tegelikkuse tervendav jõud.*

Tiiu Boltzmann. *Perekonna varjatud seadused. Suhete käsiraamat sünnist surmani.*

Developmental Psychology

Butterworth, G. Harris, M. 2002. *Arengupsühholoogia alused.* Tartu Ülikooli Kirjastus
Valitud peatükid teostest:

Krull, E. 2000. *Pedagoogilise psühholoogia käsiraamat.* Tartu Ülikooli Kirjastus.

Kraav, I., Läänesaar S-L. 2007. *Lapsehoidja käsiraamat.* Vali Press.