



**HUMANIVERSITY**

INTERNATIONAL INSTITUTE FOR THERAPY AND EDUCATION

# Program Statement

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A statement of the educational philosophy, objectives,  
curricula and practices of the Humaniversity

**STICHTING HUMANIVERSITY**

*Registered with CRKBO (Central Register for Vocational Training) Netherlands*

Dr. Wiardi Beckmanlaan 4, 1931 BW Egmond aan Zee, The Netherlands

Tel. +31-72-506 4114 ♦ Email: [info@humaniversity.nl](mailto:info@humaniversity.nl) ♦ [www.humaniversity.com](http://www.humaniversity.com)

Reg. Nr. K.v.K. Alkmaar: 41150542 ♦ NL VAT: 0062.05.884.B.01

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## Table of Content

Copyright .....	2
A. Preface.....	7
B. Outline of the Program statement .....	8
C. Key words and phrases .....	9
<b>1. GENERAL INFORMATION ABOUT THE STUDY PLANS.....</b>	<b>11</b>
1.1 Description of the Study Plans.....	11
1.1.1 Four Basic Study Programs .....	11
1.1.2 Electives.....	12
1.1.3 Titles.....	12
1.2 Duration of the Studies in Academic Periods.....	14
1.2.1 Standard Program.....	15
1.3 Admission .....	16
<b>2. EDUCATIONAL PHILOSOPHY .....</b>	<b>17</b>
2.1 General Educational Philosophy of Humaniversity Psychology .....	17
2.2 The Foundation Program - One Year Intensive .....	17
2.3 The Humaniversity Facilitator Program.....	18
2.4 The Humaniversity Therapist Program .....	19
2.5 The Humaniversity Consultant Program .....	20
2.6 Electives .....	21
2.6.1 Sex Counseling.....	21
2.6.2 Encounter.....	22
2.6.3 Community Therapy.....	23
2.6.4 Martial Arts.....	24
2.6.5 Arts and Creativity .....	24
2.6.6 Meditation.....	25
2.6.7 Addiction Studies.....	26
2.6.8 Natural Healing Arts.....	27
<b>3. PROFILE OF THE GRADUATE.....</b>	<b>29</b>
3.1 General Profile .....	29
3.2 The Foundation Program - One Year Intensive .....	30
3.3 The Humaniversity Facilitator Program.....	30
3.4 The Electives .....	31
3.4.1 Sex Counseling.....	31
3.4.2 Encounter.....	31
3.4.3 Community Therapy.....	32
3.4.4 Martial Arts .....	32
3.4.5 Arts and Creativity .....	33

3.4.6	Meditation.....	33
3.4.7	Addiction Studies.....	33
3.4.8	Natural Healing.....	34
3.5	The Humaniversity Therapist Program .....	34
3.6	The Humaniversity Consultant Program .....	35
<b>4.</b>	<b>OBJECTIVES.....</b>	<b>36</b>
4.1	General Objectives .....	36
4.2	The Foundation Program - One Year Intensive .....	36
4.3	The Humaniversity Facilitator Program.....	36
4.4	The Electives .....	37
4.4.1	Sex Counseling .....	37
4.4.2	Encounter.....	37
4.4.3	Community Therapy.....	37
4.4.4	Martial Arts .....	37
4.4.5	Arts & Creativity.....	38
4.4.6	Meditation.....	38
4.4.7	Addiction Studies.....	38
4.4.8	Natural Healing Arts .....	38
4.5	The Humaniversity Therapist Program .....	38
4.6	The Humaniversity Consultant Program .....	39
<b>5.</b>	<b>CURRICULA .....</b>	<b>40</b>
5.1	Introduction to the Humaniversity Study Plans .....	40
5.1.1	Experiential Education.....	40
5.2.	How to read the Humaniversity Study Plans.....	41
5.2.1	The Study Programs .....	41
5.2.2	Description .....	41
5.2.3	Coding.....	41
5.2.4	Values .....	42
5.2.5	Analysis.....	42
5.2.6	Timing and Calculation.....	43
5.3	Overviews .....	44
5.3.1	Cumulative Values .....	44
5.4	Foundation Program - One Year Intensive .....	48
5.4.1	Description .....	48
5.4.2	Code list: 0100 Foundation Program - One Year Intensive .....	50
5.5	The Humaniversity Facilitator Program.....	52
5.5.1	Humaniversity Facilitator Program: Description.....	52
5.5.2	Codelist: 1000 Humaniversity Facilitator .....	55
5.5.3	Sex Counseling Elective: Description.....	56
5.5.4	Codelist: 2000 Sex Counseling Elective.....	57
5.5.5	Encounter Elective: Description.....	58
5.5.6	Codelist: 3000 Encounter Elective.....	59

5.5.7	Community Therapy Elective: Description.....	61
5.5.8	Codelist: 4000 Community Therapy Elective.....	62
5.5.9	Martial Arts Elective: Description.....	63
5.5.10	Codelist: 5000 Martial Arts Elective.....	64
5.5.11	Arts & Creativity Elective.....	65
5.5.12	Codelist: 6000 Arts & Creativity Elective.....	66
5.5.13	Meditation Elective: Description.....	67
5.5.14	Codelist: 7000 Meditation Elective.....	67
5.5.15	Addiction Studies Elective: Description.....	69
5.5.16	Codelist: 8000 Addiction Studies Elective.....	71
5.5.17	Natural Healing Arts Elective: Description.....	72
5.5.18	Codelist: 9000 Natural Healing Arts Elective.....	78
5.6	The Humaniversity Therapist Program.....	80
5.6.1	Humaniversity Therapist: Description.....	80
5.6.2	Codelist: 1800 Humaniversity Therapist.....	83
5.7	The Humaniversity Consultant Program.....	84
5.7.1	Humaniversity Consultant: Description.....	84
5.7.2	Codelist: 1900 Humaniversity Consultant.....	86
<b>6.</b>	<b>METHODOLOGICAL STRATEGIES.....</b>	<b>87</b>
6.1	General Methodological Strategy.....	87
6.2.1	Theoretical/Practical.....	87
6.2.2	Teaching/Research.....	88
6.3	Teacher/Student Interaction.....	89
6.3.1	Levels of Interaction.....	89
6.3.2	Nature of Interaction.....	89
6.4	Methodology for Implementing the Study Plans.....	90
<b>7.</b>	<b>RESOURCES.....</b>	<b>91</b>
7.1	Human Resources.....	91
7.1.1	Selection Procedures and Requirements.....	91
7.1.2	Teachers Curricula (Academic profiles).....	92
7.2.	Educational & Methodological Resources.....	100
7.2.1	Student Facilities.....	100
7.2.2	Recreation.....	101
7.2.3	Communication and Information.....	102
7.2.4	Medical Facilities.....	102
7.2.5	Laundry.....	102
7.2.6	Parking.....	102
7.2.7	Teaching Facilities – Main Building.....	102
7.2.8	Teaching Facilities – Other Buildings.....	103
7.2.9	Meeting Rooms.....	104
7.2.10	Specialized Facilities in the Main Building.....	104
7.2.11	Sound Studio.....	105
7.2.12	Libraries and Information.....	105

7.2.13	Technology Support Facilities .....	105
7.3	Financial Overview .....	106
7.3.1	Income Management.....	106
7.3.2	Asset Management .....	106
7.3.3	Viability and Financial Strength .....	107
<b>8.</b>	<b>EVALUATION SYSTEM .....</b>	<b>109</b>
8.2	General Principles of Evaluation.....	109
8.1.1	Strategic Approach.....	109
8.1.2	Procedures .....	110
8.1.3	Criteria.....	110
8.1.4	Phases .....	111
8.1.5	Sources .....	112
8.2	The Foundation Program - One Year Intensive .....	112
8.2.1	Principles of Evaluation .....	112
8.2.2	Evaluation Procedures .....	113
8.2.3	Evaluation Criteria .....	114
8.3	The Humaniversity Facilitator Program.....	114
8.3.1	Principles of Evaluation .....	114
8.3.2	Evaluation Procedures .....	114
8.3.3	Evaluation Criteria .....	115
8.4	The Humaniversity Therapist Program .....	115
8.4.1	Principles of Evaluation .....	115
8.4.2	Evaluation Procedures .....	115
8.4.3	Evaluation Criteria .....	116
8.5	The Humaniversity Consultant Program .....	117
8.5.1	Principles of Evaluation .....	117
8.5.2	Evaluation Procedures .....	117
8.5.3	Evaluation Criteria .....	118

## **A. PREFACE**

### **1. Validity**

The information contained in this document is valid for the current academic year, 2010, and the foreseeable future.

Policy and practices may be subject to change, in light of experiences gained in the commencement of Institute operations and in response to changing circumstances.

### **2. Gender Reference**

As a term of convenience, the student is referred to throughout the document as "he." The Humaniversity is, in fact, open equally to men and women.

### **3. Acknowledgements**

This document was prepared by U. Carrivick-Zimmermann (Chandrika) and Anthony Mario Carrivick (Dharmaraj), of the Humaniversity, under the supervision of the President, Denny Yuson-Sanchez (Veeresh).

## **B. OUTLINE OF THE PROGRAM STATEMENT**

1. General information regarding the study plans, description of the study plan with the length of the programs in academic periods and the minimum requirements for entry.
2. Relevance for each course in the following terms: philosophical, sociological, pedagogical, employment market and accreditation.
3. Profile of graduates with a description of the knowledge, skills and dispositions in relation to each professional field.
4. Objectives of the programs.
5. Curricula content: by field or curricula lines and by subject, module or course credits, description of subjects or courses.
6. Methodological strategies, relation of theoretical/practical, teaching/research, and interaction lecturer/student.  
Methodology for implementation of the Study Plan.
7. Resources for implementing the Study Plan:
  - 7.1 Human resources: Selection procedures and requirements, teacher's curricula.
  - 7.2 Educational and methodological resources: Bibliographical, laboratory, audio-visual, media, equipment and physical infrastructure for putting teaching into practice.
  - 7.3 Program Financing.
8. Study plan evaluation system including procedures, criteria, phases and sources to be involved in evaluation.



## C. KEY WORDS AND PHRASES

Throughout the text that follows, various references and phrases will be made to the work of the Humaniversity. Some key words and phrases are explained below.

**Humaniversity Psychology** is a synthesis of selected principles from diverse schools of Western psychology and Eastern existential thought. It is oriented generally toward the holistic psychological growth, development and fulfillment of the human being, and specifically, toward his self-realization, gained through the experience of self-love, meditative awareness, and the practice of authentic loving friendship with others. It draws in particular from the schools of the human potential movement and integrates elements of Freudian concepts, learning theory, and the work of Erich Fromm and others on the nature of love. It is significant for the incorporation of the eastern practice of meditation as a means of personal growth, and especially notable for its development of the principles and practice of Social Meditation – an active and socially interactive process in which the participant's inner awareness, objectivity, therapeutic recovery, personal growth and social integration are considerably supported.

**Humaniversity Therapy** is the practical, multi-modal application of highly experiential and holistic expressive, personal, inter-personal and group therapy structures, Social Meditations, and relationship-building processes. It adopts an integrative therapy approach and caters for a multi-symptomatic clientele. It draws from a wide range of therapies including Encounter, Gestalt, Primal, Psychodrama, Bioenergetics, sexual therapy, art and music therapy, and behavioral therapy. It also integrates practices from Eastern personal growth traditions with a special emphasis on awareness through meditation. It is notable not only for the unique synthesis of these approaches but also for the development of its own unique therapeutic processes including the Social Meditations (in particular the AUM Meditation), Flushing and the Pressure Cooker. Humaniversity Therapy can be administered in most clinical environments but most often occurs in a community therapy environment.

**Humaniversity Community** is the community environment in which therapeutic treatment, academic tuition and professional training by apprenticeship all take place, in one integrated and clinically managed process. It combines practices drawn from the principles of therapeutic communities, experiential learning, and Socratic dialogue. Students progress through ever-increasing levels of caretaking, "hands-on" administration of therapeutic processes, and community management. By an education based on carefully guided apprenticeship, the Humaniversity aims to develop therapists who are personally and professionally mature, authentic and congruent, and who are practically equipped with all the clinical and inter-personal skills required for a vocation which involves working with people or the administration of therapeutic guidance and treatment.



# 1. GENERAL INFORMATION ABOUT THE STUDY PLANS

## 1.1 DESCRIPTION OF THE STUDY PLANS

### 1.1.1 Four Basic Study Programs

There are four basic study programs offered by the Study Plans as follows:

#### **(1) The Foundation Program, also known as One Year Intensive:**

This is a prerequisite for the commencement of the other three programs. It provides an intensive experiential process of personal growth and development integrated with an extensive introduction to the theory of Humaniversity Psychology. It is a self-contained program in its own right but is also designed to serve as the foundation for the Facilitator Program.

#### **(2) The Humaniversity Facilitator Program:**

This provides an extension of the studies that begin in the Foundation Program and it leads to the title Humaniversity Facilitator. It teaches the key theoretical principles of behavioral, cognitive, emotional and attitudinal psychology, including their application in social psychology and clinical psychology. The clinical psychology content is taught by experiential clinical training under supervision, enabling the student to learn therapeutic techniques and skills including: diagnosis, evaluation, classification, treatment, group dynamics and counseling. Eventually the student is able to lead pre-structured, short-term therapy techniques. In relation to social psychology, the pro-active student is taught how to think and respond to personal needs in a creative, solution-oriented manner. It encourages an outgoing, socially involved disposition which seeks to fulfill personal and inter-personal aspirations.

#### **(3) The Humaniversity Therapist Program:**

This program of studies results in the title Humaniversity Therapist. Studies involve in-depth clinical work under supervision with the aim of preparing the student for professional practice as a therapist in his own right. The student learns to work self-reliantly in a therapeutic community environment, alone and conjointly with other therapists in a diverse range of circumstances. He will be able to consult to a multi-symptomatic client group and to make creative use of a multi-therapeutic skill base. Extensive practical guidelines are provided for clinical situations normally expected in professional practice.

#### **(4) The Humaniversity Consultant Program:**

This program leads to the title Humaniversity Consultant. The program enables the Humaniversity Therapist to explore, develop and innovate within a chosen area of psychology. Specifically, it requires the design, execution and written analysis of an approved research project under the guidance of a Humaniversity Supervisor. This research must represent a substantial contribution to the knowledge base of Humaniversity Psychology and enrichment to the field of psychology in general.

### 1.1.2 Electives

In addition to the basic study program relating to Humaniversity Psychology, the study plans also provide for optional specialized studies called **Electives**, which are dedicated to the following eight areas:

- Sex Counseling Therapy
- Encounter Therapy
- Community Therapy
- Martial Arts Training
- Arts and Creativity Therapy
- Meditation Training
- Addiction Studies
- Natural Healing Arts Studies

These Electives are usually initiated within the Foundation Program and are continued as part of the Humaniversity Facilitator Program. When an Elective is combined with studies in the Humaniversity Therapist Program, the successful graduate emerges after completion of studies as a **Humaniversity Therapist** with the ability to work clinically, to instruct others, and to lead workshops in the chosen area of specialization; he will carry a title (see below) which reflects his particular specialization.

### 1.1.3 Titles

**(1)** After completion of the **Humaniversity Facilitator Program** a student will graduate with the general title:

Humaniversity Facilitator

**Or**, on completion of the relevant **Elective**, one of the following specializations:

Humaniversity Sex Counselor  
Humaniversity Encounter leader  
Humaniversity Community Facilitator  
Humaniversity Osho-Do Instructor  
Humaniversity Creativity Facilitator  
Humaniversity Meditation Leader  
Humaniversity Addiction Specialist  
Humaniversity Natural Healer

**(2)** After completion of the **Humaniversity Therapist Program**, a student will graduate with the general title:

Humaniversity Therapist

**Or**, if a student has completed an **Elective** he will graduate with one of the following titles:

Humaniversity Sex Counseling Therapist  
Humaniversity Encounter Therapist

Humaniversity Community Therapist  
Humaniversity Martial Arts Therapist  
Humaniversity Creativity Therapist  
Humaniversity Meditation Trainer  
Humaniversity Addiction Therapist

At the present time, the Elective, Natural Healing Arts Studies, does not yet lead to a corresponding Humaniversity Therapist Title.

- (3)** After completion of the **Humaniversity Consultant Program**, a student who has completed his studies regardless of any previous Elective studies will graduate with the general title:

Humaniversity Consultant

## 1.2 DURATION OF THE STUDIES IN ACADEMIC PERIODS

All the courses are conducted in academic periods referred to as **Quarters and Study Visits**. The Quarters are four periods of three residential months. The Study Visits are referred to in days as they only require attendance for the purpose of weekend workshops, tutorial days and seminars.

The Humaniversity **academic calendar** begins September 1 in each year. However, a student may begin his studies at any time of the year.

The following schedule records the **standard** duration of the studies listed. Shorter or longer variations can be negotiated and these are called respectively the **accelerated** and the **extended** duration of studies.

Program	Residential Study	Study Visit	Duration <sup>(1)</sup>	
	Days	Days	Elective	Program
<b>Foundation - One Year Intensive</b>	<b>424 days</b>			<b>2 years</b>
<b>Humaniversity Facilitator</b>		<b>88 days</b>		<b>2 years</b>
<b>Electives <sup>(2)</sup> total:</b> (Including Facilitator Program)				
Sex Counseling		163 days	2 years	
Encounter		139 days	2 years	
Community Therapy	90 days	88 days	2 years	
Martial Arts		124 days	2 years	
Arts & Creativity	90 days	88 days	2 years	
Meditation		154 days	2 years	
Addiction Studies	345 days		1 year	
Natural Healing Arts		253 days	2 years	
<b>Humaniversity Therapist</b>	<b>270 days</b>	<b>186 days</b>		<b>2 years</b>
<b>Humaniversity Consultant</b>		<b>89 days</b>		<b>2 years</b>

### Notes

(1) “**Duration**” means the total time-span allocated for the completion of the required Quarters, e.g. 4 Quarters that are spread over a total period of two years.

(2) The **Electives** can be and often are conducted in parallel with the Foundation Program and the Facilitator Program, which means that the Program and the Elective can be completed within the same 2-year period.

### 1.2.1 Standard Program

Students can combine long-term Residential Study with Study Visits in order to attain the following titles:  
 Humaniversity Facilitator in 4 years total;  
 Humaniversity Therapist in 6 years total;  
 Humaniversity Consultant in 8 years total.

Name of Program	Humaniversity Facilitator Programs				Humaniversity Therapist Program				Humaniversity Consultant Program	
Focus	Foundation Program - One Year Intensive		Therapist Training		Advanced Therapist Training				Workshop Leadership & Research	
Standard Duration	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		Year 7	Year 8	
Student Name	Student I, II, III		Senior		Graduate				Postgraduate	
Academic content	TT Level 1	TT Level 2	TT Level 3	TT Level 4	TT Level 5	TT Level 6I	TT Level 7	TT Level 8	Research for Thesis	
Elective content	Level I		Level II		Level III (if applicable)		-	-	-	The Elective chosen will often form the basis of the thesis
Student Development	Participant (P)	Caretaker (C/T)	Assistant Staff (A/S)	Staff (S)	Assistant (A)	Assistant (A)	Co-leader (CL)	Leader (L)	Staff Trainer	
Title on completion	-		Humaniversity Facilitator		Humaniversity Therapist				Humaniversity Consultant	

(TT – Therapist Training)

## 1.3 ADMISSION

The applicant must fill in an **Application Form** before start of studies and complete the **Admission Application Form** that has been designed in accordance with the standard specifications adopted by the Dutch educational authorities.

As part of the application process, an applicant will normally be expected to fulfill one of the following three **prerequisites** before being eligible to start studies:

- Supply an admission diploma appropriate for admission to a university in the Netherlands.
- Supply a satisfactory foreign diploma.
- Satisfactorily complete a Colloquium Doctum examination.

Further details can be found within the Humaniversity **Admission Application Form**.



## 2. EDUCATIONAL PHILOSOPHY

### 2.1 GENERAL EDUCATIONAL PHILOSOPHY OF HUMANIVERSITY PSYCHOLOGY

An education in Humaniversity Psychology gives everyone the opportunity, irrespective of their race, nationality, religion, sex or philosophy of life, to study the psychology of the human being, deepen their own awareness, develop their natural potential, and receive effective therapeutic help to overcome obstacles to such development. This education makes use of diverse principles and techniques derived from Humanistic Psychology and Eastern holistic knowledge of the human psyche.

The professional task of the Humaniversity Therapist is to optimize his understanding of the human being, and the practical ways in which he can apply his understanding towards the well-being of the person who is in his care.

He can serve by way of preventive care in the form of early diagnosis, counseling and education. He supports the individual's growth, development and fulfillment by individual advice as well as through group counseling and communal living experience. He can draw from a wide spectrum of psychological methods designed to meet the needs of the client and their specific issues. He supports the development of personally satisfying ways of behavior. He seeks to optimize the mental health of the individual by way of therapeutic intervention, which emphasizes self-efficacy. He also contributes to the development and growth of specialized psychological knowledge in the art of working with people, and transmits the findings, ideas and applications in a generally understandable way for the benefit of persons who are in his care and the advancement of society in general.

The knowledge and skills acquired in each program will be adaptable in many different contexts which involve working with people – whether on a professional basis or otherwise – and will prove to be fundamentally useful in the graduate's personal life.

### 2.2 THE FOUNDATION PROGRAM - ONE YEAR INTENSIVE

**Philosophically**, the Foundation Program serves as a comprehensive personal growth process in its own right and also as an experiential preparation for all subsequent therapist education programs provided by the Humaniversity.

**Sociologically**, as a personal growth process, the program encourages the qualities of self-awareness, self-help, self-disclosure and friendship as vitally important skills in terms of personal life-fulfillment and social integration.

As a part of the Therapist Training, the Foundation Program is based on the principle that in order to work with people successfully, a therapist needs to be able to draw upon the wisdom and authenticity derived from a wide field of direct personal experience and not only the "borrowed" knowledge of the mind. Society benefits from members who are not only personally aware but who also have the capacity for effective and fulfilling interpersonal and social interaction.

To gain this experience, a therapist-in-training needs therefore to spend time to explore who he is, to become congruent and to mature as a human being. When a therapist can accomplish this level of personal development, a client is more likely to trust the therapist. Trust is fundamental to the art working with people.

**Pedagogically**, the residential community serves as a secure non-threatening microcosm of society at large. By engaging in the structures and processes of Humaniversity Therapy, the student consciously experiences his behavioral and relating patterns and this in turn provides the opportunity for personal transformation.

## 2.3 THE HUMANIVERSITY FACILITATOR PROGRAM

The central educational purpose of the Humaniversity Facilitator Program is to learn how to engage in a personal growth process while, at the same time, being aware of the process and needs of others. This is a valuable life skill for all persons including especially therapists and other professionals who are already working with people.

The **philosophical, educational and sociological** significance of the Humaniversity Facilitator Program is that it takes place in a social context. This means that the student not only gains an introverted personal awareness but balances and integrates this with the extroverted processes of inter-personal and organizational activity. Experiencing the behavior and responses of others in a controlled therapeutic environment provides a greater variety, continuity, and intensity of learning experiences than if he simply engages in individual study and therefore carries with it the potential for a high level of increased personal awareness and growth.

In **pedagogical** terms, the student's education by way of apprenticeship becomes firmly established. For the trainee therapist, the program teaches the student the extroverted ability of working with people while possessing the introverted skill of disidentification with the client. This means being able to witness and appreciate the client's experience while not becoming enmeshed. This process of inner and outer awareness is regarded as important, even essential to a healthy therapist-client relationship because basic concepts such as 'empathy', 'authenticity' and 'congruence' will have an experiential reality. In the understanding and practice of Humaniversity Psychology, this therapist's ability of capacity for coexisting inner and outer awareness is one of the most important factors in safe-guarding the therapist's own mental health whilst being effective in his therapeutic interventions.

The program is relevant to the problems faced by professionals such as stress, burnout, unfulfilled personal needs and service to others at the expense of being able to help themselves.

In relation to the **employment market**, the graduate will be able to operate in two main capacities:

- a) As an assistant to a therapist; and independently
- b) As a facilitator.

There is a perceived need for skilled and mature paraprofessionals in many clinical institutions who can assist therapists, especially those who are involved in group work. Such an assistant needs to be able to work well in a team in a therapeutic context, without letting personal issues interfere with the process of the client or the leadership of that process; he will also be able to function occasionally as an intermediary between the therapist and the client. Generally, he will act as a facilitator who helps preliminary and basic levels or aspects of the therapeutic process to unfold.

This core skill of facilitation can be used elsewhere in the work environment, especially in industry and commerce where there is a need for services related to team building, conflict-resolution and organizational support. Increasingly, the commercial success of an organization will be influenced by its ability to optimize the deployment of its human resources throughout its entire scope of operations. This process can be assisted by professionals who are practiced in efficient and effective organizational dynamics.

## 2.4 THE HUMANIVERSITY THERAPIST PROGRAM

This program educates the student to become a Humaniversity Therapist. The primary **philosophical** justification for this program is that society needs therapists to teach others 'the human arts' and particularly the art of love. This is because so many psychological difficulties and dysfunctions are rooted in the absence of love and the several qualities related to it, such as trust, respect, care and friendship.

A Humaniversity Therapist therefore needs to learn and to integrate these qualities within his own life as well as the knowledge and skills needed to work therapeutically with others. When the therapist himself has the capacity to initiate healthy friendships, the complex, dynamic and multi-dimensional process of working with people will be immensely enriched and humanized.

Specifically the program teaches a range of professional skills including diagnosis, assessment, treatment planning, implementation and evaluation so that the therapist can systematically encourage rehabilitation of the client.

The **sociological** aim of Humaniversity Therapy is to show the client how to take care of his life and re-enter society as an active, integral and creative member of it. The program therefore aims to teach these capabilities and to show the student his potential to become a "change-agent", an initiator of desired changes to his circumstances. In addition, the student must learn a range of personal skills in the art of working with people including:

- Development of discretion, sensitivity, and responsiveness regarding the client's treatment plan so that it can be adapted appropriately as the client evolves in his therapeutic process.
- Development of the faculties of self-reflection, self-assessment and self-efficacy as a means of maintaining centeredness, clarity and clear boundaries between therapist and client. This requires learning how to be a friend and to be aware of the issues of transference and counter-transference.

- Learning how and when it is appropriate to postpone self-gratification in order to meet the needs of the client.
- Learning how to relate therapeutically and effectively with the client so that the client can receive and integrate what the therapist has communicated.

**Pedagogically**, the program is designed as a societal microcosm of the therapeutic community environment. Under constant, guided supervision and daily personal evaluation, the student learns to take ever-increasing responsibility for the conduct of therapeutic processes. Finally, the student learns to think and act independently, authentically and creatively and to work with people in accordance with all the principles and techniques of Humaniversity Psychology and Therapy.

In the **employment market**, the Humaniversity Therapist will be able to work with people in a number of areas:

- In private professional practice within the health sector;
- In practice within a therapeutic community;
- As an advisor to government departments;
- As a consultant to the business sector on matters relating to personal, inter-personal and social interaction issues;
- Generally as a therapist active in health and mental health care, engaging both preventative and treatment measures.
- Supervision of junior students

## 2.5 THE HUMANIVERSITY CONSULTANT PROGRAM

The **philosophical** basis for this program is that there is a need for further research that generates original thought, knowledge and wisdom, which are geared toward the growth, development and fulfillment of the human being.

**Pedagogically, sociologically** and **professionally**, research programs contribute to the development of Humaniversity Psychology; generally provide a useful and expanding educational resource for the understanding of the human being; serve as a potential source of new wisdom and therapeutic techniques; and help form the basis of informed public opinion and useful social change.

A Humaniversity Consultant is regarded as an expert in his field and in this capacity will be able to serve society in a number of sectors at a senior level. In the health sector a Humaniversity Consultant can operate as an advisor to governments. In the educational sector he can serve as a lecturer and specialist advisor. In industry, he can act as a consultant especially in relation to organizational and personnel issues. In the recreational sector, a Humaniversity Consultant can advise individuals and organizations in relation to the fulfillment of human potential. As an expert in his field he will look for all the ways in which he can teach or otherwise pass on his expertise to others.

## 2.6 ELECTIVES

The basic education in Humaniversity Psychology can be expanded by additional studies in specialized aspects of psychology known as Electives. The philosophical and sociological rationale for teaching the Elective is that a psychologist, or any profession that involves working with people, often needs specialist knowledge and experience to meet the needs of his clientele. The Electives are designed to address eight major areas of human concern, and the relevant course material can usefully be integrated within professional practice.

In pedagogical terms, the Electives are designed so that studies can (and normally will) begin in the Foundation Program and be developed in ever increasing depth in subsequent programs.

### 2.6.1 Sex Counseling

**Philosophically** and **sociologically** there is a need for specific education on healthy sexuality since this is fundamental to a person's growth, maturity and fulfillment, and to societal harmony. Society requires professional advisors and teachers of sexuality at several different levels - for instance, in policy formation, school education and in individual counseling. The Humaniversity Sex Counseling studies aim at providing society with specialists in this area.

**Pedagogically**, there is a perceived need for different levels of education and this is reflected in the possibility of commencing studies in the **Foundation Program**. The student begins with a program of developing sexual awareness, of understanding his own sexual identity. For students intending to become Sex Counselors this education is fundamental because by developing a mature appreciation of his own sexuality he is less likely to hold prejudices and judgments in the process of counseling others.

During the **Humaniversity Facilitator Program**, experiential education is supplemented with theoretical knowledge ranging from medical information, including an awareness of the various sexual dysfunctions, the practicalities of safe sexual conduct and the spiritual or esoteric aspects of sex.

At the level of the **Humaniversity Therapist Program**, the student learns to combine his basic general studies in caring therapeutically for others, with specific regard for sexual issues. He learns to counsel and provide individual therapeutic assistance on various matters of sexual difficulties to individuals and couples, and also to lead group workshops on human sexuality.

The **Humaniversity Consultant Program** is designed to allow the student to develop new research, theories and practical techniques applicable to human sexuality.

In **market terms**, the above programs offer different possibilities.

- The **Humaniversity Facilitator** graduate who completes the two years of elective studies will be entitled to practice as a Sex Counselor and give limited non-medical counseling to individuals, or to seek employment within organizations interested in sexual education, and to lead day-workshops with the theme of sexuality.

- The **Humaniversity Therapist** can counsel individually, employing a wide range of therapeutic techniques to assist the counseling process. He can engage in private practice as a therapist specializing in sexual issues and lead group workshops on sexuality issues.
- The **Humaniversity Consultant** can develop research on chosen themes of sexuality and contribute his expertise as a specialist advisor to health organizations, educational systems and community organizations. He can also lead individual, couple and group therapy sessions and workshops.

### 2.6.2 Encounter

The **philosophical** basis for these elective studies is that there is a need for skills, especially communication skills, in the art of inter-personal relations. Breakdowns in communication and destructive styles of communication are some of the major problems in living and working together. An educational program, which aims to restore, improve and maximize healthy communication, is therefore needed.

In **sociological** terms, society benefits if its members are more able to connect and communicate with each other rather than isolate. There is a special need for citizens and professional practitioners who are skilled in personal awareness, improving the integration of individuals into society, and the communication within and between social groups. On the larger scale, these qualities can be also encouraged between countries and the international improvement of the human condition.

**Pedagogically**, the basis for these studies is awareness based on personal perception and acquired information. The elective program is designed to bring this about by way of extensive experience in communication, relationship conflict resolution and friendship.

This begins (usually in the **Foundation Program**) with the fundamentals of personal awareness in matters such as personal identity, needs and boundaries. Through mature personal awareness a person can develop clear, effective and productive communication and relationship with others.

During the **Humaniversity Facilitator Program**, awareness of other people and their dynamics is accompanied by an appreciation of how one is relating, and the skills for resolving difficulties in communication.

Later, during the **Humaniversity Therapist Program** the student focuses on mastering the elements of friendship, which, according to Humaniversity Psychology, is the highest form and quality of relating.

The **Humaniversity Consultant Program** recognizes that there is a need for on-going research on the nature of friendship, especially the in-depth research of the personal, inter-personal, social and situational factors relevant for the long lasting, fulfilling friendships.

In **market terms**,

- The **Humaniversity Facilitator** graduates with the title, Humaniversity Encounter Leader, and can operate as a counselor and advisor and facilitator on inter-personal and group dynamics, conduct a limited range of therapeutic techniques for the purpose of conflict resolution or improved communication, act as an assistant to a therapist specializing in this area, and lead day-workshops with the theme of relating and teamwork.
- The **Humaniversity Therapist** graduates with the title, Humaniversity Encounter Therapist and is able to work therapeutically with people on issues such as domestic and family discord and violence, inter-generation difficulties, and avoidance behavior.
- The **Humaniversity Consultant** can act as advisor and leader on the issue of friendship and take his skills into the field of business and relevant government organizations. The Humaniversity Therapist and the Consultant will both be able to open private professional practices working therapeutically with individuals and groups. The Humaniversity Consultant will have the opportunity to offer the findings of his research as an expert and as an educator especially in the area of friendship.

### 2.6.3 Community Therapy

**Philosophically** and **sociologically** there is a perceived need for citizens and professional practitioners who are experienced and skilled in the art of working and living with people, effectively, productively and creatively. Community Therapy is designed to teach these skills.

In **pedagogical** terms, a highly effective method of teaching these skills is to live and work with people within a clinically supervised community – a societal microcosm in which all usual personal and inter-personal characteristics and behavior are present, and reflected in the activities of the community and the peer group in which the student is a member. By this method, the student learns to develop an appreciation of his role as a member of the community, his relationship with other members and how to pursue initiatives for the satisfaction of personal and communal needs.

Graduates of the **Humaniversity Facilitator Program** are called Humaniversity Community Managers. In the **employment market** they are able to engage in limited practice as facilitators in the formation and organization of small communities or co-operatives.

Graduates of the **Humaniversity Therapist Program** are trained to work as therapists especially in a communal setting. They will have the flexibility to assist in setting up a community; teach others how to live and work together and act as a specialist where difficulties and conflicts arise; and engage in a comprehensive range of techniques for maximizing the potential for productive inter-action within the community.

In addition to working as therapists, a **Humaniversity Consultant** will, through research and exploration of communal living issues, be able to act professionally as advisors on community and sociological dynamics in all kinds of small organizations including: therapeutic communities, land-oriented co-operatives and boarding schools.

#### 2.6.4 Martial Arts

The **philosophical** and **pedagogical** basis for this elective is that an experiential understanding of, and proficiency in, the martial arts can greatly assist in the psychological mastery and congruency of mind, body and emotions; these are valuable qualities in personal life and in any professional practice which involves working with people.

The **sociological** value of martial arts training, especially in the form taught by the Humaniversity (known as Osho-Do), is that it is an excellent medium for teaching many specific qualities important to the role and contribution of the individual within society, including: awareness, responsibility, discipline, self-control, self-assertion and self-esteem. At the centre of these and other benefits, the study of the martial arts provides the practical resource of self-defense.

**Employment Market:** When this elective is combined with the Humaniversity Facilitator Program, the student graduates as an **Osho-Do Instructor**. He will be able to integrate martial arts training in his work with clients, which can include children, adolescents and adults. By teaching basic self-defense techniques he can show others how to overcome fear and empower themselves to a position of healthy self-esteem.

A Graduate from the **Humaniversity Therapist Program** has the opportunity to go deeper into his training and emerges as a therapist and highly skilled practitioner of the martial arts. He will be able to work with clients therapeutically in a holistic manner having regard to the client's physical, mental and emotional dispositions. He will also become recognized as an Osho-Do Trainer, teaching others to become Osho-Do Instructors.

The **Humaniversity Consultant** who specializes in martial arts will be an expert in his field. In terms of his specialization he will be able to research and develop a fusion of the various martial arts. As a Humaniversity Consultant he will be able to develop new research and ideas regarding the body-mind relationship in human psychology, and the individual-societal relationship in the context of the art of living together. His research and expertise will mean that he can operate as a counselor and advisor in the private and public sectors.

#### 2.6.5 Arts and Creativity

**Philosophical and pedagogical terms:** Creativity and the various artistic media for creativity, have several layers of relevance to therapeutic practice. Essentially, creativity is the expression of how the individual perceives his inner world - his emotions, ideas, ideals, and attitudes - and also his external living environment and how he behaves within and toward it. Creativity also has a healing effect in that repressed, traumatized or under-developed aspects of the psyche can find their healthy and fulfilling expression. Creativity in its highest form can be a fulfilling communication of a person's original being and authenticity and is an indication of mental health. For these reasons, creativity is a valuable device for therapeutic diagnosis and treatment of mental health problems.



In **sociological** terms, the community benefits from members who are capable of healthy self-expression, who can contribute their talents and develop their own potential. Healthy creativity within society communicates the possibilities of higher qualities of being.

The **Humaniversity Facilitator Program** graduate who specializes in Arts and Creativity will be able to operate in the **market** as a facilitator of creativity sessions and groups and as such will be active within schools, various institutions and health services.

A graduate of the **Humaniversity Therapist Program** will be able to work as a therapist helping others to express, enrich and fulfill their creativity potential. He can work remedially with troubled clients or coach gifted individuals to realize their talents. He will be able to work on a one-to-one basis or in groups, with children, adolescents and adults.

A **Humaniversity Consultant** will be able to teach others how to integrate creativity in the personal growth and therapeutic processes. He will be able to do this by virtue of his expertise based on his existing research or from his commitment to on-going research in this area. As well as being active in private therapy practice he will also be able to operate as consultant and educator in the private and public sectors.

### **2.6.6 Meditation**

**Philosophical terms:** The Humaniversity teaches meditation to generate the quality of awareness, which is at the core of the art of working with people. The capacity for meditation can be developed in others both as part of therapeutic treatment and as part of a general self-efficacy plan for the client. There is therefore a need to train practitioners and therapists who are experienced and skilled in meditation.

**Sociologically**, there are definite benefits to be gained from the provision of this education. Firstly, personal responsibility, and the integration and contribution of the individual within society, all begin with the quality of awareness - not only the awareness of one's own needs, boundaries and abilities but also the circumstances of other people and the individual's social environment. Meditation can also alleviate stress, which is a widespread social problem. When practiced with constancy and commitment, meditation can connect the individual with his authenticity and creativity; in time he becomes more self-assured, graceful in action, affectionate in relatedness, and generous in social contribution.

**Pedagogically**, an educational and residential community environment of the Humaniversity is an excellent medium for the teaching of meditation as demonstrated by the various spiritual traditions, which have taught their philosophies and practices in communities such as monasteries and ashrams.

Sociologically and pedagogically, meditation generally represents a helpful synthesis of wisdom from eastern and western traditions, which offer a higher quality of life and a method of increasing insight, perception and sensitivity.

Social Mediation in particular is a highly effective method of teaching both personal and inter-personal awareness and relatedness.

Employment Market: A graduate of the Humaniversity Facilitator Program who specializes in meditation will be a **Meditation Leader**, which includes the qualification to conduct Social Meditations and in particular the AUM Meditation, a major therapeutic technique of the Humaniversity. He will be able to guide participants through limited therapeutic structures that are designed to encourage personal awareness of mental, physical and emotional processes, and a healthy affectionate relatedness to others. This means that he will be able to take his work into the community by way of private initiatives (meditation meetings etc.) and community health agencies in relation to social initiatives such as stress-management classes.

A graduate of the **Humaniversity Therapist Program** will be able to practice as a therapist who uses meditation within his range of therapeutic approaches. He will also hold the title Meditation Trainer, which entitles him to train others to conduct the various forms of meditation adopted by the Humaniversity.

A **Humaniversity Consultant** will be able to research the psychological benefits of meditation for the individual and social groups; develop new techniques; and convey his expert knowledge as a consultant to social groups and health-related organizations who are interested in meditation.

## 2.6.7 Addiction Studies

In **philosophical** terms, the best therapeutic assistance to addicts can be given by those who have a specialist knowledge and direct experience of the behavioral psychology of addicts. For this reason the Humaniversity offers these experiential elective studies which are taught by therapists who are highly practiced in the treatment of addicts.

**Sociologically**, addictive behavior is a serious international phenomenon and extends beyond substance abuse to patterns such as anorexia, bulimia, and gambling. The cost to society is substantial - it includes the loss of economic and socio/cultural contribution by the addict and extends to the cost of medical and social support services, as well as the burdens on family and loved ones.

Sociologically there is a need for research and education in addiction studies and for the development of an addiction treatment program, as offered by the Humaniversity, which is curative, cost-effective, oriented toward the addict's social rehabilitation and self-efficacy.

**Pedagogically**, experience from the United States and Europe especially, has demonstrated that the residential "Therapeutic Community" (T.C.) is a highly effective and successful method and environment for both the treatment of addicts and the training of addiction specialists. Essentially the addictive substance or behavior is replaced with satisfying human contact. The Humaniversity has modified the original conventional model of the T.C. to give special emphasis to the learning of the values of responsibility, friendship and co-operation.

**Employment Market:** The Humaniversity Facilitator graduate specializing in Addiction Studies will be known as an **Addiction Specialist**. He will be able to work as a counselor to individuals and groups on addiction issues, and as staff in a Therapeutic Community or other treatment facility. In relation to individuals, especially addicts, he will be able to offer a diagnosis of the individual's personal circumstances in relation to his addiction, offer Humaniversity Therapy treatment techniques in a clinical setting under supervision, and offer other options available for his treatment. In relation to families and community groups he will be able to offer education and support; this can extend to the establishment of community orientation centers for the purpose of creating more social awareness and information about addiction issues.

The **Humaniversity Therapist** will be able to work therapeutically with addicts. He will be aware of the complex psychological dynamics of the individual addict. He will be able to work on one-to-one basis with addicts or in larger clinical settings including rehabilitation centers and therapeutic communities.

A **Humaniversity Consultant** will be in a position to engage in and offer much needed research into addiction issues. As an expert in addiction studies he will, in addition to being able to work clinically in the treatment of addicts, be able to offer high-level advice as a consultant to governments, health organizations and other bodies concerned with addiction. He will also be able to supervise and train others in the management of Humaniversity therapeutic techniques.

### 2.6.8 Natural Healing Arts

This Elective is designed to be an accessory to the **Humaniversity Facilitator Program**. It is therefore intended to emphasize and assist the administration of psychological care or provide additional education to professionals already trained in health care. It is not intended as an independent education in medicine.

In **philosophical** terms, there is a need for an educational program for the Natural Healing Arts because therapy is essentially about the process of healing. Key aspects of mental health are the awareness, appreciation and care of the body.

There are **sociological** advantages to the provision of such an education: first, the more widespread personal health awareness becomes the more healthy the society is likely to be; second, where there is a cumulative or group health awareness, this can lead to helpful changes in public opinion and attitude about specific health issues; third, a society, which possesses an awareness of health issues can move toward preventive medicine and avoid foreseeable health problems.

Further, the introduction of natural and alternative healing arts can enrich the existing body of health wisdom and possibly find new or additional solutions for existing needs.

In **pedagogical** terms, the student benefits from an education, which emphasizes the observation and care of physical health issues. By being aware of a client's physical state, the practitioner can gain a deeper appreciation of the client's psychological circumstances and which treatment is most appropriate. The student learns in more depth how to be in communion with his client's needs, and to take care of those needs.

By learning experientially as an apprentice from an expert teacher, the student is well prepared for later professional work in the field.

**Employment Market:** The Humaniversity Facilitator will be able to work individually or in conjunction with other professionals in the health and healing sector. He will carry the title, **Natural Healer**, and as such will be able to administer treatment under supervision of a physician or other recognized medical or health practitioner. The student who is already trained as a health professional will find this education a valuable enhancement to his knowledge and skill base, and this will strengthen his expertise and scope of activity in the employment market.

## 3. PROFILE OF THE GRADUATE

### 3.1 GENERAL PROFILE

In all its programs, the Humaniversity encourages a basic blend of knowledge, skills and dispositions in its students, which can be regarded as core qualities or values; they are:

- **Self-Knowledge**  
A strong awareness of the student's own psyche – personality, tendencies, and behavior – in a diverse range of challenging and everyday circumstances.
- **Self-Esteem**  
Self-acceptance and healthy self-regard – physically, psychologically and spiritually.
- **Self-Efficacy**  
A capacity for self-awareness, self-diagnosis, and self-help.
- **Authenticity**  
A combination of qualities which include:  
personal authenticity – originality, independence and congruence of thought, emotion, personality and action;  
professional authenticity – guidance and therapeutic care which is tempered with valid and relevant personal experience, and a commitment to respect the boundaries of professional competence.
- **Friendship**  
(Inter-personal relationship)  
A capacity for sociability, and the development of multiple authentically intimate, affectionate, and rewarding relationships.
- **Teamwork**  
(Social Interrelationship)  
A capacity to cooperate effectively and efficiently with others, either as a team-member or as the leader of the team.
- **Self-Actualization**  
A capacity to express personal needs and goals, to seek creative solutions, and to realize them.

The various programs offered by the Humaniversity emphasize, deepen or refine these qualities, or encourage a range of additional qualities that are directly relevant to the theme and orientation of the program. These programs are described below.

## **3.2 THE FOUNDATION PROGRAM - ONE YEAR INTENSIVE**

This program focuses on the core qualities listed above. The student's profile particularly emphasizes awareness by the student of his individuality, his role as a group member, and as a participant in society.

### **(1) Knowledge**

- \* Self-awareness: a well-developed awareness of, and perception into the workings of the student's own psyche - his psychological state at any given time, his needs and goals;
- \* Group and Social Awareness: a sensitivity and appreciation of the psychological state and needs of the student's peer and social groups, and his role and effect in relation to them.

### **(2) Skills**

- \* Self-Efficacy: an ability to diagnose the student's own psychological circumstances; to communicate this where appropriate; and to initiate a healthy and effective response to his needs.
- \* Social Skills: an ability to relate and/or co-operate with others in relation to functional tasks; to form affectionate relationships; and an ability to provide basic supervised care taking of people who are engaged in a therapeutic process.

### **(3) Disposition**

- \* Sociability: a tendency towards association with others with a view to a mutually rewarding co-operation and friendship;
- \* Creativity: a tendency toward creative recreational expression and a constructive solution-oriented approach to life;
- \* Initiative: a preparedness to cause effective and helpful changes to circumstances in order to meet personal needs.

## **3.3 THE HUMANIVERSITY FACILITATOR PROGRAM**

The student completing this program will have developed an awareness and aptitude for the professional caretaking of people in a therapeutic process.

### **(1) Knowledge**

- \* The principles of Humaniversity Psychology; the methodology and techniques of Humaniversity Therapy;
- \* Familiarity with the theories of various schools of psychology, as well as with the principles of humanistic and existential psychology;
- \* The principles of group dynamics and working with people.

### **(2) Skills**

- \* Caretaking, organizational, and facilitating skills in a therapeutic context; management of pre-structured therapy techniques;

- \* Professional assistance, personal empathy and support to a therapist in charge of a therapeutic process;
- \* Referral counseling.

### **(3) Disposition**

- \* Awareness, sensitivity and care toward people who are in therapeutic process;
- \* Clarity of communication;
- \* Centeredness and flexibility;
- \* Enthusiasm and Commitment.

## **3.4 THE ELECTIVES**

In the case of the Electives especially, the profile of the graduate will vary according to the specialist area of knowledge and experience he has chosen. A more detailed explanation of the course content can be found in sections 4 and 5 of this document. The following statement of knowledge, skills and dispositions assumes that the student carries out his Elective studies in parallel with, and as an accessory to, the Humaniversity Facilitator Program. A student who subsequently enters into a Humaniversity Therapist or Consultant Program specializing in one of these areas, will of course, acquire a higher or varied level of knowledge, skills and dispositions. In this regard it is helpful to read sections 3.5, 3.6 and 4 below.

### **3.4.1 Sex Counseling**

#### **(1) Knowledge**

- \* Personal awareness of the graduate's own sexuality;
- \* Theoretical aspects of human sexuality, sexual dysfunction and crisis;
- \* Societal issues concerning sexuality.

#### **(2) Skills**

- \* Diagnosis: an ability to identify the client's issues, which require treatment;
- \* Treatment: an ability to formulate and implement a plan to deal with those issues; and a corresponding level of empathy and care especially for those who are in trauma or crisis;
- \* Guidance: an ability to counsel and provide a helpful referral to the client.

#### **(3) Disposition**

- \* Awareness and sensitivity toward a client;
- \* Compassionate;
- \* Trustworthy.

### **3.4.2 Encounter**

#### **(1) Knowledge**

- \* Theoretical aspects of Encounter;
- \* An understanding of group dynamics;
- \* The individual within the group - authority, avoidance and defense structures.

## **(2) Skills**

- \* Personal and inter-personal communication in a therapeutic context;
- \* Conflict Resolution and relating skills.

## **(3) Disposition**

- \* Adventurous – a willingness to explore himself, and his life circumstances for the purpose of clarity and fulfillment;
- \* Friendliness – a person who is interested in forming and maintaining intimate and rewarding relationships;
- \* Solution oriented – a positive and practical approach to resolving personal needs and goals.

### **3.4.3 Community Therapy**

#### **(1) Knowledge**

- \* Theory and practice of therapeutic communities;
- \* Behavior and potential of the individual in a community;
- \* Community management and dynamics.

#### **(2) Skills**

- \* Diagnosis and treatment – for the individual and the therapeutic community;
- \* Planning and organization within the therapeutic community;
- \* Management of clinical and organizational processes.

#### **(3) Disposition**

- \* A willingness for, and commitment to, leadership and responsibility;
- \* An interest in assisting the growth and development of other people;
- \* A curiosity for the potential of the community principle in therapeutic change.

### **3.4.4 Martial Arts**

#### **(1) Knowledge**

- \* The principles of various styles of martial arts;
- \* The principles of Osho-Do and meditation;
- \* Awareness of the body, and the nature of personal energy.

#### **(2) Skills**

- \* The S.A.P. Katas;
- \* Personal awareness, balance and control; the co-ordination of physical, mental, and emotional states;
- \* Use of weapons for self-defense.

#### **(3) Disposition**

- \* An aspiration for physical health and positive mental attitude;
- \* A mature and disciplined approach to personal goals and tasks;
- \* An orientation toward friendship;
- \* A developed level of emotional awareness; a responsible ability to assert himself with physical, mental and emotional power.



### **3.4.5 Arts and Creativity**

#### **(1) Knowledge**

- \* The traditions and styles of various arts and schools of art;
- \* The potential and value of art in the therapy process;
- \* The essential principles of specific artistic methods.

#### **(2) Skills**

- \* An ability to integrate art and creativity into the therapy process and vice versa;
- \* An ability to inspire group as well as individual creativity;
- \* Presence and improvisation skills.

#### **(3) Disposition**

- \* Original and authentic expressiveness;
- \* Spontaneity and Flexibility;
- \* Generosity and inspiration to others.

### **3.4.6 Meditation**

#### **(1) Knowledge**

- \* The principles and techniques of various approaches to meditation;
- \* The principles and techniques of Humanity Social Meditations;
- \* The nature and role of meditation in therapy.

#### **(2) Skills**

- \* The ability to meditate alone, in a group, in different environmental settings;
- \* The ability to lead individuals and a group in specific meditations;
- \* The ability to handle every-day tasks in a meditative way.

#### **(3) Disposition**

- \* An attitude of receptivity to life and changing circumstances;
- \* A tendency to make choices with clear understanding and intention;
- \* An ability to remain centered in a busy environment.

### **3.4.7 Addiction Studies**

#### **(1) Knowledge**

- \* The basic psychology of addictive behavior;
- \* Theoretical approaches to the treatment of addiction;
- \* The role of the therapeutic community in addiction treatment.

#### **(2) Skills**

- \* Basic diagnosis and treatment of addicts undergoing rehabilitation;
- \* The ability to lead a limited range of unsupervised, pre-structured, therapeutic techniques;
- \* The care and treatment of crisis within the rehabilitation process.

### **(3) Disposition**

- \* Commitment to the persons who are in treatment;
- \* Positivity and centeredness in the face of multiple demands;
- \* Leadership

### **3.4.8 Natural Healing**

#### **(1) Knowledge**

- \* Expansion of pre-existing knowledge of anatomy and physiology;
- \* The Shyam Singha System: the principles of various natural healing traditions and their relationship to each other;
- \* The principles of other natural healing systems – such as Divine Healing, Sangi-Do, Rebalancing, AcuEnergetics, and more.

#### **(2) Skills**

- \* Basic supplementary holistic diagnosis of a client's health;
- \* Formulation of a natural healing treatment plan;
- \* The administration of specific natural healing procedures.

#### **(3) Disposition**

- \* An interest in the holistic health care of the individual;
- \* An interest in innovation and research;
- \* An orientation toward service, and care of the client.

## **3.5 THE HUMANIVERSITY THERAPIST PROGRAM**

#### **(1) Knowledge**

- \* Detailed understanding of Humaniversity Psychology and Therapy;
- \* Principles and practice of therapy procedure and management;
- \* Principles of leadership and group dynamics.

#### **(2) Skills**

- \* Clinical diagnosis and treatment formulation for a multi-symptomatic clientele;
- \* Conduct and supervision of individual and group therapy;
- \* Problem Solving – personal/interpersonal, therapeutic and organizational.

#### **(3) Disposition**

- \* Compassion and Friendship;
- \* Leadership;
- \* Outstanding personal qualities as indicated in section 8 of this document.

## **3.6 THE HUMANIVERSITY CONSULTANT PROGRAM**

### **(1) Knowledge**

- \* Detailed understanding of Humaniversity Psychology and Therapy;
- \* Detailed understanding of chosen area of specialization;
- \* Awareness of developments and frontiers in psychological research.

### **(2) Skills**

- \* Innovative thought;
- \* Research;
- \* Presentation and teaching skills.

### **(3) Disposition**

- \* Professional curiosity - an interest in developing and contributing to the psychology profession;
- \* Discipline, creativity and humor.
- \* An educator – an interest in sharing his expertise for the benefit of others.

## 4. OBJECTIVES

### 4.1 GENERAL OBJECTIVES

The general objectives of the academic programs of the Humaniversity are:

- **To understand** the experience and existential reality of the human being throughout the course of the life journey;
- **To aspire** to the principles and the realization, of personal authenticity, self-congruence, and a healthy personality in each participant;
- **To master** the various principles, personal skills, and therapeutic processes relevant to self-efficacy and an effective ability to work with people in a psychological context;
- **To be able to respond** to the existential psychological needs of the self and others by learning how to create satisfying human contact, and where needed, by administering a range of integrative therapy approaches.
- **To develop** an ever-increasing understanding of human psychology, by researching and integrating theory and practice, from diverse contemporary and traditional schools of psychological and existential thought.
- **To contribute** creatively to the world of psychology, the various personal growth professions, and society in general, the knowledge and insights gained in the course of studies or research, and generally act in a manner that promotes respect and honor for other human beings in all their dimensions – physical, mental, emotional and spiritual.

### 4.2 THE FOUNDATION PROGRAM - ONE YEAR INTENSIVE

This course aims to provide a clinical and social environment designed in accordance with the principles of Humaniversity psychology, and an educational process in which the student will learn about his own psyche, as reflected by his interaction with other students and by his participation in the structures and techniques of Humaniversity therapy. Specifically, the course aims to enable the student to gain a comprehensive understanding of his inner world, to relate to and cooperate sensitively and effectively with others, to give and receive affection, to express his own psychological needs and to plan and take action responsibly for the fulfillment of those needs.

### 4.3 THE HUMANIVERSITY FACILITATOR PROGRAM

The aim of this course is to provide a thorough theoretical and experiential education in the principles of Humaniversity psychology and the techniques of Humaniversity therapy, expanded to include the principles and practices involved in working with people, and caring for those who are in a therapeutic process. Specifically, the course aims to provide the student with a comprehensive awareness and appreciation of the psychological condition and needs of others; the skills and experience of working successfully in a team for the care of client needs; and an ability to work with, and under the supervision of, a therapist in all circumstances relating to therapeutic care.

## **4.4 THE ELECTIVES**

In general terms, the electives aim to provide the student with an opportunity to study, in depth, an issue with significant psychological aspects. This may be beneficial to the student as a means of personal development and/or as a basis for specialization in later professional practice, as a therapist or other vocation, which involves working with people.

The electives and their respective objectives are to understand and master the following:

### **4.4.1 Sex Counseling**

- The principal theoretical aspects of human sexuality;
- Familiarity with, and articulation of, his own sexuality;
- To learn the basic skills required for counseling others on sexuality-related matters.

### **4.4.2 Encounter**

- The theoretical principles, experience, and practice of interpersonal and group dynamics, encounter, and friendship;
- The skills required for the effective resolution of conflicts, and the realization of potential in interpersonal relationships.

### **4.4.3 Community Therapy**

- The clinical principles and dynamics of a therapeutic community;
- The requirements for the effective organization and management of a therapeutic community;
- The skills required to work clinically with people who are undergoing a therapeutic process within a community environment and in professional co-operation with those who are providing support to that process.

### **4.4.4 Martial Arts**

- The principles and practices of various martial arts schools combined with the integrative approach of the Humaniversity's method of osho-do;
- The integration of the discipline of martial arts with the arts of meditation and friendship;
- The mastery of the martial arts by a conscious integration of the mind, body, emotions, and spirit, and the usefulness of this approach in the therapeutic context.

#### **4.4.5 Arts & Creativity**

- The history, development and nature of the modern and contemporary arts;
- Experience and ability in the expression of the student's authenticity through various artistic media;
- The role of creativity in the therapeutic process and its advantages for both the therapist and the client.

#### **4.4.6 Meditation**

- The principles and practices of various traditional schools of meditation;
- The mastery of the Humaniversity's approach to social meditation;
- The value to therapist and client of incorporating meditation, especially social meditation, into the therapeutic process.

#### **4.4.7 Addiction Studies**

- The causes and psychology of addiction and addictive behavior;
- The theory and practice of addiction rehabilitation.

#### **4.4.8 Natural Healing Arts**

- An appreciation of various traditional natural healing methodologies and how they relate to each other;
- An appreciation of the role of the physiology and physical care of the client in the rehabilitation process.

### **4.5 THE HUMANIVERSITY THERAPIST PROGRAM**

The aim of this course is to prepare the student for professional practice as a Humaniversity therapist with an ability to work therapeutically with a multi-symptomatic clientele, and to be able to do so independently, or in association with other therapists. By apprenticeship to several established therapists, the course aims to educate the student progressively and thoroughly in how to take ever-increasing leadership and responsibility for one or more clients, their therapeutic processes, and the clinical environment in which those processes take place. Ultimately, the course aims to ensure that the graduate therapist is proficient in all the principles and techniques of Humaniversity therapy and is able to conduct, to a high professional standard, an effective and creative therapeutic program for an individual client or a group of individuals.

## **4.6 THE HUMANIVERSITY CONSULTANT PROGRAM**

The objective of this program is to provide the opportunity, environment, guidance and general support for the development of original thought, investigation, and structured research into new and undeveloped areas of therapy. It encourages the translation of basic research into practical application in therapeutic treatment. The program encourages the development of therapy in a way that is more socially accessible by requiring the post-graduate to make his research socially relevant and to teach his findings as well as documenting them in his thesis.

## 5. CURRICULA

### 5.1 INTRODUCTION TO THE HUMANIVERSITY STUDY PLANS

#### 5.1.1 Experiential Education

Denny Yuson-Sánchez's (Veeresh) goal is to train "the best therapists in the world". With this in mind, he teaches all his students in such a way that their work with people will be rooted primarily in direct insight and awareness gained from personal experience and apprenticeship. This is integrated and balanced with objective information, theory and research. This approach is called Experiential Education.

Experiential Education is, therefore, the total combined process of learning, which integrates three main specific forms of learning-by-experience, as follows:

- Direct personal inner experience, gained in experiential clinically-managed therapeutic processes;
- Experiential learning, being the integration of theoretical knowledge, introduced in tutorials designed in accordance with the principles of David A. Kolb, et al;
- Apprenticeship – the steady development of the student's "hands-on" clinical management experience, gained under the supervision of experienced professional therapists.

All educational processes take place within a community-based clinical environment that is professionally managed 24 hours per day.

Accordingly, the Humaniversity's educational approach is heavily weighted in favor of the awareness, insight and wisdom derived from direct experience. This encourages a very high professional standard in the therapeutic care of the client, in the quality of professional rapport and co-operation with colleagues, and not least, the growth, development and fulfillment of the practitioner himself.

This experience and knowledge is gained through a combination of Residential Study, in which the student lives at the Humaniversity, and Study Visits in which the student periodically attends experiential workshops, seminars and tutorials. Since all Humaniversity education takes place in an intensive community environment in which the whole day and its activities are a learning experience, the education is counted, not in hours, but in days.

This principle of living and learning in a community setting is so fundamental to the Humaniversity's educational approach that all students of the Humaniversity Facilitator Program are required to complete the prerequisite Foundation Program which is made up of a total of four Quarters of Residential Study in addition to several Study Visits.

The apprenticeship approach to education provides the student with ever-increasing quantity and quality of experience in the clinical care of others. First, the student goes through a process of self-exploration in the specific field he has chosen. Then, when he has enough experience and knowledge from within, he starts to assist established



therapists under supervision. When he has achieved enough experience in assisting, he starts to work professionally with people in his own right, adding his unique creativity.

## **5.2. HOW TO READ THE HUMANIVERSITY STUDY PLANS**

### **5.2.1 The Study Programs**

- **The Foundation Program - One Year Intensive**  
This is a prerequisite to the completion of all the other programs.
- **The Humaniversity Facilitator Programs**  
This is a course of studies resulting in the title Humaniversity Facilitator.
- It can be completed with or without the following additional study options called **Electives**:
  - Sex Counseling
  - Encounter
  - Community Therapy
  - Martial Arts
  - Arts and Creativity
  - Meditation
  - Addiction Studies
  - Natural Healing Arts
- **The Humaniversity Therapist Program**  
This offers graduates already holding a Humaniversity Facilitator title, the possibility of obtaining a further title, Humaniversity Therapist.
- **The Humaniversity Consultant Program**  
This enables a Humaniversity Therapist to become a Humaniversity Consultant with the proficiency to train others to become Humaniversity Therapists.

### **5.2.2 Description**

Each Program and each Elective has a narrative description. Each description is accompanied by a table which sets out in detail what, specifically, is to be studied. This table contains numerical codes and values.

### **5.2.3 Coding**

Each Study Program and every component within that Program has been given a code number, which appears in the extreme left-hand column:

For instance:

1000 Humaniversity Facilitator

4021 CCL: Senior during WOW

The overview of the code numbers appears in the beginning in section 5.3. The code numbers for the various components appear throughout the curricula.

## 5.2.4 Values

Each Study Program and every component within that Program has been given a set of values. These values state for each component:

<b>PD</b>	the number of Practice Days required. A Practice Day is regarded as 24 hours in which the entire day is designed having regard to studies, clinical training and guidance. All learning takes place within a clinical environment professionally managed around the clock.
<b>TD</b>	the number of Tutorial Days (1 Tutorial Day meaning 5 hours);
<b>CREDITS</b>	the credit points towards the qualification to graduate;
<b>PREREQUISITE</b>	which studies must be completed before beginning that particular component.

For instance: for the Humaniversity Facilitator:

	<b>PD</b>	<b>TD</b>	<b>CREDITS</b>	<b>PREREQ</b>
4021 CCL: Senior	31	00	05	0100

This means that:

- This requires 31 Practice Days in the College of Communal Living;
- There are no Tutorial Days during this time;
- Completion of this component gives 5 credit points;
- This component cannot be completed unless one first completes component 0100, which is the Foundation Program.

The totals on the code lists for the various values are shown in bold typeface. These values are especially relevant to current and past students who wish to convert and credit their studies towards a title.

## 5.2.5 Analysis

Continuing with the example of the Humaniversity Facilitator, it can be seen that:

- The prerequisite 0100, the Foundation Program, requires 426 Practice Days and 11 Tutorial Days.
- The Humaniversity Facilitator studies require a further 105 Practice Days and 10 Tutorial Days.
- To complete the Humaniversity Facilitator Program therefore requires a total of 531 Practice Days and 21 Tutorial Days.
- If an Elective is also chosen, then this requires additional Practice Days, which should be added to the total.

## 5.2.6 Timing and Calculation

All tables show the Practice Days and Tutorial Days relevant to the “standard” schedule. For example, the Foundation Program requires 424 Practice Days and 11 Tutorial Days making 435 days in all. Normally this is completed in four Quarters spread over a two-year period, and in special cases, over three or four years. However, this program can be “accelerated” by completing it in one year of intensive in-residence studies. In this case, the Practice Days and Workshops therefore overlap, permitting the entire program to be completed in 365 days.

## 5.2.7 Values according to European Credit Transfer

According to the European Credit Transfer (EC), the formula is:

1EC  $\triangleq$  28 hours

60 EC  $\triangleq$  1 year  $\triangleq$  1680 hours.

1 Practical Day (PD)  $\triangleq$  8 hours

1 Tutorial Day (TD)  $\triangleq$  5 hours

Accordingly the Calculation of pages 45, 47, etc. need to be adjusted, which means that the

- **Foundation program** which goes over two years has then 3392 Practical hours, 105 Tutorial hours, and it receives 125 EC (European Credit).
- **Facilitator program** has 704 Practical hours, 60 Tutorial hours, and receives 27 EC.
- **Humaniversity Therapist program** which goes over 2-4 years has 3112 Practical hours, 5 Tutorial hours, and receives 111EC.
- **Humaniversity Consultant program** which goes over 2 years has 712 Practical hours, 15 Tutorial hours, and receives 26 EC.

## 5.3 OVERVIEWS

### 5.3.1 Cumulative Values

PROGRAMS AND ELECTIVES	CODE	PD	TD	CREDITS
<b>FOUNDATION PROGRAM - ONE YEAR INTENSIVE</b>	<b>0100</b>	<b>424</b>	<b>21</b>	<b>96</b>
<b>FACILITATOR PROGRAMS</b>				
<b>Humaniversity Facilitator</b>	<b>1000</b>	<b>512</b>	<b>23</b>	<b>141</b>
Sex Counseling	2000	587	41	172
Encounter	3000	563	41	171
Community Therapy	4000	602	26	162
Martial Arts	5000	548	27	158
Arts and Creativity (max. values)	6000	602	27	164
Meditation	7000	578	21	184
Addiction Studies	8000	769	43	205
Natural Healing Arts	9000	677	26	189
<b>THERAPIST PROGRAMS</b>				
<b>Humaniversity Therapist</b>	<b>1800</b>	<b>901</b>	<b>24</b>	<b>245</b>
Sex Counseling	2800	976	42	276
Encounter Therapy	3800	952	42	275
Community Therapy	4800	991	27	266
Martial Arts	5800	937	28	262
Arts and Creativity	6800	991	28	268
Meditation	7800	967	22	288
Addiction Therapy	8800	1066	27	293
<b>CONSULTANT PROGRAMS</b>				
<b>Humaniversity Consultant</b>	<b>1900</b>	<b>990</b>	<b>27</b>	<b>388</b>
Sex Counseling	2900	1065	45	419
Encounter Therapy	3900	1041	45	418
Community Therapy	4900	1080	30	409
Martial Arts	5900	1026	31	405
Arts and Creativity	6900	1080	31	411
Meditation	7900	1056	25	431
Addiction Therapy	8900	1155	30	436

### 5.3.2 Codelist: Overview of Study Plans

#### FOUNDATION PROGRAM - ONE YEAR INTENSIVE

	PD	TD	CREDITS	PREREQ
<b>0100 Foundation Program</b>	<b>424</b>	<b>21</b>	<b>96</b>	
4001 Tourist Program	14	00	05	
4011 Student I	90	00	15	4001
4012 Student II	90	00	15	4011
4013 Student III	90	00	15	4012
4020 Senior	14	00	03	4013
1191 Working with People	08	00	02	
1192 AUM Marathon	06	00	02	
1193 Coming Together	10	00	02	
1100 Therapist Training Level 1	51	00	14	
1200 Therapist Training Level 2	51	09	20	1100
0150 Foundation Seminars	00	12	03	

#### FACILITATOR PROGRAMS

<b>1000 Humaniversity Facilitator</b>	<b>88</b>	<b>12</b>	<b>45</b>	<b>0100</b>
4021 Senior	14	00	03	0100
1300 Therapist Training Level 3	35	06	19	1200
1400 Therapist Training Level 4	39	06	23	1300
<b>2000 Sex Counseling Elective</b>	<b>163</b>	<b>30</b>	<b>79</b>	
1000 Humaniversity Facilitator	88	12	45	0100
2100 Sexuality Training Level 1	21	09	14	
2200 Sex Counseling Level 2	54	09	20	0100/2100
<b>3000 Encounter Elective</b>	<b>139</b>	<b>30</b>	<b>78</b>	
1000 Humaniversity Facilitator	88	12	45	0100
3100 Encounter Level 1	17	06	11	
3200 Encounter Level 2	17	06	11	0100/3100
3300 Encounter Level 3	17	06	11	3200
<b>4000 Community Therapy Elective</b>	<b>178</b>	<b>15</b>	<b>69</b>	
1000 Humaniversity Facilitator	88	12	45	0100
4200 Caretaker Community Programs	90	03	24	0100
<b>5000 Martial Arts Elective</b>	<b>124</b>	<b>16</b>	<b>65</b>	
1000 Humaniversity Facilitator	88	12	45	0100
5100 Osho-Do Training in Martial Arts	36	04	20	
<b>6000 Arts &amp; Creativity Elective each</b>	<b>178</b>	<b>16</b>	<b>67 (or 71)</b>	
1000 Humaniversity Facilitator	88	12	45	0100
6010 Painting or	90	00	22	
6020 Theatre or	90	04	26	

6030 Music or

90

00

22

<b>7000</b>	<b>Meditation Elective</b>	<b>154</b>	<b>10</b>	<b>91</b>	
1000	Humaniversity Facilitator	88	12	45	0100
7040	AUM Meditation Leader Training	14	00	05	1192
7020	Social Meditation Leader Training	05	00	33	
7030	Meditation Leader Training	46	00	07	
7050	Peace Ambassador Training	01	00	01	

<b>8000</b>	<b>Addiction Studies Elective</b>	<b>345</b>	<b>32</b>	<b>112</b>	
1000	Humaniversity Facilitator	88	12	45	0100
8100	Addiction Studies Training	257	20	67	0100 /8001

<b>9000</b>	<b>Natural Healing Arts Elective</b>	<b>253</b>	<b>16</b>	<b>96</b>	
1000	Humaniversity Facilitator	88	12	45	0100
9110	Shyam Singha System	16	04	09	0150
9120	Divine Healing Training	75	00	08	2108
9130	Wellness Training Sangitama	28	00	12	4001
9109	Rebalancing Training	32	00	13	
9080	AcuEnergetics	14	00	09	

#### **THERAPIST PROGRAM**

<b>1800</b>	<b>Humaniversity Therapist</b>	<b>389</b>	<b>01</b>	<b>104</b>	<b>1000</b>
4500	Clinical Training under supervision	270	00	51	4020/0100
1490	Humaniversity Intensive Staff	55	00	12	1300
0500	Leadership Courses	08	00	04	1000
0550	Additional Requirements	30	01	16	
0510	Therapist Training Level 5 - 8	26	00	21	1000

#### **CONSULTANT PROGRAM**

<b>1900</b>	<b>Humaniversity Consultant</b>	<b>89</b>	<b>03</b>	<b>143</b>	
0900	Book and Examination	01	03	100	1800
0910	Report on professional work	01	00	02	1800
0920	Assistant to Director	30	00	10	1800
1810	Humaniversity Therapist (3 workshops)	06	00	18	1800
1890	Humaniversity Intensive Staff Trainer	51	00	13	1800

## 5.4 FOUNDATION PROGRAM - ONE YEAR INTENSIVE

### 5.4.1 Description

The aim of this program is to offer depth and diversity of experiential and theoretical education, as a preparation for the Humaniversity Facilitator title. The program has been structured in such a way that it leads the participant through an intense, highly integrated process of personal growth and development, balanced with psychological theory.

#### (1) Timing

**The Foundation Program requires the completion of four Quarters and can be fulfilled in:**

- one year: the **Accelerated Foundation Program - One Year Intensive**;
- two years: the **Standard Foundation Program - One Year Intensive**; or
- up to four years: the **Extended Foundation Program - One Year Intensive**.

The Humaniversity recommends the Accelerated Program because it is a continuous period of study, which maximizes the benefit of experiential education; it also enables the student to complete his Humaniversity Facilitator studies sooner.

The Standard Foundation Program recognizes that many people, due to other commitments, need a longer period in which to complete their studies. In exceptional cases, the student may obtain approval to engage in the Extended Foundation Program for up to four years; however, entry into this program requires an interview to establish whether this course of action is appropriate to his needs and circumstances.

#### (2) Structure

The principal elements of the Foundation Program are:

- Participation in the College of Communal Living - this involves the completion of the Tourist Program and completion of the Student I, Student II and Student III.
- Participation in the Institute of Therapy and Education - completion of the Therapist Training Levels 1 and 2.
- Participation in all Humaniversity Intensives; and
- Participation in two Foundation Seminars.

#### (3) Content

##### (a) The College of Communal Living (CCL)

- **Tourist Program:**  
This is a fourteen-day, highly intensive experiential exposure to Humaniversity Psychology, Therapy and Lifestyle. It focuses on emotional awareness, expression, relationship skills and friendship.



- **Student I:**  
This creates the opportunity for in-depth exploration of emotional awareness and self-expression, while, at the same time, working in various departments of the Community. The student engages in sharings, meetings, sessions and socio-therapeutic structures. These elements continue on in the Student II and Student III phases.
- **Student II:**  
The student becomes increasingly involved in the work of the different departments of the Community. He learns to organize, communicate, and take the responsibility to work effectively and creatively with people, in friendship.
- **Student III:**  
In this Quarter, the student has already engaged in considerable personal growth and exploration and has become well integrated within the Community. Now he focuses on the development of a personal vision of how he wishes to live in the future.
- **Senior:**  
There is a shift in emphasis from a guided personal growth program toward development based on personal responsibility and vision. The Senior becomes a key participant in the Community, taking on supervising responsibilities in one or more departments and adding his creativity to the Community generally.

### **(b) Institute of Therapy and Education (TI)**

The curricula of the **Therapist Training Levels 1 and 2** have different aims, but both involve an integrated series of Weekend Workshops and Tutorial Days on specific themes of human psychology.

- **Therapist Training Level 1:**  
Here the emphasis is on self-experience and personal awareness. The student is required to attend nine Weekend Workshops, each on a specific theme such as Emotional work, Authority, Sexuality, Encounter, Bodywork, Sensitivity, a Humaniversity Intensive group, as well as the one-month residential group 'WOW' (Humaniversity Intensives see below).
- **Therapist Training Level 2 (Caretaker):**  
The student repeats the Level 1 Weekend Workshops. This time he engages in the practical management of those workshops by taking responsibility under supervision for the practical needs and support of people engaged in therapeutic processes. He also attends six Tutorial Days and one Tutorial Weekend, which are related to the subject of the workshops.

- **Humaniversity Intensives:**

The student also participates in the following Humaniversity Intensives. These are extended workshops, guided by our senior Therapists: Love Spirit, WOW, Working with People, AUM Marathon, and Coming Together.

- **Foundation Seminars:**

In addition to the nine Tutorial days relevant to the Therapist Training, Students who do not already possess sufficient basic medical/clinical knowledge will be required to attend twelve Foundation seminars. Each one is designed to introduce the practical aspects of working with people. These are specified as Anatomy and Physiology, Medical Emergency, Anamnesis & Medical History, Overview Mental & Behavioral Disorders, Disorders & Treatment Understanding, Clinical reports, Psychiatric emergency & Psycho-pharmacy, Alternative Medicine.

#### 5.4.2 Code list: 0100 Foundation Program - One Year Intensive

	PD	TD	CREDITS	PREREQ
<b>4001 CCL: Tourist Program</b>	<b>14</b>	<b>00</b>	<b>05</b>	
<b>4011 CCL: Student I</b>	<b>90</b>	<b>00</b>	<b>15</b>	<b>4001</b>
<b>4012 CCL: Student II</b>	<b>90</b>	<b>00</b>	<b>15</b>	<b>4011</b>
<b>4013 CCL: Student III</b>	<b>90</b>	<b>00</b>	<b>15</b>	<b>4012</b>
<b>4020 CCL: Senior</b>	<b>14</b>	<b>00</b>	<b>03</b>	<b>4013</b>
<b>1191 Hum. Intensive: Working with People</b>	<b>08</b>	<b>00</b>	<b>02</b>	
<b>1192 Hum. Intensive: AUM Marathon</b>	<b>06</b>	<b>00</b>	<b>02</b>	
<b>1193 Hum. Intensive: Coming Together</b>	<b>10</b>	<b>00</b>	<b>02</b>	
<b>1100 Therapist Training Level I Total</b>	<b>51</b>	<b>00</b>	<b>14</b>	
1102 <b>Emotional Work:</b> Mama-Papa	03	00	01	
1107 <b>Emotional Work:</b> Hum. Flushing	02	00	01	
1103 <b>Authority:</b> Personal Power	02	00	01	
1104 <b>Sexuality:</b> Sex & the Body	02	00	01	
1105 <b>Encounter:</b> Humaniversity Encounter	02	00	01	
1106 <b>Bodywork:</b> Rebirthing & Bioenergetics	02	00	01	
1108 <b>Sensitivity:</b> From Heart to Heart	02	00	01	
1196 <b>Bodywork:</b> Perfect Balance	02	00	01	
1194 <b>Hum. Intensive:</b> The Love Spirit	03	00	01	
1195 <b>Hum. Intensive:</b> WOW	31	00	05	
<b>1200 Therapist Training Level II (C/T) Total</b>	<b>51</b>	<b>00</b>	<b>20</b>	<b>1100</b>
1202 <b>Emotional Work:</b> Mama-Papa (C/T)	03	00	1	
1207 <b>Emotional Work:</b> Hum. Flushing (C/T)	02	00	1	
1203 <b>Authority:</b> Personal Power (C/T)	02	00	1	
1204 <b>Sexuality:</b> Sex & the Body (C/T)	02	00	1	
1205 <b>Encounter:</b> Hum. Encounter (C/T)	02	00	1	

1206	<b>Bodywork:</b> Rebirthing& Bioenerg. (C/T)	02	00	1
1208	<b>Sensitivity:</b> From Heart to Heart (C/T)	02	00	1
1296	<b>Bodywork:</b> Perfect Balance (C/T)	02	00	1
1294	<b>Hum. Intensive:</b> The Love Spirit (C/T)	03	00	1
1295	<b>Hum. Intensive:</b> WOW (C/T)	31	00	5
<b>1250</b>	<b>Tutorial Days Total</b>	<b>00</b>	<b>09</b>	<b>06</b>
1257	Basic Skills	00	01	0.5
1251	Humaniversity Psychology	00	01	0.5
1252	Dynamics of Communication	00	01	0.5
1253	Bodywork	00	01	0.5
1254	History of Encounter	00	01	0.5
1255	Emotional Release & Awareness	00	01	0.5
1256	Aspects of Sexuality	00	01	0.5
1257	Weekend: Humaniversity Therapy	00	02	1.5
<b>0150</b>	<b>Foundation Seminars</b>	<b>00</b>	<b>12</b>	<b>03</b>
0151	Anatomy and Physiology I	00	01	
0152	Anatomy and Physiology II	00	01	
0153	Medical Emergency	00	01	
0154	Anamnesis & Medical History	00	01	
0155	Overview Mental & Behavioral Disorders	00	01	
0156	Disorders & Treatment Understanding	00	01	
0157	Clinical reports	00	01	
0158	Psych. emergency & Psycho-pharmacy	00	01	
0163	Alternative Medicine I	00	01	
0164	Alternative Medicine II	00	01	
0165	Alternative Medicine III	00	01	
0166	Alternative Medicine IV	00	01	
<b>0100</b>	<b>Foundation Program Total</b>	<b>424</b>	<b>21</b>	<b>93</b>

(C/T= Caretaker), (CCL= College of Communal Living)

## 5.5 THE HUMANIVERSITY FACILITATOR PROGRAM

### 5.5.1 Humaniversity Facilitator Program: Description

The Humaniversity Facilitator is the basic program in the study of Humaniversity Psychology. The aim of the program is to give the Student a high level of:

- personal awareness and growth based on emotional experience and experimentation;
- practical experience and skills which enable him to live and work with people on the basis of a high quality of relatedness, effectiveness and creativity;
- the awareness, skills and sense of responsibility to provide caretaking and counseling to others.

The basic program can be supplemented with an Elective, which gives the Student the opportunity to specialize in one of several professional occupations which involve working with people.

In the Humaniversity Facilitator Program, the Student develops an ability to take a mature and emotionally involved position in relating with people, either in personal relationships or in working situations. He learns to do this with flexibility and centeredness, an authenticity based on personal experience, and an informed mind which is well-grounded in psychological theory.

#### (1) Timing

The Humaniversity Facilitator Program requires the completion of four Quarters of Study Visits and can be fulfilled in:

- one year: the **Accelerated** Humaniversity Facilitator **Program**;
- two years: the **Standard** Humaniversity Facilitator **Program**; or
- up to four years: the **Extended** Humaniversity Facilitator **Program**.

As with the Foundation Program, the Humaniversity encourages participants to consider engaging in the Accelerated Program, so that the learning process is intensified and hopefully maximized. This also carries with it the additional possibility that the Foundation Program and the Humaniversity Facilitator Program can both be completed in a space of two years.

The Accelerated Foundation/ Humaniversity Facilitator Program is described in more detail later in section 5.5.1 (4).

To facilitate students who have other commitments such as work or study at other institutions, the Standard Program and the Extended Program enable the Humaniversity Facilitator Program to be completed over a longer period. If he chooses the Extended Program for both the Foundation Program and the Humaniversity Facilitator Program, his studies can be completed in a period of up to eight years.

This is the maximum permissible period and the Student seeking this program must attend an interview to establish whether this is appropriate to his needs and circumstances.

## **(2) Structure**

The Humaniversity Facilitator Program is mainly comprised of Study Visits. It requires the completion of the curriculum of the Therapist Training Levels 3 and 4.

Attendance is also required in the College of Communal Living during the Humaniversity Intensive 'WOW' to learn about the provision of supporting services involved in relation to the management of the Intensive group.

## **(3) Content**

### **(a) Institute of Therapy and Education**

#### **Therapist Training Level 3:**

- This Level consists of five Weekend Workshops teaching the basic principles of Group Dynamics; six Tutorial Days; one Humaniversity Intensive - the AUM Marathon or Working with People; a seven day intensive Administration Management Training; and professional training as Assistant Staff in five workshops of Level I of the Therapist Training or of the chosen Elective.
- The Weekend Workshops on Group Dynamics cover the issues of Therapeutic Community concepts, presentation skills, Encounter techniques, stress management and personal vision.
- Additionally, the junior student will assist the Humaniversity Therapists in five weekend workshops receiving training in management, caretaking, and leading specific meditations and therapeutic processes under professional supervision.
- After the Humaniversity Intensive AUM Marathon or Working with People and with additional specific training, he will qualify as an AUM Meditation Leader.
- The Seven-Day Administration Management Training provides experience in workshop organization, planning, administration and finance.
- The Tutorial Days introduce theoretical principles of Humaniversity Psychology, counseling skills and Humaniversity Therapy.
- Finally, the junior student is required to research therapeutic topics of personal interest and present a seminar to his peer group as well as submit a written summary to the Course Counselor.

#### **Therapist Training Level 4:**

- The Senior will develop his professional and organizational skills by engaging as a caretaker in an intensive series of three Weekend Workshops in Group Dynamics, Friendship and Leadership as well as in the Humaniversity Intensive: Working with People or AUM Marathon.
- During five additional workshops of his choice, he will join the workshop as Staff. Under direct supervision, he will maintain a responsible position in the workshop organization, reporting clinical information to the workshop leader and guiding the participants through various therapeutic structures.

- In six Tutorial Days the Senior learns about the theory of Group Dynamics, and the responsibilities and ethics of workshop leadership.
- To complete his studies, the Senior presents a written report about his professional development in the field of psychology.
- He is asked to submit a four page paper on a selected aspect of therapy discussing more than two relevant theories and comparing them with his personal insight, experience and training in this field.

#### **(b) Residential Studies in the College of Communal Living**

- The Humaniversity Facilitator Program requires participation in the College of Communal Living. This means facilitating and learning how to support a workshops in practical and organizational terms, how to stay responsive and centered in the middle of the emotional “roller-coaster” of an intense therapeutic event, and how to care practically for the workshop participants in that process.

#### **(4) Details of the accelerated Foundation and Humaniversity Facilitator Program**

In this program a student may graduate as a Humaniversity Facilitator after completion of a two-year intensive residential training, which includes the studies for both the Foundation Program and the Humaniversity Facilitator Program

It combines personal development and self-realization with the development of the basic skills relevant to becoming an authentic therapist.

The student lives on the Humaniversity Campus and works in the College of Communal Living under the close supervision of Humaniversity Therapists and specialist teachers. This training is individually designed according to the student’s background, his needs and his personal development.

Basic components of the training are:

- Participation in most weekends workshops for approximately the first nine months.
- Participation in all Tutorial Days.
- Participation in all the workshops of the Therapist Training Level 1- 4.
- Participation in all the Humaniversity Intensives.
- Participation in the programs of the CCL leading to graduation as a Senior.
- Staff training in Humaniversity weekend workshops after approximately nine months.
- Limited clinical practice under supervision of Humaniversity Therapists and specialist teachers.
- Regular counseling with the Director of Training.
- Constant progress evaluation.

The student experiences the full range of therapeutic and personal growth approaches that are available at the Humaniversity, which will give him the opportunity to learn about himself as well as about working with others. In the College of Communal Living he can experience ways of integrating therapy with work, and learn about working with people in crisis.

After graduation as a Humaniversity Facilitator, the student is eligible to enroll in a subsequent accelerated study plan to graduate as a Humaniversity Therapist.

## 5.5.2 Codelist: 1000 Humaniversity Facilitator

	PD	TD	CRED	PREREQ
<b>4021 CCL: Senior</b>	<b>14</b>	<b>00</b>	<b>03</b>	<b>0100</b>
<b>1300 Therapist Training Level 3 Total</b>	<b>35</b>	<b>00</b>	<b>19</b>	<b>1200</b>
1292 <b>Hum. Intensive:</b> AUM	05	00	02	
1111 <b>Group Dynamics:</b> Totality	02	00	01	
1112 <b>Group Dynamics:</b> Presentation Skills	02	00	01	
1114 <b>Encounter:</b> Friendship	03	00	01	
1338 <b>Group Dynamics:</b> Counseling Skills	02	00	01	
1117 <b>Bodywork:</b> Body language & Expression	02	00	01	
1316 <b>Vision Weekend</b>	02	00	01	
1320 <b>Administration Management Training</b>	07	00	02	
1310 <b>Prof. Training</b> as Assistant Staff (A/S)	10	00	05	
<b>1350 Tutorial Days Level 3 Total</b>	<b>00</b>	<b>06</b>	<b>04</b>	
1351 Social Meditations or History of TC	00	01	0.5	
1352 Group Counseling after AUM or WWP	00	01	0.5	
0155 Overview Mental & Behavioral Disorders or Psychiatric Emergencies		01	0.5	
1354 Factors influencing Therapy	00	01	0.5	
1454 Innovations in Encounter	00	01	0.5	
1356 Creative approaches to Bodywork	00	01	0.5	
1357 Presentation of a Seminar	00	00	01	
<b>1400 Therapist Training Level 4 Total</b>	<b>39</b>	<b>00</b>	<b>23</b>	<b>1300</b>
1291 <b>Hum. Intensive:</b> WWP (C/T)	07	00	02	
1214 <b>Encounter:</b> Friendship (C/T)	02	00	01	
1211 <b>Group Dynamics:</b> One to One	02	00	01	
1118 <b>Group Dynamics:</b> How to be a Leader	02	00	01	
1416 <b>Vision Weekend</b>	02	00	01	
4201 <b>Caretaker</b> of the Tourist Program	14	00	07	
1410 <b>Professional Training</b> as Staff (S)	10	00	05	
<b>1450 Tutorial Days Level 4 Total</b>	<b>00</b>	<b>06</b>	<b>05</b>	
1451 History of TC or Social Meditations	00	01	0.5	
1452 Group Counseling after WWP or AUM	00	01	0.5	
0156 Psychiatric Emergency or Overview Mental & Behavioral Disorders		01	0.5	
1454 Innovations in Encounter	00	01	0.5	
1455 Group Dynamics	00	01	0.5	
1456 Responsibilities and Ethics	00	01	0.5	
1457 Report on professional development	00	00	01	
1458 Paper on a selected aspect of therapy	00	00	01	
<b>1000 Humaniversity Facilitator Total</b>	<b>88</b>	<b>12</b>	<b>45</b>	

(C/T= Caretaker), (A/S= Assistant Staff), (S=Staff) (CCL=College of Communal Living)

### 5.5.3 Sex Counseling Elective: Description

Despite the fact that all major therapies recognize the importance of sexuality in human growth and development, this crucial area is mostly neglected and ignored in traditional education. Students who have enrolled in the Facilitator Program in Humaniversity Psychology, can elect to specialize in this area. This training is for professionals working with people as well as for individuals who are interested in gaining more awareness about their own sexuality. The elective study of Sex Counseling is comprised of sexuality training workshops that deal with sexual conditioning, theoretical approaches, medical and physiological aspects, and the transformation of sexual energy. The workshops have a large experiential component. There are seminars, tutorials, and assigned reading to provide a framework for understanding human sexuality. In Tutorial Days the student has the opportunity to integrate the training material so that it can be used to enhance his work with others, as well as enriching his own life.

#### **Sexuality Training: Level 1**

The student will focus on exploring his own sexuality, including his capacity for receiving and giving pleasure. He will enhance his ability to allow another person to come close to him and to develop skills like empathy, compassion and honesty of communication.

Requirements of the first part are participation in **six weekend workshops and nine Tutorial Days** related to the topic of the weekend course.

#### **Sex Counseling: Level 2**

The student will be caretaking group staff in the weekend workshops as part of his training. He will be helping to organize the activities, counsel individually people that have difficulties or need extra help, and leading short structures under supervision.

In **nine Tutorial Days** the student will deepen his theoretical understanding about specific topics related to sexuality and working with people.

The student presents a seminar based on personal research in the area of sexuality. A written summary must be presented to the Course Counselor. The seminar topic will form the basis for the final paper required before graduating as Humaniversity Facilitator, specializing in Sex Counseling.

On completion of the Humaniversity Facilitator program in combination with the Sex Counseling Elective, the student will be able to give individual Sex Counseling sessions, to lead sharing sessions with a group of people under supervision of a therapist, to refer clients, where appropriate to the care of a sex therapist or a medical specialist, and to lead day-workshops with the theme of Sexuality.

He will receive the title Humaniversity Facilitator, specializing in Sex Counseling, and be eligible to enroll in the Humaniversity Therapist. It is also possible to enroll in studies of the Sex Counseling Elective as part of required continuous education for professionals who hold a title that enables them formally to work with people, such as MDs, Psychotherapists, Psychologists, Social workers, nurses, and more. Upon graduation from the Sex Counseling training they will receive the title Diploma in Sex Counseling.



#### 5.5.4 Codelist: 2000 Sex Counseling Elective

	PD	TD	CRED	PREREQ
<b>2400 Sex Counseling Training Total</b>	<b>75</b>	<b>18</b>	<b>33</b>	
<b>2100 Sexuality Training Level 1</b>	<b>21</b>	<b>00</b>	<b>10</b>	
2101 Sexuality Awareness	02	00	01	
2102 Sex and Intimacy	02	00	01	
1194 Hum. Intensive: The Love Spirit	02	00	01	(*part of TT1)
2103 Power & Sex	02	00	01	
2104 The Alchemy of Encounter & Sexuality	02	00	01	
1192 Hum. Intensive: AUM or WWP	05	00	02	(*part of FP)
2105 Sexual Healing	02	00	01	
1104 A Tantric Experience	02	00	01	(*part of TT1)
2107 Orgasm: The Art of Ecstasy	02	00	01	
<b>2150 Tutorials of Level 1 Total</b>	<b>00</b>	<b>09</b>	<b>04</b>	
2153 Awareness	00	01	0.5	
2152 Love	00	01	0.5	
2154 Medical Information on Sexuality	00	01	0.5	
3154 Conflicts & Resolution	00	01	0.5	
2155 Group Counseling Day	00	01		
2156 Counseling Skills	00	01	0.5	
2157 Sensitivity & Care	00	01	0.5	
1253 Aspects of Sexuality	00	01	0.5	(*part of TT 2)
2159 Vision Day	00	01	0.5	
<b>2200 Sex Counseling Level 2</b>	<b>54</b>	<b>00</b>	<b>15</b>	<b>0100/2100</b>
2108 Power and Sex	02	00	01	
2301 Sexuality Awareness (C/T)	02	00	01	
1394 Hum. Intensive: Love Spirit (C/T)	02	00	01	(*part of TT2)
2303 Sex & Intimacy (C/T)	02	00	01	
2304 Alchemy of Encounter & Sexuality (C/T)	02	00	01	
1291 Hum. Intensive: WWP or AUM	07	00	02	(*part of FP)
2306 Sexual Healing (C/T)	02	00	01	
1304 A Tantric Experience (C/T)	02	00	01	(*part of TT2)
2307 Orgasm: The Art of Ecstasy (C/T)	02	00	01	
1195 Hum. Intensive: WOW	31	00	05	(*part of TT1)
<b>2250 Tutorials of Level 2 Total</b>	<b>00</b>	<b>09</b>	<b>5</b>	
2251 Supervision & Individual Sessions	00	06	03	
2255 Group Counseling	00	01		
2256 Counseling Skills	00	01	0.5	
2259 Vision Day	00	01	0.5	
2260 Seminar and written summary			1	
<b>1000 Humaniversity Facilitator Total</b>	<b>88</b>	<b>12</b>	<b>45</b>	<b>0100</b>
<b>2000 Sex Counseling Elective Total</b>	<b>163</b>	<b>30</b>	<b>79</b>	

(C/T=Caretaker)

### **5.5.5 Encounter Elective: Description**

Humaniversity Encounter is a confronting technique used to explore oneself through others, by appreciating them as mirrors of one's own psyche. The student acquires knowledge of Group Dynamics, internal and external authority, communication theory, avoidance structures and a clear concept of an authentic personality. The basic education on the theme of working with people is provided by the Humaniversity Facilitator Program. Additional education in Encounter will be achieved in three levels of training. Generally, the student first explores his ability to trust himself and others, develops abilities of giving and receiving feedback, sharing about his feelings, practicing the art of honest communication, and being aware.

#### **Encounter Level 1**

The student focuses on learning the different techniques used in Encounter and learning the theory and the origins of Encounter such as: Laboratory Trainings, Sensitivity Training, Gestalt Therapeutic Encounter.

This part requires participation in seven weekend workshops, and six Tutorial Days about the theory and history of Encounter.

The topics and techniques covered in the weekend workshops include Hot-Seat Encounter, Pressure Cooker Technique, Open Encounter, Soft Encounter and Encounter and Sexuality.

#### **Encounter Level 2**

The student learns how to maintain centeredness while going through his own process. He learns more about Encounter techniques and their importance.

Requirements for the second part include assisting the Humaniversity Therapists as a Caretaker in five Encounter courses and as a caretaker in the Humaniversity Intensive, The AUM Marathon. There are six Tutorial Days.

Additionally, he will participate in an Encounter weekend that is designed exclusively for the students in the Encounter training, in order to deepen their personal and interpersonal experience.

#### **Encounter Level 3**

The student integrates his previous training by applying it as an assistant of the workshop staff, leading sessions and short structures in five Encounter workshops. He supervises the caretakers in the practicalities of workshop management. He assists in the Humaniversity Intensive, The AUM Marathon, under the supervision of Yuson-Sánchez (Veeresh).

Further studies about different Encounter approaches and theory are undertaken in six Tutorial Days.

After completion of this program, the student will receive the title Humaniversity Facilitator specializing in Encounter and the corresponding title Encounter Leader. He will then be eligible to enter the Humaniversity Therapist Program and specialize in Encounter Therapy.

It is also possible to enroll in studies of the Encounter Elective as part of required

continuous education for professionals who hold a title that enables them formally to work with people, such as MDs, Psychotherapists, Psychologists, Social workers, nurses, etc. Upon graduation from the Encounter training they will receive the title Diploma in Encounter.

### 5.5.6 Codelist: 3000 Encounter Elective

	PD	TD	CRED	PREREQ
<b>3400 Encounter training Total</b>	<b>51</b>	<b>18</b>	<b>33</b>	
<b>3100 Encounter Level 1 Total</b>	<b>17</b>	<b>00</b>	<b>08</b>	
1105 Humaniversity Encounter	02	00	01	(*part of TT1)
3102 The Art of Relating	02	00	01	
1192 Hum. Intensive: AUM Marathon	05	00	02	(*part of FP)
3103 Friendship: Open Encounter	02	00	01	(Trainees only)
3128 Power of Love	02	00	01	
2104 Alchemy of Sex & Encounter	02	00	01	
3105 Je t'aime: The Art of Love	02	00	01	
<b>3150 Tutorials of Encounter Level 1 Total</b>	<b>00</b>	<b>06</b>	<b>03</b>	
1151 History of Encounter	00	01	0.5	(*part of TT2)
3158 Transference in Therapy	00	01	0.5	
3152 Group Counseling after AUM	00	01	0.5	
3154 Encounter & Sexuality	00	01	0.5	
3155 Encounter, Awareness & Fun	00	01	0.5	
3156 Vision Day	00	01	0.5	
<b>3200 Encounter Level 2 (C/T)</b>	<b>17</b>	<b>00</b>	<b>08</b>	<b>3100</b>
1205 Humaniversity Encounter(C/T)	02	00	01	(*part of TT2)
3202 The Art of Relating(C/T)	02	00	01	
1292 Hum. Intensive: AUM Marathon (C/T)	05	00	02	(*Part of FP)
3203 Friendship: Open Encounter	02	00	01	(Trainees only)
3228 Power of Love (C/T)	02	00	01	
2204 Alchemy of Sex & Encounter (C/T)	02	00	01	
3205 Je t'aime: The Art of Love (C/T)	02	00	01	
<b>3250 Tutorials of Encounter Level 2</b>	<b>00</b>	<b>06</b>	<b>03</b>	
3257 Basic Skills	00	01	0.5	
3252 Group Counseling after AUM	00	01	0.5	
3255 Defense & Coping Mechanisms	00	01	0.5	
3254 Conflicts & Resolution	00	01	0.5	
3258 Contracts & Group Dynamics	00	01	0.5	
3256 Vision Day	00	01	0.5	
<b>3300 Encounter Level 3 (A/S)</b>	<b>17</b>	<b>00</b>	<b>08</b>	<b>3200</b>
1305 Hum. Encounter (A/S)	02	00	01	
3302 The Art of Relating (A/S)	02	00	01	

1392	Hum. Intensive: AUM Marathon (A/S)	05	00	02	
3303	Friendship: Open Encounter	02	00	01	
3328	Power of Love (A/S)	02	00	01	
2304	Alchemy of Sex & Encounter (A/S)	02	00	01	
3305	Je t'aime: The Art of Love (A/S)	02	00	01	
<b>3350</b>	<b>Tutorials of Encounter Level 3 Total</b>	<b>00</b>	<b>06</b>	<b>03</b>	
3351	Basic Skills	00	01	0.5	
3541	Life Scripts and Games People Play.	00	01	0.5	
3352	Group Counseling after AUM	00	01	0.5	
3354	Being Rational & Being Irrational	00	01	0.5	
1524	Innovations in Encounter	00	01	0.5	
3356	Vision Day	00	01	0.5	
<b>1000</b>	<b>Humaniversity Facilitator Total</b>	<b>88</b>	<b>12</b>	<b>45</b>	<b>0100</b>
<b>3000</b>	<b>Total Encounter Elective</b>	<b>139</b>	<b>30</b>	<b>78</b>	

(C/T=Caretaker) (A/S=Assistant Staff)

### 5.5.7 Community Therapy Elective: Description

**Prerequisite:** Completion of the Foundation Program

This Elective strengthens the skills of working with people, this time with an emphasis on the art and management of communal living. The training is under the direction of the College of Communal Living, and as with other Electives, is a specialization developed in parallel with studies for the **Humaniversity**

**Facilitator.**

Based upon a highly experiential course structure, the student gains a deep appreciation of all aspects of communal living with a particular focus on the administration of the College's programs, teamwork and caretaking of individuals in those programs.

The student is required to reside and act as caretaker for extended periods in each of the four Program units, the Tourist Program (14 days), Student I, Student II and Student III (each 30 days). With supervised clinical management, the student develops a comprehensive awareness of the needs of the many individuals in his personal care.

The studies will include Tutorial Days on the topics of: "The Therapeutic Community in Action," "The Buddhafield," and "Humaniversity: Living Together." These give the student theoretical background information about community dynamics.

In addition to learning the long-term treatment aspects of the different programs, the student will gain increased responsibility and experience in the management of weekend workshops focusing on selected issues, principally Encounter, as well as Sexuality, Primal, Bio-energetics, Meditation and the range of therapeutic techniques used in Humaniversity Therapy.

The student also participates as an assistant in the Humaniversity Intensive "The AUM Marathon."

After completion of this program the student will become a **Humaniversity Facilitator (Community Therapist)**, specializing in Community Therapy.

He will then be eligible to enter the **Humaniversity Therapist Graduate Program** and specialize in Community Therapy, which eventually qualifies the student as a **Humaniversity Therapist** with the title of **Community Therapist**.

### 5.5.8 Codelist: 4000 Community Therapy Elective

	PD	TD	CRED	PREREQ
<b>4200 Community Programs Caretaker Total</b>	<b>90</b>	<b>03</b>	<b>24</b>	<b>0100</b>
4201 Tourist Program Caretaker	14	00	07	(*part of 1400)
4211 Student I (C/T)	30	00	05	
4212 Student II (C/T)	30	00	05	
4213 Student III (C/T)	30	00	05	
<b>4250 Tutorials: Community Concepts Total</b>	<b>00</b>	<b>03</b>	<b>02</b>	
8158 Therapeutic Community in Action	00	01	0.5	
4253 Humaniversity Living Together	00	01	0.5	
<b>1000 Humaniversity Facilitator Total</b>	<b>88</b>	<b>12</b>	<b>45</b>	<b>0100</b>
<b>1310 Professional training (A/S)</b>				
3303 Friendship: Open Encounter	02	00	01	(*part of 1000)
3304 Power of Love (A/S)	02	00	01	(*part of 1000)
3305 Je t'aime: The Art of Love (A/S)	02	00	01	(*part of 1000)
2304 The Alchemy of Enc. and Sex.(A/S)	02	00	01	(*part of 1000)
1392 Hum. Intensive: Aum Marathon (A/S)	05	00	02	(*part of 1000)
<b>1410 Professional training (S)</b>				
1417 Bioenergetics (S)	02	00	01	(*part of 1000)
7402 Meditation in the Marketplace (S)	02	00	01	(*part of 1000)
1496 Hum. Intensive: Love Spirit (S)	02	00	01	(*part of 1000)
1402 Mama-Papa (S)	03	00	01	(*part of 1000)
<b>4000 Community Therapy Elective Total</b>	<b>178</b>	<b>15</b>	<b>69</b>	

(\*part of) (C/T=Caretaker) (A/S= Assistant Staff) (S=Staff)

### **5.5.9 Martial Arts Elective: Description**

This elective offers a thorough training in the Humaniversity's martial arts discipline, Osho-Do, developed personally by Yuson-Sánchez (Veeresh). The training is complemented by an appreciation of four of the classical martial arts: Jiu Jitsu Do, Aiki Budo, Kung Fu Do and Archery.

This elective offers 36 training days and four Tutorial Days devoted exclusively to an understanding of these martial arts. This elective requires that the student is able to understand how to take an "emotional position" in the context of a situation which calls for self-defense. Accordingly, his staff experience (required as part of his Humaniversity Facilitator studies) must be gained from workshops in Encounter Levels II and III.

#### **Osho-Do**

Osho-Do means "The Way of the Master". Osho-Do is conducted in a four-stage sequence during four quarters and gradually develops the body's fitness and flexibility.

It combines the art of meditation and awareness with a range of carefully selected self-defense techniques, known as S.A.P. - the Street Awareness Program.

Osho-Do seeks mastery of personal energy as a way to self-realization through working with the Yin and Yang principles of energy polarity.

In mastering personal energy, as well as weaponry, the student comes to realize that the same energy, which can destroy, is also the energy which can heal. A masterful warrior is also potentially a masterful healer. In cultivating and mastering the personal power center of the hara, the student learns that he can direct this energy with the heart - he can develop a loving relationship with himself in all his aspects. He can live a life of Awareness, Balance and Harmony. This training is complemented with an appreciation of the following martial arts:

#### **Jiu Jitsu Do**

Examining physical control, contact control, psychological control and spiritual control in the art of self-defense.

#### **Aiki Budo**

Examining the qualities of awareness, balance, conscious control and completion.

#### **Kung Fu Do**

Examining the art of centering, discovery of the hara, radiance of the hara and the relationship between hara and heart.

#### **Archery**

This art uses the bow and arrow to develop awareness, and mastery of the body, mind and emotions. Classes are given weekly.

After completion of this program the student will receive the title **Humaniversity Facilitator (Martial Arts)** specializing in Martial Arts. He will then be eligible to enter the Graduate Program and specialize as a **Martial Arts Trainer**.

### 5.5.10 Codelist: 5000 Martial Arts Elective

	PD	TD	CRED	PREREQ
<b>1000 Humaniversity Facilitator</b>	<b>88</b>	<b>12</b>	<b>45</b>	<b>0100</b>
1310 Professional training as (A/S)	10	00	05	(*part of 3200)
1410 Professional training as (S)	10	00	05	(*part of 3300)
<b>5100 Osho-Do Training Total</b>	<b>36</b>	<b>04</b>	<b>20</b>	
5001 Osho-Do classes weekly				(*part of 0100)
5002 Archery classes weekly				(*part of 0100)
<b>5110 Jiu Jitsu Do Total</b>	<b>06</b>	<b>00</b>	<b>03</b>	
5111 Jiu Jitsu Do 1: Basic techniques	02	00	01	
5112 Jiu Jitsu Do 2: Self-defense	02	00	01	
5113 Jiu Jitsu Do 3: Combinations	02	00	01	
<b>5130 Aiki Budo Total</b>	<b>06</b>	<b>00</b>	<b>03</b>	
5131 Aiki Budo 1: Awareness	02	00	01	
5132 Aiki Budo 2: Balance	02	00	01	
5133 Aiki Budo 3: Conscious Control	02	00	01	
<b>5160 Kung Fu Do Total</b>	<b>06</b>	<b>00</b>	<b>03</b>	
5161 Kung Fu Do 1: Art of Centering	02	00	01	
5162 Kung Fu Do 2: Radiance of the Hara	02	00	01	
5163 Kung Fu Do 3: Hara and the Heart	02	00	01	
<b>5010 Osho Do Total</b>	<b>18</b>	<b>00</b>	<b>09</b>	
5121 Osho Do 1: SAP and Integration	02	00	01	
5122 Osho Do 1: Integration Jiu Jitsu Do	02	00	01	
5140 Osho-Do 2: Integration Aiki Budo	04	00	02	
5170 Osho Do 3: Integration Kung Fu Do	04	00	02	
5181 Osho Do 4: Street Awareness Program	02	00	01	
5182 Osho Do 5: Weaponry	02	00	01	
5183 Osho Do 6: Martial Arts & Healing	02	00	01	
<b>5150 Tutorial Days Martial Arts Total</b>	<b>00</b>	<b>04</b>	<b>02</b>	
5151 Tutorial Day: Jiu Jitsu Do	00	01	0.5	
5152 Tutorial Day: Aiki Budo	00	01	0.5	
5153 Tutorial Day: Kung Fu Do	00	01	0.5	
5154 Tutorial Day: Osho Do	00	01	0.5	
<b>5000 Total Martial Arts Elective Total</b>	<b>124</b>	<b>16</b>	<b>65</b>	

(\*part of) (C/T=Caretaker) (A/S= Assistant Staff) (S=Staff)



### **5.5.11 Arts & Creativity Elective**

Yuson-Sánchez (Veeresh) regards creativity as a vital ingredient in the personal growth process of the individual - it has therapeutic value as a way of exploring one's inner world, and aesthetic value as a way of producing work which makes the world a more beautiful place in which to live. It is part of his vision that the campus will become filled with the creativity of its therapists and students.

This elective offers a comprehensive exploration of the arts of painting, theatre, and music, spread over 105 Practical Days and ten Tutorial Days. The student benefits from an in-depth training derived from 90-day residential internships.

In this training the student will have the opportunity to explore thoroughly his personal creativity in many dimensions as well as developing an appreciation of the role of art in therapy should he wish to continue his study and to graduate as a Humaniversity Creativity Therapist.

After completion of this program the student will receive the title Humaniversity Facilitator (Creativity) specializing in Arts and Creativity.

He will then be eligible to enter the Graduate Program and specialize in Creativity Therapy; this leads ultimately to the title Humaniversity Therapist (Creativity).

### 5.5.12 Codelist: 6000 Arts & Creativity Elective

	PD	TD	CRED	PREREQ
<b>1000 Humaniversity Facilitator</b>	<b>88</b>	<b>12</b>	<b>45</b>	<b>0100</b>
<b>6010 PAINTING TOTAL</b>	<b>90</b>	<b>00</b>	<b>22</b>	
6011 Internship: Painting	90	00	15	
6115 12 x Painting Sessions			01	(*part of 6011)
6215 12 x Painting Sessions (C/T)			01	(*part of 6011)
6315 12 x Painting Sessions (A/S)			01	(*part of 6011)
6100 Creative courses: Painting	04	00	02	
6101 Creative Spirit	02	00	01	
6102 Expressing your Creativity	02	00	01	
<b>6020 THEATER TOTAL</b>	<b>90</b>	<b>04</b>	<b>26</b>	
6021 Internship: Theatre	90	00	15	
6125 Tan-Ju Summer Show: Direct an act			01	(*part of 6021)
6126 Tan-Ju Winter Show: Direct an act			01	(*part of 6021)
6128 12 Boozeria Shows			01	(*part of 6021)
6129 12 Morning Meetings			01	(*part of 6021)
6120 Creative Courses: Theatre	06	00	03	
6121 Being a Star I	02	00	01	
6122 Being a Star II	02	00	01	
6123 Act and Play	02	00	01	
6127 Direct and Perform a "One Act Play"	00	00	01	
<b>6150 Tutorials: Theatre Total</b>	<b>00</b>	<b>04</b>	<b>02</b>	
6153 Performance	00	01	0.5	
6154 Stage Management	00	01	0.5	
6155 Design & Technical Support (light, sound)	00	01	0.5	
6156 Public Speaking	00	01	0.5	
<b>6030 MUSIC TOTAL</b>	<b>90</b>	<b>00</b>	<b>22</b>	
6031 Internship: Music	90	00	15	
6131 12 Music Sessions			01	(*part of 6031)
6132 4 Songs	00	00	04	
6133 2 Concerts or Music Events	00	00	02	
<b>6000 Art &amp; Creativity Elective each Total</b>	<b>178</b>	<b>16</b>	<b>67(or 71)</b>	

(\*part of) (C/T=Caretaker) (A/S= Assistant Staff) (S=Staff)

### 5.5.13 Meditation Elective: Description

One of the major elements which sets Humaniversity Psychology apart as outstanding in the general field of psychology is the integration of meditation within its work - the drawing in of the wisdom of eastern traditions as well as contemporary western practices. Yuson-Sánchez's (Veeresh) work is especially remarkable and innovative for his creation of the Social Meditations, especially the Humaniversity AUM Meditation. This is a unique and important development not only in the field of psychology but also in the tradition of meditation. It places Humaniversity Psychology at the cutting edge of psychotherapy.

In this Elective, taken in addition to the basic studies for the Humaniversity Facilitator, the student gains a comprehensive understanding of, and repeated experience in, the practice of the Social Meditations – first, by way of participation in them, then by assisting in their presentation and finally as staff in the supervision of these presentations.

This means developing an environment and ambience in which the meditations can happen, cultivating an atmosphere of awareness while they are happening, care-taking of the participants in them, and his personal training in the art of being a meditation leader.

Complementing the training will be a direct experience of traditional meditation techniques including Zazen, Vipassana and Dynamic Meditation. The program culminates in an intensive training to qualify as an AUM Meditation Leader: this will require participation first in the Humaniversity Intensive, The AUM Marathon or Working with People, followed by an intensive in-residence leadership training of additional nine days by the Humaniversity staff.

After successful training in this and the Humaniversity Facilitator Program, the student will graduate as a Humaniversity Facilitator, specializing in meditation, and receive the title Meditation Leader. He will then be eligible to proceed to further studies to become a Humaniversity Therapist.

### 5.5.14 Codelist: 7000 Meditation Elective

	PD	TD	CRED	PREREQ
<b>1000 Humaniversity Facilitator</b>	<b>88</b>	<b>12</b>	<b>45</b>	<b>0100</b>
<b>7020 Participation of Social Meditations</b>			<b>10</b>	<b>(*part of 0100)</b>
7021 participation in Humaniversity Love				
7022 participation in Humaniversity Delight				
7023 participation in Humaniversity Tantra				
7024 participation in Humaniversity Shangri-La				
7025 participation in Humaniversity Hump				
7026 participation in Humaniversity Re-Enlightenment				
7027 participation in Humaniversity Dance				
7028 participation in Humaniversity Tan-Ju				
7029 participation in Humaniversity Peace Experience				
7132 participation in Humaniversity Our Sacred Earth				

**7220 Caretaker of Social Meditations 10 (\*part of 0100)**

- 7221 Humaniversity Love / Caretaker
- 7222 Humaniversity Delight / Caretaker
- 7223 Humaniversity Tantra / Caretaker
- 7224 Humaniversity Shangri-La / Caretaker
- 7225 Humaniversity Hump / Caretaker
- 7226 Humaniversity Re-Enlightenment / Caretaker
- 7227 Humaniversity Dance / Caretaker
- 7228 Humaniversity Tan-Ju / Caretaker
- 7229 Humaniversity Peace Experience / Caretaker
- 7232 Humaniversity Our Sacred Earth / Caretaker

**7320 Assistant Staff of Social Meditations 10 (\*part of 0100)**

- 7321 Humaniversity Love / Assistant Staff
- 7322 Humaniversity Delight / Assistant Staff
- 7323 Humaniversity Tantra / Assistant Staff
- 7324 Humaniversity Shangri-La / Assistant Staff
- 7325 Humaniversity Hump / Assistant Staff
- 7326 Humaniversity Re-Enlightenment / Assistant Staff
- 7327 Humaniversity Dance / Assistant Staff
- 7328 Humaniversity Tan-Ju / Assistant Staff
- 7329 Humaniversity Peace Experience / Assistant Staff
- 7332 Humaniversity Our Sacred Earth / Assistant Staff
- 1351 **Tutorial:** Social Meditations (\*part of 1300)

**7123 Social Meditation Leader Training 5 00 03**

- 7420 Leader of Social Meditations 01 (\*part of 0100)

**7030 Meditation Leader Training 46 00 07**

- 7101 Vipassana 03 00 01
- 7102 Meditation in the Marketplace 02 00 01
- 7103 Awareness Intensive 03 00 01
- 7104 Zazen 03 00 01
- 7105 21-Day Dynamic Camp 21 00 01 (\*part of 0100)
- 7305 Meditation: Dynamic-Assistant Staff 07 00 01 (\*part of 1000)
- 7405 Meditation: Dynamic-Leader 07 00 01 (\*part of 1000)

**7040 AUM Meditation Leader Training 14 00 05**

**7050 Peace Ambassador Training 01 00 01**

**7000 Total Meditation Elective 154 10 91**

(\*part of) (C/T=Caretaker) (A/S= Assistant Staff) (S=Staff)

### **5.5.15 Addiction Studies Elective: Description**

“Only the people that want to change are the people I want to work with. I can say: ‘Listen, we’ve got all this available and we’ve got a special way. It is not the easiest way. If you come here, we are going to demand everything from you; we are going to look at you from all sides. We don’t care about your addiction; we don’t care about how much you use - that has nothing to do with it for us. We will get you physically and emotionally healthy. We want you to get up and feel that you are in this world, not for a shot of heroin, but because life is worth living.’”  
Denny Yuson-Sánchez (Veeresh)

Yuson-Sánchez (Veeresh) trained and graduated top of the class from Phoenix House, New York, which is the largest drug addiction rehabilitation community in the U.S.A. In 1966 he moved to Europe to establish Phoenix House London. As he became famous for his work in the field of drug rehabilitation, he was invited by the Dutch Ministry of Health in 1975 to train Addiction Specialists. In 1978 he founded his own independent training institute: the Humaniversity. He uses his 40 years of experience in the field of addiction to build this special program.

#### **(1) Prerequisite: Humaniversity Addiction Program Intensive (HAPI)**

The goal of this program is to replace the need for chemicals with satisfying human contact. The emphasis is on relating. This involves looking at dysfunctional patterns established in early childhood, and learning nourishing ways of relating.

The student learns bodywork, Encounter, Flushing, communication structures, and how to relate with authority. As well as an intense program of emotional rehabilitation, work structures are used to teach the participants the basic skills and attitudes needed to function in daily life. Participants are supported in gaining clarity in the issues of how they want to live their lives.

At the end of the first year, the participant is assessed, and if approved can continue with the Student I, Student II and Student III program units, learning the art of communal living. Alternately, when he completes the requirements of the Foundation Program, he can enroll in the Addiction Studies Training, which is designed for those who wish to work in the field of addiction therapy.

#### **(2) Addiction Studies**

This training is designed for ex-addicts, and professionals who work closely with people and who want to expand their skills into the area of addiction work. The focus is on working with addicts in the residential setting of the College of Communal Living.

The student learns practical clinical information so that he can work as a caretaker of a multi-symptomatic group of participants in the Tourist Programs for three months. This is done under the close super-vision of the Humaniversity Therapists and Humaniversity Addiction Specialists.

As a caretaker of the weekly Addiction Workshop he will learn to relate to the

addicts on a practical and personal level with empathy, emotional honesty, and professional authenticity.

Furthermore, he will be working for three month as a Senior in the College of Communal Living, learning the practical and efficient management of several departments in the therapeutic community setting. This requires not only the carrying out of functional tasks, but also the ability to guide the people in his care into team work, and leadership skills including the special clinical care for the addicts who are working for him.

Additionally, the student will participate in four weekend workshops in order to experience and stay in touch with his own process and gain more personal awareness in working with people.

Moreover, the student will join the Encounter training Level 2 and 3 to acquire knowledge of Group Dynamics, internal and external authority, communication theory, avoidance structures, and a clear concept of an authentic personality. Participation in the Humaniversity Facilitator Program will teach the student to develop his professional skills and how to acquire a multi-therapeutic approach. During ten weekend workshops, in the function of a Senior on training staff, he learns specific skills related to topics concerning addiction treatment. During the week, he will attend addiction seminars providing theoretical and basic information about the field of addiction work.

After successful completion the Senior will be able to work with addicts under supervision either within the setting of the Humaniversity or in other rehabilitation centers or therapeutic communities.

He will graduate as a Humaniversity Facilitator, specializing in Addiction Studies, and the title Addiction Specialist. He will then be eligible to proceed to further studies to become a Humaniversity Therapist.

### 5.5.16 Codelist: 8000 Addiction Studies Elective

	PD	TD	CRED	PREREQ
<b>4500 CCL: Clinical training Total</b>	<b>215</b>	<b>00</b>	<b>37</b>	<b>0100/8001</b>
4201 Tourist Program (C/T)	14	00	05	(*part of 1400)
4202 Tourist Program (C/T)	70	00	10	
4021 CCL: Senior	90	00	15	
8201 Addiction Workshops (C/T) weekly				(*part of 4500)
1195 Hum. Intensive: WOW (A/S)	31	00	05	
1193 Hum. Intensive: Coming Together (C/T)	10	00	02	
<b>3400 Encounter training Level 2 &amp; 3</b>	<b>34</b>	<b>12</b>	<b>22</b>	(*part of 1000) 1200
<b>8110 Addiction Studies Courses</b>	<b>08</b>	<b>00</b>	<b>04</b>	
1103 <b>Authority:</b> Personal Power	02	00	01	
2101 <b>Sexuality</b> Awareness	02	00	01	
1107 <b>Emotional Work:</b> Hum. Flushing	02	00	01	
1113 <b>Bodywork:</b> Bio-energetics	02	00	01	
<b>8150 Addiction Studies Seminars</b>	<b>00</b>	<b>08</b>	<b>04</b>	(*part of 4500)
8151 Medical and pharmaceutical aspects	00	01	0.5	
8152 Detoxification	00	01	0.5	
8153 Prevention	00	01	0.5	
8154 Treatment & After-Care	00	01	0.5	
8156 History of Drug use in different cultures	00	01	0.5	
8157 The criminal aspect	00	01	0.5	
8158 Therapeutic Community management	00	01	0.5	
8159 Diff. approaches of Addiction treatment	00	01	0.5	
<b>1000 Humaniversity Facilitator</b>	<b>88</b>	<b>12</b>	<b>45</b>	
<b>8000 Total Addiction Studies Elective</b>	<b>345</b>	<b>32</b>	<b>112</b>	

(\*part of) (C/T=Caretaker) (A/S= Assistant Staff) (S=Staff) (CCL=College of Communal Living)

### **5.5.17 Natural Healing Arts Elective: Description**

Humaniversity Psychology, drawing especially from the wisdom of eastern traditions, gives much regard to the role of physical health in the overall psychological health of the individual and his therapeutic treatment. This Elective offers a very rich and varied appreciation of three innovative healing arts developed by therapists and associates of the Humaniversity:

- The Shyam Singha System • Divine Healing Training • Sangi-Do Training

Each training by itself will result in a diploma, but all three must be completed in order to fulfill the Natural Healing Arts Elective. Successful completion of the Elective, when combined with the additional basic studies for the Humaniversity Facilitator Program means that the student will graduate as Humaniversity Facilitator specializing in the Natural Healing Arts with the title Natural Healer.

Individually and collectively, the student receives a penetrating insight into the wealth of wisdom offered by several traditional healing systems. The student taps immediately into a depth of professional experience gathered by the teachers of these systems over many years of practice.

#### **(1) The Shyam Singha System**

##### **Prerequisite:**

- Study in Anatomy and Physiology
- Study and experience in at least one Natural Healing method
- Experience in working with people
- Sufficient understanding of the English language and medical terms
- Admission by Orientation Talk

This Elective is a two-year integrative training in the art of natural healing. The Shyam Singha System includes and applies all possible natural ways to support self-regulation and self-healing. Its theoretical roots can be found in the understanding of such different yet in essence similar traditions as Chinese medicine, Ayurvedic medicine, Polarity and the traditional Health approaches found in diverse cultures while integrating latest scientific insights and understanding (Kirlian photography, electro-acupuncture, etc.) It addresses the subtle dynamics of the healer/client relationship and trains the therapist to be a channel or tool of the healing process rather than strengthening the idea that the therapist is causing or doing the healing.

The training consists of eight weekend workshops integrating theoretical teaching, individual studies and hands-on practical application as follows:

##### **(a) Introduction to Basic Principles**

Basic principles of natural healing; essentials of degenerative processes; body and character types; different forms of diagnosis (pulse, tongue, Kirlian, Body reading, basic treatments).



**(b) Food as Healer**

Natural nutrition; health building and therapeutic diets; fasting; herbs; spices and nutritional properties of foods.

**(c) Corrective Procedures**

Help and self-help through kinesiology; basics of osteopathy; neuromuscular massage and reflexology; stance and posture.

**(d) Acupuncture and Acupressure**

Meridians and points; function and use; Five Element Theory; Three Chiao Theory; basic treatments; specific treatments; techniques of needling and moxubustion; pulse diagnosis.

**(e) Homeopathy, Herbs, Tissue Salts, Vitamins**

Preparation and application of remedies; how to make choices of teas; herbs and foods.

**(f) Techniques and Procedures**

Balneology; Urine therapy; light and colors; specifics from acupuncture; homeopathy, osteopathy; dieting; supplement therapy and how to combine them.

**(g) Health Plan Design**

What plan to choose when for whom; healing as process; evaluation and correction; working with difficulties in the therapeutic process; intuition; and the healer's support system.

**(h) Healing and Meditation**

How to center and heal yourself; mediation as the main centering process; ethics in working with people; love as the healing force; healing the healer.

**(2) Divine Healing Training**

This is an innovative synthesis of several oriental healing techniques integrated into a unique and new form - a healing system in its own right. The course is presented in eight distinct parts.

It consists of eight courses in which 40% is theoretical studies, 40% is practice sessions and 20% is focused on self-healing. During all the trainings the student is practicing the Divine Healing movements, in daily classes of two hours.

**(a) Divine Healing I: Basic Pattern**

This is an introduction to the technique of finger pressure on specific healing points according to the follow of vital energy in the meridians and learning to give a full body massage.

**(b) Divine Healing II: Deep Tissue work**

This course teaches body alignment, relaxation techniques, an introduction in basic healing points and the theory and practical application of Yin and Yang.

**(c) Divine Healing III: Further specialization in Deep tissue work**

This course teaches Kyo-Jitsu (the different qualities in points: empty or full), the balancing of the energetic charge in the meridians and mind-body integration.

**(d) Divine Healing IV: The Theory of the Five Elements**

This course concentrates on the body's assimilation and elimination mechanism, the heart to heart diagnosis. It provides an initiation to pulse reading, and teaches selected treatments and manipulations.

**(e) Divine Healing V: Further practice in diagnostic techniques**

This course teaches the diagnostic techniques focusing on the face, tongue, eyes, and Body-reading. It specializes in teaching combinations of healing-points, further study in relaxation techniques and methods of self-healing: diet, rest, sleep, self-hypnosis.

**(f) Divine Healing VI: Specialized treatments and further specialization in diagnosing**

The focus in this course is on Body language, working with the subtle body and chakra balancing.

**(g) Divine Healing VII: Sexual Healing and Healing of Inner Traumas**

This course focuses on childhood liberation, voice release, dance, laughter, crying, melting. Special attention is brought to "The Healer Within", and to the understanding that the healer is the healed, and that healing is 10% based on techniques and 90% on LOVE.

**(h) Divine Healing VIII: Meditation**

Integration of a spiritual and aesthetic attitude to daily life through the practice of Zen and other eastern meditation techniques. Healing with silence and meditateness. Parts of the Divine Healing training happen in different places around the world. The trainings outside of the Humaniversity can be certified by the teacher and then be accredited towards certification in Divine Healing.

### **(3) Wellness Training Sangitama**

**Prerequisite:** The Tourist Program

This training is designed to help people to de-stress, detoxify and bring the body back into balance. A professional staff will guide the process including seminars, cleansing diets, personal health counseling, emotional clearing, yoga and more.

In this healing system Eastern and Western methods of healing are combined, including many natural healing arts, such as acupuncture, homeopathy, living blood analysis, kinesiology and reflexology.

Each Wellness Module includes

- A special diet using natural organic foods to flush out toxins
- Seminars on body and emotional health
- Meditations, emotional clearing exercises, yoga and massage
- Beach walks along the North Sea coast
- Living blood analysis before and after treatment
- Colon hydrotherapy and a body wrap
- Personal counseling and tips to improve the health once returned home
- Each Wellness Week focuses on revitalizing a different part of the body: Colon Health, Liver Flush and Kidney Cleanse.

#### **(a) Wellness Module Participation**

The student will first participate in each of the four modules learning the specific method while experiencing the various natural healing arts personally.

#### **(b) Wellness Module Caretaker**

The training starts with caring for the participants that are going through the cleansing processes and supporting them practically, physically and emotionally. Additionally, the caretaker brings in specific skills, such as massage, yoga classes, counseling, detox procedures, special diet cooking, and more. Peer group counseling, feedback about caretaking, and supervision on how to relate to participants in the healing process will additionally help the caretaker to improve his task.

#### **(c) Wellness Module Assistant Staff**

The Senior will develop his professional and organizational skills on co-leading the healing process, take responsibility for certain parts of the module and takes on a guiding role with the participants, including giving theoretical seminars to support the understanding of the process.

#### **(4) Rebalancing Training**

This professional body-awareness training is a powerful system of deep bodywork that connects postural alignment, movement education, emotional release and inner awareness. The training has been developed by his founder over many years of study and practice.

This body therapy approach restores the body-mind's natural state of balance by means of deep tissue bodywork, assisted stretches, trauma healing, joint release and re-education of the body. The student will get hands-on experience working with other class members and models.

Because the training is split into four five-day modules over the course of the year, you will have time to integrate and practice between sections. By the end of the course you will be able to give sessions professionally as a certified Structural Balancer.

During a further 20-day advanced training, you can deepen your experience and become a certified Rebalancer.

The Training consists of learning how to touch and transform the body. First, through clear demonstrations and supervised practice, the student will learn to loosen the connective tissue, release the joints and then restore the body to its natural state of balance.

Secondly, he will learn about the attitudes stored in each part of the body. Medical science is now able to demonstrate that many physical tensions can be traced to mental and emotional factors. By becoming aware of the "memory system" of the body tissues, he will be able to release repressed feelings, as well as the fears and beliefs that go with them.

The student will give and receive sessions from different people every day and learn many different techniques for rebalancing the body. The course also includes participation in daily meditations to clear the mind and open the heart. Finally, the student will be able to synthesize his learning into his own way of working with the body through touch.

#### **(5) AcuEnergetics Training**

AcuEnergetics was developed through thirty years of study and experience. It is based on an accurate mapping of the energetic body, detailing the connection between meridians, chakras, acupoints and channels. It helps clients release holding patterns from attitudes or past trauma that can lead to illness.

The training is open to everyone, from people interested in self development, meditation, stilling the mind, opening their hearts and healing themselves to people looking to learn more about the energetic system, healing others and starting a training in a new career.

### **(a) AcuEnergetics Level 1: Skills for Living**

In the first part of the training you will learn about the connection between illness, your body, mind and emotions and how to open up to feel energy, both in yourself and others. You will learn skills to bring more joy and love into your life.

You will gain an understanding of the energy body, discover profound meditations and learn to give the deeply relaxing AcuEnergetics Wellness Balances. During the training you will also receive balances from other students and feel their transforming effect.

Objectives of the training:

- Simple, profound and deep meditations to still the mind and open the heart
- To feel your own and other people's energy centers
- To give a Wellness Balance for opening the Circulation of the Light – this powerful balance strengthens the immune system
- Release work – letting go of held emotions which cause illness in the body
- To open your energetic field and balance another person's
- The first gate energetic opening technique
- Radiance, resonance and magnetic hand techniques for healing illness

### **(b) AcuEnergetics Level 2: Inner Alchemy ~ Treating Yourself and Others**

Part two of this training builds on level one and introduces AcuEnergetics chakra balancing and entrainment. You will learn four new AcuEnergetics Wellness Balances as well as how to direct your attention to awaken energy centers in the body. It is a journey of self-discovery through the heart.

Objectives of the training:

- To deepen your meditation
- To increase your sensitivity to energy
- The second gate energetic opening technique
- To open your energetic center and entrain others
- The second stage of Release work
- To give a Sacral Wellness Balance (legs, pelvis and spine)
- To give a Chakra Wellness Balance
- To give a thrusting channels balance
- To open the energetic wind gates of the body
- An ancient Sephiroth meditation used for opening the light body

### **(c) AcuEnergetics Level 3: The Art & Science of Energy Healing**

Level 3 is an in-depth experiential and theoretical training in energy bodywork and a profound journey of self discovery. Students are trained to feel, understand and work with the meridians, chakras or sephira, energetic strange flows and acupoints. The emphasis of this course is on the practical uses of a detailed understanding of the physiology and anatomy of the energy body.

This course is suitable for people who wish to undertake a discovery into themselves as well as for people seeking a new career, those looking to enhance an existing career in western or complementary medicine, and people from other fields who wish to gain an in-depth understanding of how the energy body works.

Objectives of the training:

- Advanced techniques to help you meditate and still your mind.
- How to be in your heart every day!
- The advanced stage of Release work, to release held emotions.
- How to give an energy lymph drainage.
- How to give an energetic liver flush.
- How to feel and open meridians in the body.
- Terrain Theory in the body
- Qi and energy structures in the body
- Five Element Theory, elemental movements and yin & yang
- The Pranic Fields
- The Great Central Channel, the Tan Tiens and energy fields
- Emotions & qi and emotional chemistry
- Ida & pingala
- The Ancient Sephiroth and Nativoth to open the light body and heal the body
- The Strange flows
- How to improve your energetic hand skills for treating people.
- Mystical meditations to open the light body.

#### 5.5.18 Codelist: 9000 Natural Healing Arts Elective

	PD	TD	CRED	PREREQ
<b>1000 Humaniversity Facilitator</b>	<b>88</b>	<b>12</b>	<b>45</b>	<b>0100</b>
<b>9110 Shyam Singha System Total</b>	<b>16</b>	<b>04</b>	<b>09</b>	(section 5.5.17)
9111 Introduction: Basic principles	02	00	01	
9112 Food as Healer	02	00	01	
9113 Corrective Procedures	02	00	01	
9114 Acupuncture and Acupressure	02	00	01	
9115 Homeopathy, Herbs, Tissue salts, etc.	02	00	01	
9116 Techniques and Procedures	02	00	01	
9117 Health Plan Design	02	00	01	
9118 Healing and Meditation	02	00	01	
0163 Seminars on Alternative Medicine	00	04	01	
<b>9120 Divine Healing Training</b>	<b>75</b>	<b>00</b>	<b>08</b>	
9021 Divine Healing classes weekly				(*part of 9121)
9121 Introduction DH I: Basic pattern	10	00	01	
9122 DH II: Deep tissue work	10	00	01	
9123 DH III: Further Specialization in DH II	10	00	01	
9124 DH IV: Theory in the 5 elements	10	00	01	
9125 DH V: Practice in diagnosis techniques	10	00	01	
9126 DH VI: Spec. treatments, further V	10	00	01	
9127 DH VII: Sexual Heal. and Inner traumas	10	00	01	
4106 DH VIII: KYO Meditation group	05	00	01	

<b>9130</b>	<b>Wellness Training Sangjitama</b>	<b>28</b>	<b>00</b>	<b>12</b>	<b>4001</b>
9131	Wellness Week 1: Burn-out	07	00	01	
9132	Wellness Week 2: Colon Health	07	00	01	
9133	Wellness Week 3: Liver Flush	07	00	01	
9134	Wellness Week 4: Kidney Cleanse	07	00	01	
9231	Wellness Week 1: Burn-out (C/T)	07	00	01	
9232	Wellness Week 2: Colon Health (C/T)	07	00	01	
9233	Wellness Week 3: Liver Flush (C/T)	07	00	01	
9134	Wellness Week 4: Kidney Cleanse (C/T)	07	00	01	
9231	Wellness Week 1: Burn-out (A/S)	07	00	01	
9232	Wellness Week 2: Colon Health (A/S)	07	00	01	
9233	Wellness Week 3: Liver Flush (A/S)	07	00	01	
9134	Wellness Week 4: Kidney Cleanse (A/S)	07	00	01	
<b>9109</b>	<b>Rebalancing Training</b>	<b>32</b>	<b>00</b>	<b>13</b>	
9111	Rebalancing Training Part 1	05	00	02	
9112	Rebalancing Training Part 2	05	00	02	
9113	Rebalancing Training Part 3	05	00	02	
9114	Rebalancing Training Part 4	05	00	02	
9115	Rebalancing Training Advanced Part 1	07	00	03	
9116	Rebalancing Training Advanced Part 2	05	00	02	
<b>9080</b>	<b>AcuEnergetics Training</b>	<b>18</b>	<b>00</b>	<b>09</b>	
9081	AcuEnergetics Training Level 1 & 2	08	00	02	
9082	AcuEnergetics Training Level 3	10	00	03	
9083	AcuEnergetics Individual Sessions			02	
9084	AcuEnergetics Practice Sessions			02	
<b>9000</b>	<b>Natural Healing Elective max. Total</b>	<b>257</b>	<b>16</b>	<b>96</b>	

(\*=part of)

## 5.6 THE HUMANIVERSITY THERAPIST PROGRAM

### 5.6.1 Humaniversity Therapist: Description

After successful completion of the Humaniversity Facilitator Program, the Graduate can undertake further studies to become a Humaniversity Therapist. The Graduate must develop a mastery of his subject both in theory and in practice and, specifically, a mastery of the particular area of his studies in which he wishes to be recognized as a specialist.

The Humaniversity Therapist Program is designed to be completed over a two-year period but it can be completed in an accelerated schedule lasting 12 months. The Graduate undergoes an intensive program of theoretical and experiential learning in which his understandings of Humaniversity Psychology become much deeper and extensive. At the end of this term of learning he will be asked to demonstrate his understanding to the Examination Board.

As with the Foundation Program, the main vehicle for studies for the Humaniversity Therapist Program is the College of Communal Living. The Graduate learns to become a clinical staff member and manage the various departments within the Community: he develops an appreciation and responsibility for the active management of a therapy-oriented community, the clinical guidance, and care of the participants within it.

#### (1) Study Requirements

For a cumulative total of three Quarters, the Graduate lives and works **in-residence** at the Humaniversity together with a peer group of other Graduates. Each Quarter will incorporate respectively Levels 5, 6, 7 and 8 of the **Therapist Training**.

The Graduate is given responsibility for the management of one or more departments in the College of Communal Living. He may, for instance, be responsible for the management of the kitchen or the house maintenance department. In this role, he helps to ascertain and meet the clinical and functional needs of the community, and together with students, who are under his supervision, carry out the functional activities of the department.

This requires the development of many **skills and qualities** especially, the ability to be sensitive to, and work with people who are deeply in their own clinical process. It requires the exercise of leadership, flexibility and responsibility. The development of effective and efficient planning, management, and administration skills are also required - together with the ability to cooperate creatively with other community departments.

In addition to the experience gained from operating a single department and clinically guiding small groups of people, the Graduate will be given specific opportunity to work therapeutically with the entire community. On three separate occasions all the Graduates will work together as a team to design and manage a **3-day socio-therapeutic structure**. All residents of the community participate in these structures which are a series of therapeutic sessions and community



activities, linked together and focused on a particular theme. Under the supervision of Humaniversity staff, the Graduate has the opportunity to work clinically with people over an intense and extended period. Usually, these structures incorporate techniques appropriate to marathon workshops.

The Graduate will be introduced to the theoretical concepts of **leadership** in a series of Practical Days including Tutorials.

To balance his training, the Graduate will be required to gain clinical experience in a **therapeutic institution** approved by the Humaniversity. For a period of 30 days, he will be required to work and train under the supervision of the staff of this institution. From this experience, he will gain an appreciation of fieldwork and therapeutic approaches undertaken by other professionals.

The Graduate takes part in a series of **workshop management** experiences with ever-increasing responsibility and creative contribution to the clinical process. From this, he builds up his knowledge, awareness, skills, experience and confidence. This series of experiences has been designed in a way which encourages the Graduate to evolve from assisting in a workshop to managing the workshop with his own personal stamp of authority, originality, and authenticity. He will be active in the following ways:

- He will be on the **staff** of all the **Humaniversity Intensives**: the month-long WOW, Working with People, the AUM-Marathon, The Love Spirit and Coming Together;
- He will be an **assistant** to Humaniversity Therapists in 6 workshops relevant to the specialization he has chosen;
- In 3 additional workshops of the specialization, he will **co-lead** the workshop with a Humaniversity Therapist;
- Finally, he will **lead** one workshop by himself, supported by a staff and with one Humaniversity Therapist as an observer.

## **(2) Assessment and Examination**

In addition to the Graduate's ability to manage a therapeutic workshop, he is required to demonstrate his mastery of Humaniversity Psychology in the following ways.

- **Thesis Paper**  
The Graduate is asked to present to the Examination Board, three copies of an academic paper of not less than 20 pages, concerning a subject area related to Humaniversity Psychology, in which the Graduate wishes to specialize.

This paper will contain a description of the history of the subject matter, the basic leading theories relating to the subject area and, an analysis of the latest research in the area. It will be accompanied by a detailed bibliography of literature and sources.

Then, from these theories the Graduate is expected to argue a personal preference for one theory over the others. This will require a discussion of the therapeutic value and methods of each theory and a persuasive justification of the preferred theory with reference to his life experience and training.

A list of specifications for the preparation of this paper is available on request. The paper must be submitted to the Examination Board not less than 30 days before the scheduled completion of his program.

- **Seminar**

The Graduate is required to present the content and findings of his Humaniversity Therapist's paper before the Examination Board. This seminar will be 45 minutes in length and the Graduate will be assessed not just for his mastery of knowledge but also for his ability to communicate and present his work in a compelling manner.

- **Field Report**

Upon completion of the one-month internship at an approved therapeutic institution, the Graduate will be required to submit a comprehensive report on the nature of the work undertaken by that institution, a description of his clinical work and an explanation of the education and insights he gained from this experience.

- **Field Assessment**

Complementing the Graduate's personal field report, there will be a written assessment of the Graduate provided by the supervisor of the host institute. This will be an assessment of the Graduate's understanding of the work he was required to undertake and the quality of his performance.

### **(3) Personal Leadership qualities**

The Graduate is assessed in everything he does, for his leadership qualities, in terms of the mastery of his studies, the application of his work, and his presence among the people he works with.

Upon successful fulfillment of all the above listed requirements, he graduates as a Humaniversity Therapist.

## 5.6.2 Codelist: 1800 Humaniversity Therapist

	PD	TD	CRED	PREREQ
<b>4500 CCL: Clinical Training as Senior</b>	<b>270</b>	<b>00</b>	<b>51</b>	<b>4020/0100</b>
4521 CCL: 3-day structure (A)	03	00	01	(*part of 4500)
4621 CCL: 3-day structure (CL)	03	00	02	(*part of 4500)
4721 CCL: 3-day structure (L)	03	00	03	(*part of 4500)
<b>1490 Humaniversity Intensives Staff</b>	<b>55</b>	<b>00</b>	<b>12</b>	<b>1300</b>
1491 Working with People (S)	07	00	02	
1492 AUM (S)	05	00	02	
1494 The Love Spirit (S)	02	00	01	
1495 WOW (S)	31	00	05	
1497 Coming Together (S)	10	00	02	
<b>0500 Leadership courses</b>	<b>08</b>	<b>00</b>	<b>04</b>	<b>1000</b>
0501 Group Dynamics	02	00	01	1400
0502 Psychology of the Buddhas	02	00	01	
0503 Authenticity and Care	02	00	01	
0504 Art of Intelligence	02	00	01	
<b>0550 Additional requirements</b>	<b>30</b>	<b>01</b>	<b>16</b>	
0551 Substantial Paper	00	00	08	
0552 Presentation of seminar	00	01	06	
0553 Supervised practical training in another institution	30	00	02	
<b>0510 Therapist Training Level 5-8</b>	<b>26</b>	<b>00</b>	<b>21</b>	<b>1000</b>
1510 Assistant in 6 workshops	18	00	03	
1610 Co-leader in 3 workshops	06	00	12	
1710 Group Leader	02	00	06	
<b>1800 Total Humaniversity Therapist</b>	<b>389</b>	<b>01</b>	<b>104</b>	

(\*part of) (S=Staff) (A= Assistant) (CL=Co-Leader) (L=Leader) (CCL=College of Communal Living)

## **5.7 THE HUMANIVERSITY CONSULTANT PROGRAM**

### **5.7.1 Humaniversity Consultant: Description**

A Humaniversity Therapist may want to go further, to explore new aspects of Humaniversity Psychology, to add to Humaniversity Therapy through the creation of new therapeutic approaches and techniques, and ultimately, teach others. The Humaniversity Consultant Program is for Humaniversity Therapists who want to discover new knowledge and wisdom relevant to the development of Humaniversity Psychology. They want to make a substantial contribution to the advancement of the Humaniversity and the profession of psychology in general, by teaching and spreading who they are and what they know, to others. Since the Humaniversity teaches through experiential methods, it is important that the Humaniversity Consultant not only makes a contribution of new knowledge or techniques but also that he is able to teach it, and that others are able to learn from him. A Humaniversity Consultant must therefore be an explorer, an innovator, and a communicator of his wisdom to others. Upon completion of the Humaniversity Therapist Program, a Humaniversity Therapist entering the Humaniversity Consultant Program has already concluded the formal schedule of studies. In the Humaniversity Consultant Program, the Humaniversity Therapist creates his own field of study.

#### **(1) Professional Direction and Accomplishment**

The candidate in the Humaniversity Consultant Program must submit a detailed statement regarding his professional activities as a Humaniversity Therapist. This statement involves a record of at least three workshops in which he has been the leader and for each workshop the statement should use the following criteria:

- Leadership structure used
- Area of specialization
- Title/Subject
- Target population/contra indication
- Goals
- Place of practice
- Therapeutic method used
- Duration
- Participant list
- Evaluation
- Assessment system used (Leader and Group-Outcheck leader)

#### **(2) Internship**

In order to confirm the direction, quality and consistency of the Humaniversity Therapist's chosen professional direction, he will be required to work in-

residence at the Humaniversity. In this time he will be an assistant to the Director who teaches the subject area of interest. This internship will be for a minimum of one month.

### **(3) Thesis and Examination**

A vital component of the Humaniversity Consultant Program is the writing of a thesis. This will be an individual and personal presentation of the Therapist's own work. It will provide new scientific or empirical findings as a contribution of new knowledge or applications of that knowledge in a way which adds to the development of Humaniversity Psychology. There are a number of specifications required for the presentation of the thesis described further in section 8 on Evaluation and Assessment.

Principally the thesis will:

- Explain current theories and major professional developments in relation to the topic of the thesis;
- Explain its relation to Humaniversity Psychology, Therapy or Lifestyle;
- Present original research not previously published or used for any purpose including accreditation at another academic institution;
- Explain its research methodology, including aspects of population researched, statistical reliability and validity of research;
- Explain its results in detail;
- Define the limitation of its findings;
- Formulate the new questions which arise from the research;
- Before commencement the Director must agree to the area of research.
- Format: The thesis must be in the form of a book or an agreed alternative form and presented in English. In written form it will be no less than 60 A4 pages in length (single spacing) and be accompanied by a detailed bibliography of materials referred to in the research, a short biography of the writer including details of his professional life and education, and a written summary and explanation of the thesis.

### **(4) Teaching Ability**

A Humaniversity Consultant must be able to communicate his knowledge and wisdom to others. For this reason, a Humaniversity Therapist seeking a Humaniversity Consultant title must demonstrate his teaching ability.

- Firstly, the candidate will be required to be the leader of at least three Weekend Workshops at the Humaniversity.
- Secondly, the candidate will be required to be a Staff Trainer in all the Humaniversity Intensives. Working directly with the President of the Humaniversity, Denny Yuson-Sánchez (Veeresh), the candidate will be required to teach others who are on the workshop staff about the clinical management of the workshop.
- Thirdly, during the course of development and writing of the thesis, the

candidate will be required to present three seminars to the College of Communal Living (the entire staff and student community) regarding the nature, progress and findings of his thesis research. The College includes people who are not necessarily an expert in the subject area chosen. The presenter must therefore be able to communicate with clarity, simplicity and authority information which may have been derived from quite complex research.

When all of these criteria have been met to the standard required by the Humaniversity, the Humaniversity Therapist graduates as a Humaniversity Consultant, with the eligibility to take his place on the Teaching Staff of the Humaniversity.

### 5.7.2 Codelist: 1900 Humaniversity Consultant

	PD	TD	CRED	PREREQ
<b>0900 Book and Examination Total</b>	<b>01</b>	<b>03</b>	<b>100</b>	<b>1800</b>
0901 Thesis in written form	00	00	40	1800
0902 Debate of thesis verbal	01	00	30	0901
0903 Publication of thesis	00	00	10	0902
0904 Life story	00	00	02	1800
0951 CCL: 3 Seminars on research progress	00	03	18	1800
<b>0910 Report on professional work</b>	<b>01</b>	<b>00</b>	<b>02</b>	<b>1800</b>
<b>0920 Assistant to Director</b>	<b>30</b>	<b>00</b>	<b>10</b>	<b>1800</b>
<b>1810 Hum. Therapist in 3 workshops</b> (1801 - 8801 etc.)	<b>06</b>	<b>00</b>	<b>18</b>	<b>1800</b>
<b>1890 Hum. Intensives Staff Trainer</b>	<b>51</b>	<b>00</b>	<b>13</b>	<b>1800</b>
1891 Working with People(ST)	08	00	03	
1892 AUM (ST)	06	00	02	
1894 The Love Spirit (ST)	03	00	01	
1895 WOW (ST)	31	00	05	
1897 Coming Together (ST)	03	00	01	
<b>1900 Humaniversity Consultant Total</b>	<b>89</b>	<b>03</b>	<b>143</b>	

(ST=Staff Trainer) (CCL=College of Communal Living)

## 6. METHODOLOGICAL STRATEGIES

### 6.1 GENERAL METHODOLOGICAL STRATEGY

The foundation of the Humaniversity's educational strategy is, as discussed in section 5.1, Experiential Education.

This approach is based on the principle that the most effective way for the student to learn about and integrate his comprehension of the human psyche, is to experience how he and other people behave in a wide range of different circumstances. This breadth and depth of experience can be enriched by and balanced with the study of psychology theory.

The methodological strategy of the Humaniversity involves the following main elements:

- **The Community** – a closed, structured, regulated, and monitored social environment in which different psycho-social circumstances can be created;
- **The Peer Group** – in which the student can learn with others who are at a similar stage of education. The nature of the program ensures that the student will be in different peer groups simultaneously.
- **Apprenticeship** – a system of direct practical education in which there is a close working relationship between teacher and student in which the teacher act as a role model for the student; the teacher provides progressively guided personal and group instructions, and mentoring; and the student's advancement is based upon demonstrated mastery of previous stages.
- **Personal Growth** – a process in which the student, in addition to the studies undertaken within the peer group, is given a series of personal assignments or challenges designed to encourage his personal growth, presentation skills, social integration, and capacity for leadership.

### 6.2. THE RELATIONSHIP BETWEEN SPECIFIC METHODOLOGIES

#### 6.2.1 Theoretical/Practical

As indicated above, the education provided is primarily experiential and this methodology applies to every program offered in the Study plans. Experiential education is created in a way in which the entire 24 hour daily cycle is designed to be an educational process. For this reason, each program's academic content is measured in terms of days (Practical Days) rather than hours. Theoretical education is delivered as an integral feature of workshops and also in the form of Tutorial Days and seminars, which may be given during Practical Days or Tutorial Days.

The specific relativity of Tutorial Days to Practical Days can be determined by reference to the Study plans. In the case of the Humaniversity Facilitator Program, for instance, the student will engage in 105 Practical Days and 10 Tutorial Days.

## 6.2.2 Teaching/Research

Each of the four programs is specially designed to accommodate teaching and research but the way in which this happens differs from program to program.

### (1) Foundation Program - One Year Intensive

This is a teacher-directed program in which a learning context is created so that the student can learn a specific range of aspects of human psychology. Within this highly experiential program, the student is given personal assignment challenges; these are opportunities for **personal research** - research into his own psyche, for the purpose of expanding his personal awareness.

### (2) Humaniversity Facilitator Program

In recognition of the fact that the student's experiential education is designed to teach skills in caring for people, the program offers scope for **professional awareness research** designed to increase the student's appreciation of issues and developments within his intended profession. Each student (including those who are undertaking elective studies) will be asked to research an aspect of their studies or developments within the psychology-related professions. This methodology initiates the student into the process of disciplined structured research. The student's findings are conveyed to his peer group by a seminar in which the student also has the opportunity to develop his presentation skills and receive feedback from his peers and tutors.

### (3) Humaniversity Therapist Program

The student is encouraged to develop his expertise so that he is able to graduate and operate as a therapist. As part of the program, the student has the opportunity to arrive at and reinforce his expertise by engaging in **research**. This research goes beyond professional awareness and extends to an in-depth study of existing knowledge in the student's chosen area of specialization. The research topic is approved by and carried out under the supervision of a Humaniversity Therapist. The research findings are presented to fellow students as a formal written paper and as a seminar to the entire Humaniversity community.

### (4) Humaniversity Consultant Program

In this program, research takes a significantly larger role relative to the preceding programs. The teaching component continues but the program is also an invitation to engage in **pure research** – the contribution of new knowledge to the profession. Here, the candidate goes beyond a



demonstration of his expertise, and initiates research with the aim of developing original thought and knowledge. As a Humaniversity Therapist, the Consultant candidate is already capable of teaching others (to the extent of his expertise), and he will add to this by presenting the findings of his research to his teachers, his peers and the community in which his education has taken place.

## **6.3 TEACHER/STUDENT INTERACTION**

### **6.3.1 Levels of Interaction**

All the programs are designed to encourage a high level and quality of interaction between students and teachers.

- (1) On admission to the program, the Supervisor of the relevant specialization will meet with the student for the specific purpose of establishing a personal rapport. Throughout the course of the program, the student will have several opportunities to meet with the Supervisor to discuss his personal and academic circumstances, and is able to request a meeting whenever he feels the need for it.
- (2) The student will be assigned to a peer group for the duration of the program and this group is supervised by one or more teaching staff members, depending on the number of students in the peer group. Students within a peer group are encouraged to learn from each other as far as possible, but the individual student is always free to approach the supervisor directly for personal guidance.
- (3) The supervisor meets the entire peer group on a regular basis (normally once a week) for discussion, feedback and guidance.
- (4) In addition, the student will meet several other teaching staff in the course of studies, and in every instance an open dialogue is available and welcome.
- (5) For the duration of his entire program the student is encouraged to choose a mentor from the teaching staff who will act as a guide and coach on the student's personal growth.

### **6.3.2 Nature of Interaction**

The relationship formed by the student with the various teaching staff extends beyond formal academic concerns. The invitation within the Humaniversity's methodology is that the student will be able to rise above basic educational goals and form a rewarding relatedness to the teaching staff as well as with co-students.

The cornerstone to effective teacher-student interaction is that the teacher is well

regarded by the student as an authority by virtue of his knowledge and experience. At the same time, the teacher should also be a role model for the student by virtue of his own awareness, character and authenticity. The possibility for closer relatedness and empathy arises if the teacher becomes a mentor to the student. The goal is to transcend authority relationships and to create friendship between the teacher and student.

## **6.4 METHODOLOGY FOR IMPLEMENTING THE STUDY PLANS**

The principal method of implementing the Study plans is the conduct of the four programs - Foundation Program, Humaniversity Facilitator Program, Humaniversity Therapist Program and Humaniversity Consultant Program – and the various electives. Within the programs are a range of specific methodologies designed to promote an experiential education.

The programs are delivered in two main ways:

- (1) Study Visits** – short-term visits of between one and seven days, extending up to 30 days.
- (2) Residential Study** – medium to long-term in-residence studies, conducted over periods of three months each, called Quarters.

Common to both options is a range of methods for teaching the academic content of the Study Plans. They include:

- Daily classes – conducted every weekday.
- Socio-therapeutic structures – study processes lasting usually 2-3 days.
- Weekend Workshops – a therapeutic process of 2 days.
- Extended Workshops – a workshop lasting several days up to a maximum of 30 days.
- Tutorial Days – a day dedicated to theoretical studies.
- Seminars – theoretical presentations, usually 1-2 hours.
- Group Counseling – guidance given to peer groups within a program.
- Field Research – relevant knowledge and experience gained off-campus in other organizations.
- Research Guidance – professional advice from teaching staff on the conduct of research.
- Individual Counseling – guidance on personal and academic issues.
- Individual Sessions – personalized therapy and coaching to assist the student's personal growth.

## **7. RESOURCES**

### **7.1 HUMAN RESOURCES**

#### **7.1.1 Selection Procedures and Requirements**

##### **(1) Teaching staff**

In relation to appointments to the Humaniversity teaching staff, a candidate must satisfy the following three minimum selection requirements:

##### **(a) Academic and Professional Accomplishment**

Successful and distinguished completion of the curriculum in the study of Humaniversity Psychology; alternatively, in exceptional cases, a demonstrated understanding of the principles of Humaniversity Psychology combined with an outstanding expertise and professionalism gained in a related or compatible discipline;

##### **(b) Academic Contribution**

A capacity to teach, and to make an original and significant contribution to the practice and development of the Humaniversity's objectives;

##### **(c) Friendship in Principle and Practice**

To enjoy an authentic personal relatedness to the existing staff and students of the Humaniversity based on a commitment to the principle of friendship, which is a core value of Humaniversity Psychology.

Selection is made on the basis of:

- satisfactory active demonstration of the above requirements, under supervision, over an extended period;
- subsequent recommendation by the Director of the relevant Department to the President and Executive Directors;
- unanimous consensus of approval by all Directors of the various Departments.

##### **(2) Non-Academic Specialists and Advanced Students**

Contribution to the teaching of Humaniversity Psychology comes from two other sources: non-academic specialists, and students who have reached a recognized stage of educational accomplishment. The following selection requirements apply:

### **(a) Non-academic specialists**

Outstanding competence and leadership in a skill relevant to one or more of the Humaniversity's work stations; an ability to teach that skill effectively to others who are in a therapeutic process; an ability to communicate, through friendship and education, the relevance of this skill in terms of integration or rehabilitation into society, so that the student can incorporate this element in the therapeutic treatment of clients. The relevant skills include communal department activities such as cooking, gardening, house maintenance, administration, sanitation, multi-media, information technology, and marketing.

### **(b) Advanced Students**

At specific stages throughout the curriculum students will give a seminar or present research on a topic relevant to the course of study.

## **7.1.2 Teachers Curricula (Academic profiles)**

### **(1) Founder**

**Denny Yuson-Sánchez (Veeresh), (Netherlands/USA) – Addiction Specialist (Phoenix House N.Y.), President of the Humaniversity and founder of Humaniversity Psychology, 1938 -2015**

Yuson-Sánchez (Veeresh) is President of the Humaniversity. He was born in New York in 1938. He was a drug addict from the age of fourteen until the age of twenty-eight when he entered Phoenix House, New York -a drug-free therapeutic community - for intensive rehabilitation. There, he began his involvement in human growth. He graduated top of the class as an Addiction Specialist and was selected to go to England to establish Phoenix House, London. In 1975 the Dutch Ministry of Health invited him to establish a training program for addiction therapists in Holland. Yuson-Sánchez (Veeresh) founded the Humaniversity in 1978 with the aim of training therapists and people "who work with people". He graduated as D.Phil.M., D.Litt.M. and M. M. of RIMU (USA). He is an innovative therapist and compelling and inspiring teacher who has created many techniques and processes, including Flushing, the Pressure Cooker, the AUM and the Social Meditations. Yuson-Sánchez (Veeresh) is a prolific and successful painter and he is the producer of unique music, called The Humaniversity Sound. He holds a black belt (1<sup>st</sup> Dan) in the Korean martial art of Hap Ki Do, and is the founder of Osho-Do and the S.A.P. Street - Awareness - Program. He left his body 27 January 2015.

## **(2) The Directors**

### **U. Carrivick-Zimmermann (Chandrika) (Swiss) – Lic.Litt. Psychology, Humaniversity Therapist and Consultant, Vice-President**

Graduated “magna cum laude” in Psychology 1984. School psychologist for the Education Department of the Swiss Government. Additional intensive studies in psychotherapy and eastern wisdom with L. Buechi, B. Hellinger, J. Casriel, J. Painter, L. Orr, A. Lowen, M. Barnett and others. Since 1977 training with D.Yuson-Sánchez (Veeresh) in Humaniversity Psychology and Therapy. In 1978 she founded and led a large community in Switzerland for seven years, gaining practical knowledge as well as profound wisdom and insights about communal living. In 1984 she graduated from RIMU (USA) as Sambodhi, Master of Meditation and Doctor Philosophy of Meditation.

1986 joining Humaniversity; graduated as Humaniversity Therapist in 1987. Director of the Residential Community for four years and in 1991 Director of Group Organization for seven years. She is now an Executive Director of the Humaniversity and a Supervisor and Therapist Trainer of Humaniversity Psychology. Leads her own groups in primal issues and group dynamics. Leader of the Sexuality training, AUM Meditation Leader training, Social Meditation Leader training. Leader of the Tan-Ju-teenagers’ School of the Human Arts since 1990.

### **Marie-Anne Simon (Premdip) (France) – Humaniversity Therapist and Consultant, Director of Campus**

Studies in tourism for two years before taking residency in England, where she met Yuson-Sánchez (Veeresh), and was so impressed that she moved to Holland in 1981 to be trained by him. She was trained in Group Dynamics, Encounter and clinical work by Yuson-Sánchez (Veeresh). In 1987 she became a Humaniversity Therapist. She is an Executive Director of the Humaniversity and directs the Department of Communal Living and leads the Humaniversity’s One Year Intensive Training and the Encounter training, and several other courses throughout the year. Her expertise is in encounter and group dynamics. She is also a student of various oriental arts including Feng Shui, Martial Arts and Archery.

### **Hendri A.J. Flaton (Shikhara), (Netherlands) – Humaniversity Therapist and Consultant, Director of Meditation & Finance**

H. Flaton was born in The Netherlands in 1943. He studied at Rijks Handels Avondschoon and later went on to obtain multiple qualifications in bookkeeping and developed an interest in financial management and administration. H. Flaton became an executive director of The Humaniversity soon after it was founded. He has guided its financial management ever since. He was the first Meditation Leader at the Humaniversity and is a Humaniversity Therapist since 1988. He is a gourmet cook, famous for the yearly Diner Dansant at Christmas.

**Marion Huebner (Sangitama), (Germany) – Humaniversity Therapist and Consultant, HP, Director of Addiction Studies & Natural Healing Arts**

Dr. Huebner was born in Germany (1961). She has been living in the Humaniversity since 1981 and became a Humaniversity Therapist in 1991. She is clinical director for the residential students and Course Leader of the Therapist Training Level 4. She also leads her own workshops in bodywork and in Natural Healing.

She trained in Hap Ki Do and is an Osho-Do instructor.

She is a dedicated student of Dr. Shyam Singha, a renowned expert and practitioner of oriental health disciplines, and she has a special interest in Naturopathy, Homeopathy, Acupuncture and Dietetics. She has completed her studies as a licensed Healing Practitioner and she has written extensively on health and diet. She gives individual sessions in massage, fitness, Shiatsu, meridian stretching, Okido and Dynamic Yoga, dietetics, Kirlian photography and Colourpuncture. She is personally trained by Dr. Klinghardt in Kinesiology and published her first research on 'Positive Effect of Emotional Expression on Blood Coagulation' in a medical journal.

**J. Kraal (Prem Jan) (Netherlands) – Drs. of Sociology, Humaniversity Therapist and Consultant, Osho-Do Master and Instructor, Director of Martial Arts**

J. Kraal has a Doctoral degree in Sociology from the Vrije Universiteit Amsterdam, 1976, specializing in Social Work. He acquired a bookkeeping certificate in 1985. He joined the Humaniversity in 1980. He studied for over 35 years meditation, many different forms of therapy and martial arts. He is now manager of the financial administration of the Humaniversity, Therapist of the Tourist program, leads his own workshops. He is the Director of our Martial Arts center, where he regularly teaches Osho-Do.

**O. Klappenberger (Geetanand) (Germany) – Humaniversity Therapist and Consultant, Director of the Human Arts**

Humaniversity Therapist in 1998, Master Staff Trainer, Student Program and Therapist Training Course Counselor for the Advanced Therapist Training and Level 3, Encounter Level 3 and Tan-Ju Trainer. He facilitates Emotional Awareness workshops and also manages the Humaniversity Public Relations Department and supervises the Humaniversity Sound Studio.

**(3) Resident Therapists and Teachers**

**G. Rubini (Isha) (Italy) – Humaniversity Therapist and Consultant (Encounter)**

Diplomas in artistic studies in Trieste, and studies in advertisement in European Institute Milan, Italy, 1985-89. Work experience in design and architecture studio

in Italy and Netherlands 1986-1992. Followed by Humaniversity training and graduated as Humaniversity Therapist 1998. Leads her own workshops in Presentation Skills, Encounter, and Creativity. She is an Osho-Do Master and a Master Staff Trainer, Course Counselor of the Encounter and Therapist training Levels 1. Vast experience in the administration of the Humaniversity and since more than 5 years house manager of the community.

**R. Shah (Muskan) (British) – Humaniversity Therapist and Consultant (Encounter)**, BSc in Computer Studies, Diploma Osteopathy UK.

Resident Humaniversity Therapist since 1998. She is a Master Staff Trainer and a Course Counselor of the residential student program, a Course Counselor of the Therapist training Level 4 and Encounter training Level 2. She leads her own workshops specializing in relating, natural healing and relaxation, and shamanic rituals.

**A.M. Carrivick (Dharmaraj) (Australia) – LL.B., B.Juris, Humaniversity Therapist and Consultant**

A. Carrivick has been living and working in The Netherlands since 1996. He has extensive professional experience in business, corporate law, media, and public sector management. He is a Master Staff Trainer. He leads seminars on all aspects of Humaniversity Therapy and handles the legal affairs of the Humaniversity. Currently he is writing a book on Humaniversity Therapy called 'Love Is Always the Answer' – the companion to his first book about Humaniversity Psychology, 'Veeresh: Bliss Beyond Fear'. He is the Course Counselor of the Senior Program and the Therapist Training Level 2.

**W. Pilcher (Navajata) (British) – Humaniversity Therapist and Consultant (Addiction Studies)**

Joined the Humaniversity in 1987 in the HAPI program, treating his addiction. With the help of Veeresh, the resident staff and the Humaniversity training programs, he turned his life around and graduated as a Humaniversity Therapist in 2004, specializing in Addiction Therapy.

Co-Leader of the Addiction Program (HAPI), Course Counselor of the Therapist Training Level 1. He leads workshops on Anger management and Emotional Awareness. He is the manager of the building and maintenance department at the Humaniversity. In his life he worked in many different fields including the building industry in Europe and Australia. He is a resident DJ and event organizer.

**B. Eivind (Ketu) (Norway) – Humaniversity Therapist and Consultant**

Joined Humaniversity in 1986, studies in Photography from 1988-92 at the KABAK, Den Haag, Netherlands. Varied work experience with people in Psychiatric Clinic Norway, Bern. He graduated as a Humaniversity Therapist in 1998, Leader of Tourist Program, Supervisor of the Community Experience Program, Course Counselor of Sex Counseling Level 2. Graduated as a Postural Integration Practitioner and is giving individual sessions. He is a resident DJ and photographer.

**M. Dien (Yogini) (Germany) – Humaniversity Therapist**

Joined Humaniversity in 1995. Graduated as Humaniversity Therapist in 1998. She is a Course Counselor of the Sexuality Training Level 1, Leader of Tourist Program. She is trained in Eastern and Western healing techniques including Shiatsu, Rebalancing, Bio Energetics, Reiki, Divine Healing and Intuitive Massage. She gives Individual sessions in bodywork and leads her own workshops on sexuality and emotional expression.

**G. Napierski (Gabi) (Germany) – Humaniversity Therapist**

Graduated as Humaniversity Therapist in 2004. She is a Course Counselor of the Personal Education Program and the Student Program. Work experience with elderly and disabled for 4 years, nursing experience for 2 years, working with kids in kindergarten for 2 years.

**M. Lavetti-Hofmaenner (Mariangela) (Italy) – Humaniversity Therapist**

M. Lavetti-Hofmaenner has a degree in Sociology from University di Trento, Italy. She has received several diplomas for training as a teacher, 1973 – 1997. She graduated in Transactional Analysis, 1999. She is the Course Counselor of Personal Education Program and Senior Program. She leads the Parents and Kids Camp at the Humaniversity twice a year. She gives individual sessions in Astrology, Human Design and counseling.

**R. Shah (Darshan) (British) – Bsc Computer Studies (UK), Humaniversity Therapist, Diploma Art & Design majoring in Fashion Design (UK)**

Graduated as Humaniversity Therapist in 2005. She is trained in Color Healing, Hypnotherapy, Counseling, Rebirthing, Bio-Energetics, Reiki, Bowen Technique, Vortex Healing and Vibromuscular Harmonization Technique. She is a Course Counselor of the Therapist Training Level 3 and Supervisor of Community Experience Program. As well as leading her own workshops on creativity, she is staff on Veeresh's Intensives.

**S. Argov (Sambodhi) (Israel) – BA. Design (Graphic Design)(Israel), Humaniversity Therapist**

Graduated as Humaniversity Therapist in 2006. She specializes in Marketing, Creativity, Meditation and Introductory workshops. She is working as the designer in Humaniversity Promotion and Public Relations department. She is a Course Counselor of the Therapist Training Level 1. She is interested in Bodywork, studies Rebalancing training and regularly leads Osho-Do classes.

**J. Feldman (Jayesh) (USA) – Humaniversity Therapist**

Studied Physics at Harvard University, USA. Joined the Humaniversity in 2005 and graduated as Humaniversity Therapist in 2010. Over the years he has studied and experienced a variety of things – from workshops in California, working as a bicycle mechanic, experiential education in Israel, to teaching children in outdoor education programs in USA, to building trails in the Rocky Mountains. Since 2010 he is the IT-Manager of the Humaniversity computer network system.



**K. Waitz (Rajan) (Norway) – MSc. Sociology (Norway), BSc. Business (Norway), Humaniversity Therapist**

Joined the Humaniversity in 2006 after a successful office career in Norway and graduated as Humaniversity Therapist in 2010. He is the Course Counselor of the Therapist Training Level 2 and leads his own workshops. He created and manages the Humaniversity Website.

**(4) Visiting Supervisors and Teachers**

**M. Fairs (Gandha) (Netherlands/Canada), – B.A.(Hons)(Sociology), M.Sc.(Economics) (London), Humaniversity Therapist, Consultant, and Supervisor**

Graduation with honors as a Bachelor of Arts (Sociology) from the University of Toronto and Master of Science (Economics) at the London School of Economics. Before joining the Humaniversity, she was an established management trainer and consultant, based in London. She was also a Visiting Tutor at the University of London Institute of Education and a training program director at the Polytechnic of Central London. She became a Humaniversity Therapist in 1981. She worked till 1993 as the Director of the Institute of Therapy and Education at the Humaniversity. She is a Reiki Master. She supervises Humaniversity Consultant candidates.

**E. Cabrera (Pujarin) (USA) – Humaniversity Therapist and Consultant**

Humaniversity Therapist, Therapeutic Community Management, Tantra, Relationships, Sexuality, Self-Esteem, Abundance; Director of Therapy and Therapist Training at Gautama Multiversity, Italy.

**D. Holst (Devakant) (Germany) – M.D., Humaniversity Therapist and Consultant**

Medicine, Child Psychiatry, Tutor of Foundation Seminars on Mental and Behavioral Disorders.

**M. v.d. Meydenberg (Sunahla) (Netherlands) – Humaniversity Therapist and Consultant**

Humaniversity Therapist, Nursing, Social Health, Director of Multiversity, Amsterdam.

**Th. de Ronde (Ojas) (Netherlands) – M.A.(Theology), M.A. (Ed), Humaniversity Therapist and Consultant**

Teaching, Adult Education, Eastern and Western Spirituality, Local Government, Newspaper Publishing, Political Affairs.

**M. Sternberg (Sakino) (Germany) – Dipl.Psych., Humaniversity Therapist and Consultant**

Humaniversity Therapist, Clinical Psychologist BDP, Family Constellation Therapy, Feng Shui, Director of Akademie für Lebenslust/ Multiversity Berlin.

**H. Koch (Siddhen) (Germany) – Humaniversity Therapist and Consultant**

Black Belt Hap Ki Do (1<sup>st</sup> Dan),

**M. Signoretti (Advaita Mauro) (Italy) – Osho-Do Master**

Martial Arts teacher specializing in Kung Fu, Osho-Do Master and musician, Specialist in Harmonic chanting, Mantra Yoga. He has trained and practiced with various Tibetan and Indian Masters.

**J. J. Talens (Joop) (Netherlands) – Humaniversity Archery Master**

Certified National Archery Association, Instructor (USA), Trainer A NHB (Netherlands)

**G. Forte (Shravan) (Italy) – Humaniversity Therapist and Consultant (Arts & Creativity)**

Humaniversity Mime Therapist, Theatre, Mime, Clowning, Cabaret, Street Theatre, Children's Theatre.

**Peter Faber (Netherlands) – Honorary Humaniversity Consultant**

Actor and Director, Co-founder of 'Het Werktheater', writer, producer and director of his own performances including 7 one-man shows, the 'Louis D'Or' awarded in 1975 and 1991.

**J. Pereira de Matos (Prashantam) (Portugal) – Humaniversity Therapist and Consultant, Diplome (E.F.A.P.)(Paris), B.A., M.A., D.Litt(RIMU) (USA)**

Studies of Western and Oriental Medicine and Healing; Co-creator of Divine Healing, Shiatsu Specialist, Meditation Trainer, Player of the Zen flute.

**Prof. Sardeshmukh (India) – PhD. in Faculty of Ayurved, Director of Ayurved hospital and research Center Wagoli, India**

Consulting ayurvedic physician since 1967 and conducts various research projects on diseases like cancer, arthritis, and fractures. Autor of various books on Ayurved. Received various national awards for his contribution in the field of Ayurved.

**D. Peloquin (Satyarthi) (USA) – Co-developer of Rebalancing Body Therapy**

Professional dancer, USA. Studies in Postural Integration and Oriental Medicine, 1973, California. Co-developer of Rebalancing, Founder of the Core Integration therapy and Trauma Healing for Body workers. Internationally known bodywork trainer, Co-Dependency trainer and a leader of the Path of Love seminar. Individual sessions, groups and trainings in a variety of bodywork and therapy methods throughout the world.

Trained in Bodywork Postural Integration , Structural Integration, Craniosacral Therapy, Visceral Manipulation, Ayurvedic Massage, Spinal Manipulations, Joint Release, Neo Reichian Methods, and Somatic Experience (Trauma-Healing). Author of two books: 'Living in Balance' and 'Stretches for Rebalancers', currently writing a new book on Rebalancing.

**I. Heinrichs (Salama) (Germany) – Honorary Humaniversity Consultant, Founder of the Heinrichs-Heinrichs Institut**

Member of the Gesellschaft für Wissenschaftliche Gesprächstherapie (GWG), founder of the Heinrichs-Heinrichs institute for body oriented personal growth therapy. In more than 40 years of experience as a group therapist, she has developed her own methods that are practiced in the yearly trainings and block seminars, as well as by guiding people in individual sessions. She published 3 books: „Das Geheimnis der Lebendigkeit“, 2001, Kösel Verlag; „Körpersprache als Schlüssel zur Seele“, 2004, Peter Erd Verlag; and her poems.

**J. Portalski (Sangeet) (British) – Certified 5 Rhythms Conscious Movement Practice Leader**

He has over 30 years of experience teaching dance, body therapy and Pyschocalisthenics, Rebalancing bodyworker and a professional DJ. As a certified Five Rhythms Conscious Movement Practice Leader, he has studied personally with Gabrielle Roth for the last 12 years. Studied with salsa teachers in North and South America over the last 20 years and has developed his own approach called “Conscious Salsa” – a combination of bodywork, energy-work and salsa.

**K. Farrow (Nivedana) (Australia) – Founder of AcuEnergetics**

Founder and director of AcuEnergetics, a modern energetic healing modality. In 2007, he published The Psychology of the Body, the first complete mapping of the energy body. He is a master in Reiki and Sekhem and studied numerous other energy practices and meditation techniques. He teaches and works in Sydney, Australia, at the AcuEnergetics Clinic and School and also leads workshops in other countries around the world.

**S. Schmidt (Plavan) (Germany) – M.D., Humaniversity Therapist**

Practiced psychiatry since 1991, studied medicine at Freiburg University in Germany, specializing in psychotherapy and psychosomatic medicine. As a Humaniversity Therapist and a graduate of the Therapist and Encounter Trainings, he leads tutorial days on 'Psychiatric disorders, causes and treatments' for students of the Humaniversity Therapist Training. Advisor and counsel to the Humaniversity staff for the clinical treatment and training programs.

**A-L. Valore (Rupam) (Italy) – M.A. Arts, Humaniversity Therapist (Arts & Creativity)**

Master of Arts 1980, Naples, Italy. She specialized in restoration work of Antiques (1500 – 1700), statues and objects in bronze, silver and gold in the museum of Naples. Further independent business repairing old and antique furniture from 1989-1992. Studies at Humaniversity and graduating as Humaniversity Therapist in 1998. Leading creativity workshops and sessions, and directing the art department since 1995. Various renovation, interior design and decoration projects in the house and in the gardens of the property. Vernissages of her own paintings in Norway, Netherlands and Uk.

**C. Harris (Cynthia) (USA) – Humaniversity Therapist and Consultant, M.A. Personnel Management, B.A. Graphic Arts and History of Art**

Established Management Training Consultancy in 1987 working in various Council Services and major companies, like BBC, Inland Revenue, and more, in UK. Her work involved counseling individual managers and making recommendations to organizations as to how to resolve conflict, deal with change and facilitate best working practice, always with an equal opportunities perspective.

## **7.2. EDUCATIONAL & METHODOLOGICAL RESOURCES**

The campus comprises 30,000 m<sup>2</sup> of land within a few minutes walk to the local beach on the North Sea coastline. Formerly a residential children's school built in 1926, the main building structures have been converted to the following uses as follows:

- The main "House" (5 stories) which accommodates the tuition, residential, administration and service departments.
- A number of outlying detached buildings
  - The Dojan: martial arts center, and theater;
  - Woodstock building: workshop and dormitory accommodation;
  - The Pavilions: (staff residential accommodation)
  - Chandrika's House: (staff and guest visitor accommodation)

### **7.2.1 Student Facilities**

#### **(1) Dormitories**

These accommodate the residential students and students attending Study Visits. There are four dormitory rooms in the House with a total of 98 partitioned double spaces. Each dorm has separate bathrooms, showers, changing and storage areas, and each has a communal sitting area. One of the dorms has a separate living room with a sound-system, television and DVD. There is a private double room adjoining each of the four dorms which can be used as a guest room or by students who are sick.

The Woodstock Building provides dormitory accommodation for students during workshops with large attendances. The building was erected in 1991 and its facilities are modern. The ground floor has 530 m<sup>2</sup> and the upper floor has 345m<sup>2</sup> of dormitory space. There are additional areas on both sides of the building for showers and toilets, changing and storage. The building is equipped with a music sound-system.

### **(2) Private Rooms**

The Phoenix House apartment is used by students who wish to have private accommodation. It has four bedrooms - three single and one double, a bathroom with shower and a communal sitting area.

The Penthouse has been recently renovated to a luxurious standard. It has 10 private bedrooms for Senior and Graduate students. There is a kitchenette, a dining/living room area, and a second living room with sound-equipment, TV and DVD. There is a large shower room with sinks, and two separate toilets with sinks. There is another large living room which can be used as a lounge.

### **(3) Food and Dining**

The **kitchen** has the capacity to serve 200 people, three meals a day. Meals are specially prepared according to the needs of the various programs - from mono-fasts to feasts, including different national menus.

The campus has two vegetable gardens, a herb garden and a glasshouse. The **dining room** faces the gardens leading to the main entrance to the campus. It can seat 75 people at a time, with additional seating for 50 on the back terrace of the House. Picnic benches and tables in the various gardens are popular in warm weather. There are always drinks available in the dining room. The dining room can also be used as a reading room.

The recently renovated **Coffee Shop** has seating for 50 people. There is a sound-system, television and DVD.

## **7.2.2 Recreation**

### **(1) “Boozeria” Nightclub**

The in-house nightclub has a fully mirrored dance lounge with a four speaker sound-system, sound-coordinated lighting system, and an extensive music collection. The music can be adapted to the needs of the activity of programs. The disco has a stage for live music and a platform for performances or presentations. There is a modern, fully equipped refrigerated bar and a separate ventilated smoking lounge. All areas are electronically ventilated.

**(2) Video Library** containing teaching and entertainment videos and DVD's which students can borrow.

**(3) Sauna:** The Scandinavian-style Sauna has two shower areas, separate bathrooms and relaxation area.

**(4) Parks and Gardens.** The campus has preserved extensive natural parkland (8,000 m<sup>2</sup>) and has cultivated several special gardens: the Albert Mol Meditation Park, four Zen gardens, two gardens with ponds, and two courtyard gardens, one with a fountain. Substantial investment has been made in recent years to the development of the grounds not only for aesthetic reasons, but also to serve the functional needs of the students and administration; this will continue for the foreseeable future.

### **7.2.3 Communication and Information**

Students can receive incoming calls via the main switchboard. This switchboard services a network of 36 internal telephone extensions. There is a private telephone cabin for students' use. Two PCs for Internet access for e-mail and research are available for the students as well as Ethernet connections for private laptops.

In the reception area, there is monitor with the schedule of all the programs happening that day. From this screen, the receptionist can also monitor security camera footage from all around the campus. The Central Office, opposite reception, has a organizational photo board that shows current staff attendance and student activity locations.

### **7.2.4 Medical Facilities**

The Health Center has a consultation room with an examining table. Students can receive first aid, medical counseling and referrals to the local house doctor, specialists or the local hospital.

There is a modern lab used for blood-test analysis, including HIV-testing.

### **7.2.5 Laundry**

The campus laundry, comprising several industrial standard washers, dryers, ironing, sewing and other equipment, serves all residential students.

### **7.2.6 Parking**

The campus has its own parking lot, with space for student parking.

### **7.2.7 Teaching Facilities – Main Building**

All the teaching facilities are multifunctional and can be equipped with mattresses, cushions, chairs, tables, flip boards and microphones according to their use. All rooms have a special "sports floor" for hygienic reasons. This provides extra safety and comfort.

The three teaching facilities in the main building have sound-insulation, ventilation systems, and fully equipped built-in sound-systems for CD's, laptop connections, microphones, recording systems and sound mixers.

**(1) Ping Pong Room:** This room is 100m<sup>2</sup> with a low stage at one end. It has an adjoining storage room and bathroom and toilets. Sliding doors open onto a terrace facing the park. The room is used for groups, lectures and community meetings. The sound-system can be used for music and public address and has 8 custom-built speakers. The room is electronically ventilated and has a variable lighting system.

**(2) Opel Area:** This is the largest facility with a clear floor space 22x10m plus a stage 6x5m at one end. Its vaulted ceiling extends to 10m, and has been acoustically treated to eliminate echo. The sound-system has two CD players, connection for laptops, a mixer and four speakers with PA control. There is a sophisticated lighting system with dimmers, spots, and colored lights, all monitored on a laptop.

There are three adjoining storage rooms for meditation benches, cushions and other group supplies, and an additional storage space at the back for mattresses. The room contains a set of 16 hanging Tibetan gongs. A recess in the wall protects the 120cm TV.

It is an ideal setting for large groups, lectures, concerts, performances and graduations.

**(3) Opel Balcony** is one floor above, covering the storage area and back entrance to Opel. It provides the IT services for the students. The balcony serves also as an additional seating space for graduations and performances and as a shooting gallery for video and photography.

**(4) Tourist Travel Room**, 30m<sup>2</sup>, is used for tutorial days, group counseling and evaluation talks.

**(5) Meeting Room and the Community Office**, each ca. 20m<sup>2</sup>, are used for group staff meetings, group counseling and one-on-one counseling.

## 7.2.8 Teaching Facilities – Other Buildings

### **(1) Woodstock Building**

This secluded building (530m<sup>2</sup> on the ground floor and 345m<sup>2</sup> on the upper floor) is ideal for quieter processes and is used by the departments of Natural Healing, Meditation, Arts and Creativity and the Tan-Ju Teenager school. It has two separate shower and bathroom facilities at either side of the building, two changing and storage areas, and a sound-system.

### **(2) The Dojan**

The **training floor** of the Dojan is 22x11m with a mat 9 ½ x 8m, and a floor to ceiling mirrored wall. In addition, there is a stage at one end 8x6 ½ x 1m. Beside the stage, there are two separate toilets and sinks, and two shower cabins.

The Dojan is used by the department of Martial Arts. It is equipped with swords, archery equipment, weight lifting and body building equipment.

The **Stage** has electronically operated curtains and a built-in sound-system with microphones and mixers. There is a lectern with built in microphone and light. These facilities enable the Dojan to be used by the department of Arts and Creativity for performances, and for large lectures and graduations.

**(3) Sanctuary:** This is a room under the Dojan, is decorated in natural wood and bamboo. It is used for seminars, tutorials and group counseling. It is a teaching room that can be used for small seminars for max. 30 students. There is a built-in sound-system with overhead microphones (for the recording of seminars) and a side room for storing mattresses, chairs and cushions.

### **Summary**

The four main teaching rooms (**Ping Pong Room, Opel, Woodstock, and the Dojan**) mean that the Campus has the potential to conduct four separate large group processes simultaneously.

## **7.2.9 Meeting Rooms**

In addition to the larger teaching facilities, there are five rooms which are used for student selection and individual counseling, small group counseling, group intake and follow-up meetings. These rooms are all equipped with couches, armchairs and coffee-tables.

## **7.2.10 Specialized Facilities in the Main Building**

- The Department of Natural Healing has a sauna and fitness area with showers and separate bathrooms. There are four massage rooms with sound-systems, one with a futon and the others with massage tables. There is also a lab for Kirlian photography and equipment for research with the Dark Field Microscopy. There is Color Puncture, moxubustion and Equinox equipment. Disposable needles are used for acupuncture.
- The Department of Arts and Creativity has two video-cameras available. There are four standing video/stage lights.
- There is a Theatre Store Room with costumes, wigs, masks, make-up and props and two additional storage cupboards for decoration.
- The Art Studio has acrylic, aquarelle, finger and body paints; colored inks, crayons and pencils; glitter, fabric and ceramic paints, and various sizes of canvas, papers and cardboard. There is clay, an airbrush with compressor and materials for papier mâchée and collage. There are fine tools for carving wood; leather and leather tooling equipment; silk, and silk painting and silk screening equipment. There are design tools and fine decoration supplies.
- For Photography, there is a dark-room with facilities for black-and-white printing. There is a 35mm camera system and a medium format camera



system; professional portable lighting equipment; a slide projector and screen and a portable background installation with three different colored rolls.

### **7.2.11 Sound Studio**

The Sound Studio is a recording studio for 16 track analog recording and 64 track digital HD recording. There is a separate recording room, DAT and CD recording equipment, audio duplicating equipment and range of instruments including: drums, saxophones, guitars, bass and synthesizers. There is a CD research library of instrumental music.

The sound-studio also contains the President's painting studio and a seating area where people can come and talk with him about any aspect of the Humaniversity. It is also used by him for group staff meetings.

### **7.2.12 Libraries and Information**

The Humaniversity has, at the present time, a small but growing library stock and intends, as part of its strategic development plan, to expand its library resources in the near future. Its existing internal resources are supplemented by an alliance agreement which permits students to use the extensive facilities of the nearby University of Amsterdam. Library stock includes:

- Book titles arranged according to Humaniversity Departments;
- Teaching videos;
- Audio tapes and CD ROM materials;
- Reference books;
- Reference charts and diagrams;
- Records computer.

The Humaniversity is also internet-linked and maintains its own website and e-mail services.

### **7.2.13 Technology Support Facilities**

The Humaniversity has the following equipment which students can be trained to use: 20 computers, three scanners, one color printer, three Black and White printers, two photocopiers, two video cameras and one high quality digital audio recorder.

## **7.3 FINANCIAL OVERVIEW**

The Humaniversity Foundation is a non-profit organization.

### **7.3.1 Income Management**

The Foundation's income is derived from two main sources – residential study programs and courses and trainings offered to non-residential students. In the interests of educational independence, the Foundation does not seek or receive subsidies, grants, sponsorship or conditionally tied income from any government or any other source.

All income earned by the Foundation is applied towards: the acquisition, maintenance, and improvement of its educational and functional assets and resources; the disbursement of expenses incurred in relation to tuition, research, food, accommodation, and administration. Surplus income is also reinvested towards these objectives, consistent with the non-profit objectives.

Since the Humaniversity operates as a residential community, in which staff, graduates, and students are active functional participants, the Foundation is largely self-sufficient: Payments to external sources are kept to a minimum and are generally paid for services which are outside the competence or resources of the Foundation.

### **7.3.2 Asset Management**

The principal assets used by the Foundation are the campus grounds, buildings, and improvements. These are secured by way of a formal written lease agreement with the owner-company, Bradford Netherlands Inc., a legally separate organization, which is in empathy with the philosophical and educational objectives of the Foundation. This agreement provides all the premises needed for the purposes of tuition and accommodation of students and staff. Rental payments are made monthly and the existing term of the lease continues until 2011, when an extension is assured.

In addition to the lease payments, the Foundation applies its income and reserves to a constant program of upgrading the interiors of the campus buildings, the gardens, and the acquisition of equipment and materials needed for tuition and accommodation. All alteration and repairs to the exterior or the architectural structure of the campus buildings are the responsibility of the landowner.

The total accumulated value of asset improvements initiated by the Humaniversity Foundation since the commencement of operations on this campus in 1981 is approximately 7.5 million euros.

The Foundation has a strategic plan to renovate each entire floor of the House progressively. All renovation plans have already been completed on the 1<sup>st</sup> to the 4<sup>th</sup> levels of the main house and plans are being developed for upgrading the remaining areas such as a coffee shop on the terrace and the extension of the side room to the Ping Pong room.

In this way, the Foundation pays for and secures the provision of all the land, buildings and assets needed for the administration of its campus and curriculum.

### **7.3.3 Viability and Financial Strength**

The management principles referred to above are matched by the Foundation's actual financial ability to pay for the curriculum as well as an active program of asset enhancement.

The Foundation has been in existence as a training institute since 1978. The accounts of the Foundation are audited after the close of each financial year by a Certified Practicing Accountant (CPA) who is also a recognized auditor.

The Foundation carries no mortgage, charge, guarantee, or any other form of security or encumbrance against its assets or income. It has no significant debt beyond normal trading liabilities with suppliers. Accordingly, the Foundation is well positioned to obtain additional capital for the expansion of its assets or activities if it should wish to do this.

These financial circumstances are expected to be confirmed in subsequent end-of-year accounts and for the foreseeable future.



## 8. EVALUATION SYSTEM

### 8.2 GENERAL PRINCIPLES OF EVALUATION

The golden thread throughout the student's education is the process of personal growth by direct experience, which leads in turn, to the attainment of a range of knowledge, skills and dispositions (discussed in section 3). This process is central to the student's capacity to be a wise and capable therapist, and its importance cannot be understated. Whereas knowledge and skills can be evaluated by established standardized tests for cognitive and practical abilities, testing for disposition requires a uniquely subjective perception of the student's quality of "being". Consistent with the approach used by many traditional schools of growth-based education, the focus is on the student's transformation – on whether he has "arrived" and truly owns and lives what he has learned. Accordingly, the Humaniversity's evaluation system is substantially oriented toward a review, not only of the student's personal qualities, but also of the way in which he has grown throughout his education.

#### 8.1.1 Strategic Approach

(1) **The basic methodology** of education at the Humaniversity involves a process of **experiential learning**.

The student's tuition, progress, development and evaluation take place within the context of an **apprenticeship** under the guidance of established practitioners on the teaching staff.

These practitioners provide the **clinical environment and processes** in which this experience and development can happen.

(2) It therefore follows that an appropriate **Evaluation System** involves a reflection and testing of these three factors, as follows:

	<b>Educational Strategy</b>	<b>Evaluation Strategy</b>
1	Experiential Learning	Internalization and integration of what has been taught
2	Apprenticeship	Mastery and practical demonstration of required knowledge, skills, and disposition
3	Clinical Training Environment	Creative and productive involvement in the student's environment and acceptance by, and approval of, those within it

**(3)** Evaluation strategy is translated into **practical terms** by considering what the education was intended to achieve, namely:

Program Objectives: What does each Humaniversity Program set out to teach, and has the student completed his curriculum in accordance with those objectives?  
(see Section 4 of this document)

Graduate Profile: At the end of each program, what abilities and qualities should the graduate possess, and does he actually match that profile?  
(see Section 3 of this document)

### **8.1.2 Procedures**

There are three main evaluation procedures or methods in all of the Humaniversity's programs, namely:

1. Self-Assessment
2. Peer-Assessment
3. Tutor-Assessment

These assessments can take various forms, including verbal feedback, mood reports, audio and video feedback, and set-form evaluation questionnaires.

As a consequence of this approach to evaluation, the student is assessed not only on what he knows and can demonstrate but also, importantly, on how he is perceived and received by those he lives and works with.

Over the course of the student's chosen program, a written collection of assessment reports is built up, so that by the end of the program, it is possible to assess the student's progress and position in relation to the Program Objectives and the desired Graduate Profile.

The student goes through a comprehensive, year-round process of personal evolution; the way in which he will be assessed during this process varies according to the program. These variables are discussed below in sections 8.2 to 8.5 following.

There are no written examinations apart from the required written presentations of any thesis, research paper, seminar or professional report required by the Study Plans.

Students can always obtain an explanation of his evaluations and appeal the outcome of any evaluation he disagrees with.

### **8.1.3 Criteria**

As indicated, the two main reference points for evaluation are the program objectives, and the intended graduate profile. In order to determine the student's actual position, the evaluation system pays attention to three

specific criteria, namely the student's:

1. Knowledge;
2. Skills; and
3. Disposition.

These criteria are addressed in section 3 of this document and it is not intended to repeat them here in section 8 except to highlight certain aspects of them where it is appropriate.

Since the primary means of evaluation involves the student's practical demonstration of what he has learnt in his apprenticeship, it follows that he is likely to display his knowledge, skills and disposition simultaneously. It is therefore artificial to conduct rigidly separate evaluations of each of these aspects. However, the various evaluation questionnaire forms used by the Humaniversity will take these aspects into account so that a total integrated profile of the student can be developed.

This is a general framework of criteria relevant to each program that assists the evaluating staff in arriving at their assessment of the student's progress. However, this framework is not exhaustive or exclusive of other considerations. Evaluation is not rigidly limited to a consideration of the student's mastery of the curriculum and practical competence; it extends to how the individual student has evolved, not in comparison to other students, but in relation to his state of knowledge and being at the beginning of the program. For this reason, the criteria applicable in the evaluation process, and the emphasis given to some criteria, is not always standard, but may vary from student to student.

In this way, each student is acknowledged not only for what they know and what they can do, but also for the uniqueness of who they are.

#### **8.1.4 Phases**

Each student is evaluated:

1. At the commencement of his program;
2. Continuously, during his program;
3. On completion of this program.

In relation to commencement and completion of programs, it is possible that students can begin and end their programs at different times relative to other students. Accordingly, evaluations will tend to be made individually, rather than collectively at a fixed time each year.

For those students who are engaged in Residential Study, they will usually be evaluated at the end of each Quarter.

For those students who are engaged in Study Visits, they will frequently receive some form of evaluation during or at the end of each Study Visit.

Students who take an Elective will be evaluated at the same time as other students in the same Elective, to determine their eligibility to proceed to the next following year of study.

### **8.1.5 Sources**

The sources of evaluation include: (1) the various forms of information on which the evaluation is based, and (2) the various people involved in communicating this information.

#### **(1) Forms of Information**

These are quite varied and include the following:

- Self-Assessment: mood report, daily diary, questionnaire, audio and video feedback
- Peer Assessment: meetings, sharings, encounters
- Mentor Assessment: counseling sessions
- Tutor Assessment: a review of the student's conduct in clinical structures, functional meetings, individual meetings, workshop participation, community involvement, tutorials, seminars and vision days. This information is collected in questionnaire evaluation forms, audio and videotape, clinical report records.

#### **(2) People Associated with the Student**

In evaluating the student, the Director of the student's department will have regard to:

- The student's peers;
- The supervising teacher(s) responsible for the student's peer group;
- The members of other peer groups;
- The student's mentor;
- The Course Counselor who oversees the particular program and/or Elective that the student is studying;
- Other Directors and members of the teaching staff who have had contact with the student throughout the year.

Now following, are explanations of some of the specific factors involved in the evaluation of students in each of the various programs. It is emphasized that these explanations are descriptive but not exhaustive.

## **8.2 THE FOUNDATION PROGRAM - ONE YEAR INTENSIVE**

### **8.2.1 Principles of Evaluation**

During the course of the Foundation Program the student participates residentially in the Communal Living Department, completes a large number of Study Visits that incorporate the Therapist Training Levels 1 and 2 and gains fundamental theoretical understanding with the Foundation Seminars.



## **8.2.2 Evaluation Procedures**

### **(1) Daily Diary**

Throughout the range of highly active and interactive tuition, the student goes through a comprehensive spectrum of inner growth. This is recorded in a personal Daily Diary maintained by each student. The very process of writing about the experience is by itself a valuable tool in the development of awareness. This record develops into a rich personal journal describing the personal growth process: from the early stages of awareness of the emotional world, the development of the range of expressiveness, to becoming more familiar and intimate with the inner world and learning to share the student's humanity with others.

### **(2) Feedback**

In regular peer-group meetings, the students receive and learn from feedback about their behavior, attitude and feelings.

### **(3) Group Counseling**

The student meets regularly the Course Counselor together with the specific peer-group of the program or training he is participating in. Here the student will have the opportunity to present himself and demonstrate his understanding about his personal growth process. With the support, guidance and suggested correction provided by the Course Counselors as well as the colleagues, the student will find new insights for his personal growth process. The regularity of meeting and the intimate space of living together will ensure the application of such suggestions after the meetings and give a constant support for change.

### **(4) Individual Counseling**

Sometimes the student will request or receive occasional additional feedback and guidance according to his progress and circumstances. This will be true, for instance, if the student has been given a special assignment or if the student is experiencing a significant difficulty, which is obstructing his progress. In such cases, the student can meet with any one of the sources referred to in section 8.1.4 above. Usually such a meeting will be with the peer group supervisor or the Course Counselor.

### **(5) Assignments**

Occasionally, it will be clear that a student needs to strengthen his understanding or practice of Humaniversity Psychology because the tuition so far has not yielded the expected result. In these circumstances, the student may be given a research assignment to deepen his appreciation of the relevant subject.

### **8.2.3 Evaluation Criteria**

Having regard to these themes of personal growth, relatedness to others, and life in a community, the assessment criteria applicable to the Foundation Program student emphasize the following mix of knowledge, skills and dispositions:

- Personal awareness
- Clarity of expression
- Flexibility
- Personal enthusiasm, motivation and perseverance with training
- Willingness to present ideas and suggestions
- The ability to remain open to feedback
- The ability to give and receive information and support
- The ability to stay centered while involved in a personal and therapeutic process
- The ability to be receptive to the needs of others
- The skill and ability to work with others
- Organizational capabilities

## **8.3 THE HUMANIVERSITY FACILITATOR PROGRAM**

### **8.3.1 Principles of Evaluation**

In the Humaniversity Facilitator Program the student will develop an ability to take a mature, congruent and committed role – in personal relationships and working situations. He is expected to develop a strong level of personal awareness and a capacity to take care of others in therapeutic processes, and become an integral member of the community.

During the Humaniversity Facilitator Program these basic experiences and skills will be refined into a more conscious and subtle repertoire as the student goes deeper in the art of working with people. He is expected to learn about human behavior, friendship, organization, effectiveness, and humor. Finally, since he is training more intensively in the management of therapeutic workshops he is expected to develop skills of care, diagnosis, and teamwork in relation to the treatment of people undergoing therapeutic processes. The evaluation process is a combination of finding out, on a personal level, about the student's self-awareness, and on a professional level, about his level of knowledge and skills.

### **8.3.2 Evaluation Procedures**

#### **(1) Feedback**

The student frequently receives informal feedback from his peers and teachers, especially in relation to his conduct in experiential workshops.

#### **(2) Demonstration**

The student gives and participates in seminars and tutorials to demonstrate the depth and breath of his understanding on given topics.

### **(3) Periodic Evaluation**

Evaluation happens in regular intervals by the student's peers and teachers (at least at the end of each Quarter and each level) according to the student's personal, interpersonal and professional growth. Each evaluation will be completed independently by three Humaniversity Therapists living residential: the Course Counselor, the Director of the Department of study and the Mentor.

Upon the completion of these evaluations the student will meet with them and receive their insights and opinions.

There is support and encouragement for every student to move through to the next level of the program. A student may be asked to repeat parts of a program if it is felt that important lessons still need to be learned.

### **8.3.3 Evaluation Criteria**

The criteria applicable to the Humaniversity Facilitator Program focus especially on the theme issue of "working with people". They are set out in detail in a set-form Evaluation Profile designed for this purpose and, include the qualities and skills of:

#### **(1) Basic qualities:**

Awareness, Respect, Care, Authenticity, Responsibility, Communication;

#### **(2) Developed qualities:**

Trustworthiness, Warmth, Empathy, Presentation, Patience, Flexibility, Focus;

#### **(3) Advanced qualities:**

Passion, Vulnerability, Generosity, Grace, Excellence, Creativity, Friendship.

## **8.4 THE HUMANIVERSITY THERAPIST PROGRAM**

### **8.4.1 Principles of Evaluation**

As the name suggests the student will move beyond a basic understanding of Humaniversity Psychology and develops a mastery of it – he is expected to evolve from being a student to a mature practitioner.

The student will be required not only to demonstrate the comprehensiveness of his knowledge, but also the quality of excellence in his work.

Above all, the student should emerge with his own unique presence and creativity that shows that he has developed beyond and understanding of only a technique. It should be clear to all that he has reached a point where people are willing to place their trust in him personally because of who he is, his character, and his experience as a Humaniversity Therapist.

### **8.4.2. Evaluation Procedures**

The student will be assessed on his capacity to research and communicate his understanding of contemporary theories and developments in the field of

psychology and therapy. He will be assessed on the quality and execution of his research in the following way:

To complete his learning process he will need to check what he has learned against developments in the world at large.

- (1) For a period of at least one-month he will engage in supervised, **Professional Practice** at a specified training institute agreed to by the Director of his specialization outside of the Humaniversity. This will involve work relevant to the subject he is studying.
- (2) He will then be required to submit two **Reports**: firstly, a written report from the supervisor of the institute regarding his personal and professional performance; secondly, a detailed written clinical report of his experience and insights arising from his work at the institute and the relevance of these to his studies.
- (3) He is asked to undertake research on the subject of his specialization and to submit a written and oral presentation of his findings to the Examination board:  
The **Substantial Paper** is a report of at least 20 pages, giving an overview of the history of that area of specialization, explaining the relevant basic theories on the subject, giving an analysis of the latest research and stating the student's interpretation and opinion of his research data.  
Included in the paper is an explanation of methods used in the research, a bibliography, and other relevant appendices.  
A one page-summary is also to be included.
- (4) Finally, there is an **Oral Presentation** of the Paper in the form of a seminar given to the community and an Examination board. (Duration 45 minutes)

### 8.4.3 Evaluation Criteria

Having already developed the key qualities relevant to working with people in the Humaniversity Facilitator Program, the student in this program gains in-depth clinical training and supervised practice in the community; he will therefore, be assessed according to new criteria. The key characteristics will now relate more to his capacity for therapeutic responsibility and leadership of group therapy workshops. The student is assessed in an ongoing basis, using an Evaluation Profile, appropriate for this program; general criteria include:

- Organizational ability
- Personal Awareness about the student's own growth process
- Problem solving of organizational and therapy-related issues.
- Integration of acquired skills and knowledge in practical functions
- Teamwork
- Presentation and communication skills
- Personal values including awareness, care, presence, creativity, and humor
- Responsibility and responsiveness
- Clarity of personal opinion and decision

- The pursuit of excellence in his work
- Charisma

## **8.5 THE HUMANIVERSITY CONSULTANT PROGRAM**

### **8.5.1 Principles of Evaluation**

In general terms, the awarding of a Humaniversity Consultant title means that the graduate has mastered the principles and practice of Humaniversity Psychology; further, that he has risen to a level of personal authenticity and authority as well as professional specialization, such that he can teach others in the area of his expertise.

Assessment in a Humaniversity Consultant Program includes the following components:

### **8.5.2 Evaluation Procedures**

#### **(1) Report on professional work**

A detailed written report regarding his professional accomplishments and direction as a Humaniversity Therapist. This statement involves a record of at least three workshops in which he has been the leader and for each workshop the statement will adopt criteria developed especially for this report.

#### **(2) Internship**

In order to assess and confirm the direction, quality and consistency of the Humaniversity Therapist's chosen professional direction, he will be required to work in-residence at the Humaniversity. During this time he will be an assistant to the Director who teaches the subject area of interest. This internship will be for a minimum of one month.

#### **(3) Originality and Contribution**

A vital component of the Humaniversity Consultant Program is the writing of a thesis. This will be an individual and personal presentation of the therapist's own work. It will provide new scientific or empirical findings as a contribution of new knowledge or applications of that knowledge to the field of psychology.

#### **(4) Thesis Structure and Content**

There are a number of specifications required for the presentation of the thesis. Principally the thesis will:

- a) Explain current theories and recent professional developments in relation to the topic of the thesis;
- b) Explain its relationship to Humaniversity Psychology, Therapy or Lifestyle

- c) Present original research never before published or used for any purpose including accreditation at another academic institution;
- d) Explain its research methodology, including aspects of population researched, statistical reliability and validity of research;
- e) Explain its results in detail;
- f) Define the limitation of its findings;
- g) Formulate the new questions which arise from the research;
- h) The thesis must be in the form of a book (or agreed alternative form) and presented in English. In written form it will be no less than 60 A4 pages in length (single spacing) and be accompanied by a detailed bibliography of materials referred to in the research, a short biography of the writer including details of his professional life and education, and a written summary and explanation of the thesis;
- i) The Director must agree to the area and method of research before commencement;
- j) The thesis will be assessed by two members of the Humaniversity Consultants who have an expertise in the subject area of the thesis.

### **8.5.3 Evaluation Criteria**

- (1)** The thesis must have the strength, depth and integrity to communicate its findings in written form alone. However, the writer of the thesis will be asked to present and defend his thesis in spoken form in a public examination before the Examination Board, the Humaniversity Directors and invited members of the public. This examination will take the form of a debate lasting 90 minutes in which the writer must powerfully and convincingly demonstrate the findings of his work and justify and defend those findings under questioning by the Examination Board. This demonstration should explain the issues and problems confronting this professional area and implications for related fields of work and research. This will be a test not only of the quality of the research, but also the writer's comfort, sense of authority, confidence and persuasiveness under challenge;
- (2)** The thesis should be available for publication and in a form that is readily usable by other students as a valuable frame of reference and learning in their own study of Humaniversity Psychology.
- (3)** A Consultant of Humaniversity Psychology must not only be knowledgeable and experienced but also able to communicate his wisdom to others. For this reason, a Humaniversity Therapist seeking a Consultant title must demonstrate his teaching ability.

- a) Firstly, the candidate is required to be the leader of at least three Weekend Workshops at the Humaniversity.
- b) Secondly, he is required to be present as Staff Trainer in all the Humaniversity Intensives. Working directly with the President of the Humaniversity, Denny Yuson-Sánchez (Veeresh), the candidate will be required to teach others who are on the workshop staff concerning the clinical management of the workshop.
- c) Thirdly, during the course of development and writing of the thesis, the candidate is required to present three seminars to the entire staff and student community regarding the nature, progress and findings of his thesis research. This will be a test of the candidate's clarity and persuasiveness to people who are not necessarily an expert in the subject area chosen. The candidate must therefore be able to communicate with clarity, simplicity and authority information that may have been derived from quite complex research.

When all of these criteria have been met to the standard of excellence required by the Humaniversity, he is graduated as a Consultant of Humaniversity Psychology with the entitlement to take his place on the teaching staff of the Humaniversity. He may use the title Humaniversity Consultant.