STUDENT CATALOGUE

PRENATAL PSYCHOLOGY
TRAINING PROGRAM

WELCOME

DEAR STUDENT/ DEAR COLLEAGUE,
WELCOME TO OUR COMMUNITY!

All of us, educators, mentors, supervisors, administration and colleagues extend you a warm welcome and our deep heartfelt wishes for your time here with us to be a time of growth, conscious exploration of the depths of life that are expressed around you and in you and a time of miraculous evolution for you and your living environment.

This handbook has been written to help you find your way in how you can best create value for the time you have decided to learn and grow as a psychotherapist in the modality of Prenatal Psychology, as you connect with your inner source and remember the Truth that you know.

We are grateful for being able to accompany you in this noblest of all studies, that will allow you to support humans as they discover their own light healing their primal traumas and interpret their experiences in ways that reveal their own wisdom along the life path.

Have a great journey!

The Educational Board
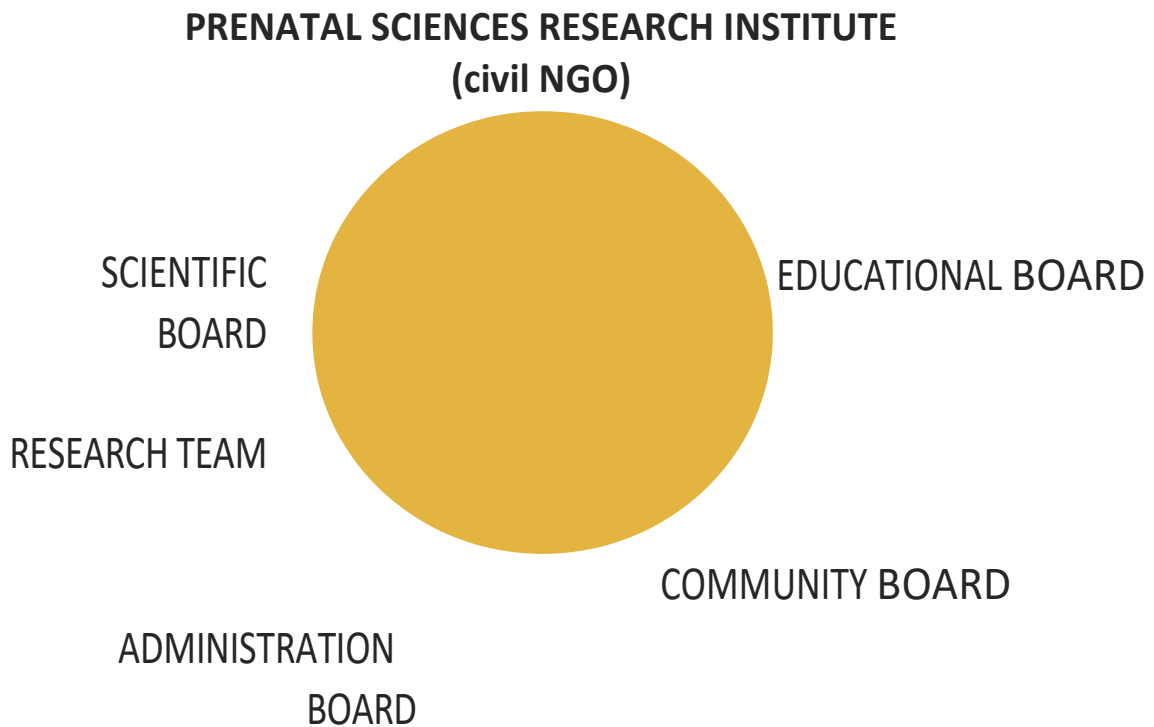The Scientific Board

ORGANOGRAM

ADMINISTRATION: BOARD OF DIRECTORS

SCIENTIFIC BOARD
EDUCATIONAL BOARD
RESEARCH TEAM
WORKING GROUPS

GENERAL ASSEMBLY

MANAGEMENT ORGANOGRAM

PRENATAL SCIENCES RESEARCH INSTITUTE
(civil NGO)

SCIENTIFIC
BOARD

EDUCATIONAL BOARD

RESEARCH TEAM

COMMUNITY BOARD

ADMINISTRATION
BOARD

Our management is better represented by the circle. We are not organized in an hierarchy form but our organization depicts our deeply seated value of collective contribution that has no discernible beginning or discernible end. It is based on a continuous feedback among the Boards that are to focus on the specific aspects of our interest. Each Board is supported in its tasks by the formation of other collective bodies in the way that fractals can be observed to function in the world.

Our Duty is

1. To keep the Vision, mission of *our prenatal sciences research institute* always on track and do what is best to materialize it.

2. To CDIO a strategic plan so that it reflects the vision and mission of the NGO

3. To effectively develop and lead all human resources and knowledge available towards the fulfillment of the vision/mission of the NGO

4. To effectively work with the Scientific, Educational and Community Boards so that the services offered are of the highest standards. (S)he is present at the meetings at least twice annually.

5. Make sure that all CDIO Educational, Research and Community Projects meet the quality standards and function within the values and Principles of *the Prenatal Sciences Research Institute*

6. The educational programs are developed in an innovative way, promoted in effective marketing strategies with regard to Students and sources and through creating a positive image that reflects our philosophy.

7. To effectively work with other like-minded bodies or individuals globally so that the educational programs can function properly and that there is effective administrative management to guarantee smooth operation.

THE SCIENTIFIC BOARD

The Scientific Board includes representatives from major disciplines within the field of **Prenatal & Life Sciences**. It consists of Academics and Non-Academics. The Non-Academics are Pioneers, Researchers or successful Professionals who have made a significant contribution to the development of **Prenatal & Life Sciences** and who have cast light to the human experience. It is open to welcome new members and create a collaborative Community to advance the understanding of Prenatal & Life experience.

THE EDUCATIONAL BOARD

The Educational Board consists of Educators, Program developers, Mentors and Researchers. The Educational Board works in collaboration with the Scientific Board, through the Dean with the Board of Directors and the Administrative and Community Board. This Board is very significant as it is the one that will take the feedback from the Scientific Board and the Community Board and will turn it into Educational output within the aims of the institution. Then, they guide the Administrative Board so that they can implement and operate this Educational output.

THE COMMUNITY BOARD

The Community Board consists of representatives of partner organizations, associations, other NGOs, or corporations, the collaborators in the learning hubs as well as any national or international stake-holder who has some experience to share.

The Community Board is represented by initially appointed by the Board of Directors and then they are elected by the Community Members. The elected Community Board members represent all different Community groups: Students, NGOs, corporations, learning hubs, partners involved in supervision and/or practice etc. Their task is to bring the experience from the larger groups to a smaller group that can synthesize all and formulate certain proposals or make certain reports to facilitate the collaboration of all parts towards an optimum end.

The Community Board, in turn, elects their own representative to be present at the meetings of the Scientific Board and become the voice of the Community.

Their existence is highly appreciated when the Faculty decides which Community project(s) to support each time.

AIMS OF THE PRENATAL PSYCHOLOGY programs

Reasoning

The School of Prenatal Psychology has been created in order to organize, synthesize and deliver high quality Academic and Professional knowledge to those interested. It has been created as an answer to the global need for optimum Education in a field that has been explored for over 100 years now in the modern times. To date, there have been and are short courses usually in the form of seminars, workshops, individual Modules etc and/or incorporated in other curricula. All these forms have contributed a lot to the development of the Prenatal and Life sciences as a whole, the development of Philosophies, values, Pinciple s etc and they have offered the opportunity to many Professionals to dedicate a little more energy in an emerging world, that of Prenatal Sciences.

We have undertaken this role to synthesize all pioneer knowledge in Prenatal Psychology, organize it in a Scientific way so that the quality is high and deliver it to all interested.

AIM 1: To organize and synthesize all knowledge gained so far in modern times from the early 1920s to now in a whole, and create Educational Programs both on the Undergraduate and Post graduate level as well as Life-Long Learning so that Professionals already interested and those in the future can benefit.

We express herewith all our gratitude to all Pioneers, individual Researchers, passionate Professionals and dedicated study groups for all the excellent work they have done so that we can do this endeavor today.

Teaching and Learning

In an always changing world where communications, transport, economy, Science, Research, Lifestyle, relations, civilization present new challenges and opportunities to all of us, it is our aim to consider all we can and deliver Graduates and Post-Graduates at the end of their studies who can add value to all products/services/Community systems etc that are offered to people and support psychosomatic Health, human intelligence and make a sound contribution to peaceful co-existence among Nations and the civilization itself. We make it our priority to lead our Students to acquire the described learning outcomes as well as skills and competences together with the spirit to be able to advocate and undertake a leadership role in their communities, irrelevant of their specific Career path.

Exploring the very early beginnings and the mysteries of life in the universe, we focus on discovering about life dynamics so that our students can CDIO, that is Conceive, Design, Implement & Operate Primal Health Advancement Programs that contribute to Human Evolution.

Aim 2: To Inspire and Lead our Students so that they Become Consciousness Evolutionaries!

RESEARCH AIMS

We are very aware that individual initiatives in the field of Research are very important. However, in a multi-disciplinary, multi-cultural context, where all knowledge is interlinked and can make sense in a holistic context, it is our intention to inspire and encourage research in the direction of

A. Researching Life from a Salutogenic point of view. This means that it is our focus to explore ways Life thrives and evolves, ways Health is optimum, relationships/relations are peaceful, civilization is the end result.

B. Researching Prenatal & Life Dynamics in the context of Complex Theory, so that we can see how the Universal Laws of Creation work in the ways our human experience is. Thus, contribute to the understanding how our human laws and regulations can adapt to serve Life better.

C. Encourage Scientific dialogue among our Students, Partners, Educators and other stakeholders so that new data/knowledge/expertise etc that comes out of any research undertaken can be shared through Scientific articles in subject-related journals, presented in (inter)national conferences/congresses/talks/forums and symposia either digital or *in vivo.*

D. To create opportunities for educating post-graduate students in **Prenatal Psychology** so that they are always update in Scientific knowledge.

E. To deliver products/ services/ Community projects and social systems that can add value to the human experience.

F. To collaborate with other research organizations, associations, NGOs, foundations and other establishments with shared interests so that we can formulate proposals for policies to be considered by relevant policy makers.

Aim 3: To contribute to the wellbeing of our world, womb the peace and add meaning to our everyday choices, through Salutogenic, based on Complex Theory and within the spirit of adding value to the Community research projects.

COMMUNITY-BASED STUDIES

We share the value that Academics and experts are individuals or groups that can CDIO knowledge and use these talents so that our Community gains advantages. We always ask our students as they proceed with their discipline knowledge "How can you apply this knowledge so that people benefit?, How can this add value to human experience? How can you act differently now that you get it to transform Life? etc"

• It is our aim to support entrepreneurial attitudes that CDIO Community serving products/ services/Programs etc and therefore we promote collaboration with external parties such as other organizations, corporations, private enterprises and institutions as well as local authorities and

community stakeholders. In this direction we have created a number of short courses or Educational Modules to facilitate access to learning in a structured way in terms of quality of content, efficacy of tools, reliability of success.

• **Encourage** continuous Professional development and scale excellence among existing Professionals in the Community so that their presence can be a healing, Life-transforming experience for all.

• **Empower** people to upgrade their skills and competencies or expand them in a multidisciplinary context so that they can enjoy success in a specific learning area.

In this direction, you as a student will be asked and guided to CDIO Community projects inspired by your studies and you will be mentored how to become an active Community developer through your participation in these projects as part of your practice.

Aim 4: To Connect Community with the Academic Expertise

PROFESSIONAL PSYCHOTHERAPY EDUCATION IN PRENATAL PSYCHOLOGY

GOALS & AIMS

The program aims to:

1. Respond to the International Need for a responsible Professional Psychotherapy Educational Program in the modality of Pre/Perinatal Psychology, Medicine & Health.

2. Prepare young Professionals to become effective Therapists, Educators and Service providers who are knowledgeable in both traditional psychotherapeutic modalities and Prenatal and Perinatal approaches to Psychotherapy.

3. To enable them to transmit those high ideals, moral values and inspiration so that the trainees can serve life the best possible way irrespective of their career field.

4. To provide effective primary Health Promotion Programs, run by highly trained Professionals.

5. To provide an up-to-date evidence-based curriculum that emphasizes the development of knowledge related to the Scientific and empirical aspects of Prenatal Psychology & Health

6. To provide secure Professional recognition of the Students on successful completion

7. To provide access to those International Learners who cannot attend such a Program in their country using secure, innovative Educational tools & Online Educational Platform.

THE MODELS USED IN OUR EDUCATIONAL PROGRAM

1. LEARNER-CENTERED

All our Educational Programs are Learner-centered. We accommodate for our Learners' needs and expectations and we give our Learners choice in content, mode of delivery, pace and place of learning. Our Educational Programs do their best to support all our Students to shape their own learning pathways and help them build on their own individual learning styles and experiences.

We offer flexibility and we establish a close link between Educational Programs and Community needs and aspirations as well as human needs for sustainable living that is on an evolutionary process.

We encourage a wide access and participation in Lifelong Learning and personal enhancement and expansion and we encourage our Learners to explore new fields of knowledge in a multicultural, multidisciplianary context as well as acquire competences and tune them within their scope of interest. Competence means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in Professional and personal development, especially in terms of responsibility and autonomy. It is also the capacity to transfer knowledge into practice. Tuning competences represent a dynamic combination of knowledge, understanding, skills, abilities and attitudes between subject specific and generic ones. In this direction, it is among our intentions to formulate our learning outcomes based on input from internal and external Stakeholders, Community included.

2. *CDIO* MODEL

The Educational Programs in the field of **Prenatal & Life Sciences** are developed within the context of *CDIO*. *CDIO* is the acronym for ***Conceive, Design, Implement & Operate***. It is the environment in which all Academic knowledge and research as well as the practical and professional skills are taught, practised and learned. It is the model that is followed so that the product or service created at the end of the studies can add value to the evolutionary process of human experience as an individual and as a global group.

The CDIO™ INITIATIVE is a growing educational framework currently implemented in 111 schools around the world. In January 2004, the CDIO Initiative adopted 12 standards to describe CDIO Programs. These guiding Principles were developed in response to Program leaders, alumni, and industry partners who wanted to know how they would recognize CDIO Programs and their Graduates. The 12 CDIO Standards serve as tool for program adoption, evaluation, and continuous improvement. There is no formal certification as a CDIO Program; each institution/institutional department self-certifies using the CDIO Standards and demonstrates certification to its normal accrediting agency or organization. The CDIO Standards allow other academics and industry to identify clearly CDIO Programs and their Graduates. (www.cdio.org)

The Principles of the Curriculum

There are five broad Principles at the centre of the curriculum:

Empowerment:

Learning the theories and therapeutic methods of PPP and obtaining self-experiential knowledge about early child and family development will empower Professionals to increase their specialized skills to facilitate the Healthy function of families and society.

Integrative, multidimensional perception:

The curriculum encourages reflection on research results from multiple scientific areas in order to enable a multidimensional understanding of Prenatal Life.

Family-relation & correlation:

An understanding of family structures, parental being and the relationship between mother, father, environment and unborn child is an integral part of the curriculum.

Historical, ethnological & cultural perspectives:

Developmental processes need to be considered from different perspectives. Localities, traditions and historical experiences affect developmental practices. The Educational Program has a historical, ethnological and cultural perspective.

Self-Reflection:

Self-experience, self-awareness, relational experience, relational awareness and reflection on practical experiences are essential skills within the psycho-social working fields. The curriculum considers these aspects as very important.

chart 1

Program Objective Main Axons

PROGRAM OBJECTIVE MAIN AXONS

The above-mentioned Principles are utilized within the following Nine Educational Program Objectives. Each Program objective is to be looked at as part of the whole and must be understood in the context of the Program Principles. Each Program objective contains Professional and theoretical aspects.

The focus of all nine Learning Objectives is to support responsible interventions in all psycho- social professions by integrating the knowledge and meaning of Pre- and Perinatal development.

1. THE HISTORICAL EVOLUTION OF PRENATAL PSYCHOLOGY

Pre- and Perinatal Psychology is based on the knowledge and theories that have been put forward since around 1920, when Freud's pupils asked questions and dared to investigate human birth experience and Life before Birth. After the start in the Psychoanalytical field later contributions of Regression Therapy, Humanistic Psychology and Body Psychotherapy became important. New and better understanding of the Psychological dimension of Prenatal Life and Birth enables Professionals to get an insight in the Lifelong meaning of the earliest experiences. This allows a deeper understanding of the Lifelong individuation process and the development of Health and the promotion of our Quality of Life.

2. THE PSYCHOLOGY & SCIENCES OF FETAL DEVELOPMENT & CHILDBIRTH.

The circumstances of our preconception, conception, fetal development, and Perinatal experiences hold many of the keys to who we are and who we become. Modern Sciences have managed to describe the development of the human being from the beginning: our genesis as sperm and egg, through (pre-)conception to implantation for the gestational epoch as embryo and fetus. Throughout this time, along with her nutritional state, mother's emotional/hormonal state is powerfully influencing her unborn child. Also, the biological predisposition and the bodily processes of birth, for both the child and the mother, are known today. Clinical research in Prenatal Psychology has shown that critical moments in conception, fetal development and childbirth may relate to critical pattern imprints. These can be activated later in Life and are responsible for the level of Health or disease and dys-function.

3. A MULTIDISCIPLINARY PORTRAIT OF THE CHILD FROM (PRE-)CONCEPTION ON & HIS DEVELOPMENT IN THE CONTEXT OF HIS FAMILY AND SOCIETY.

Our broad knowledge of modern Sciences and Psychology of Prenatal Life allows us today to get an accurate portrait of the Prenatal Development of an individual. In order to understand this portrait, it is important to know the elements of Prenatal Development from preconception on. For enabling a multidisciplinary perspective all the following Life situations should be regarded in the light of the new findings of Prenatal Psychology and Medicine:

Obstetrical and genetic challenges in the family tree (miscarriage, stillbirth, malformation)
Conception: conscious; wanted, non-wanted; planned; rejected, replacement child Assisted conception (IVF, donated ovum &/or sperm, surrogate mothers)
Birth (via naturalis, forceps or other instruments, caesarean section, medication, epidural or other

anesthesia) home birth, hospital birth
Only child, twin, siblings, adopted, orphan
Preemie, belated, traumatic, stay in an incubator Circumcision,
excision
Breastfed, bottle fed, weaning
Separations
Parents marital status: married, divorced, single, widowed, out of wedlock
Prenatal Bonding/ type of Attachment
Parents civil status: minority (ethnic, religious, other)
Parents Education, occupation, family circumstances, deaths &/or losses in the family
Individual development of the child, biological, mental, emotional, psychological,
Social network (friends, gang, isolation etc)
Education of the child: crèche, kindergarten, school

4. OVERVIEW: SCIENTIFIC STUDIES & RESEARCH OF THE PRE/PERINATAL PERIOD.

The knowledge of Prenatal Psychology is laid down in books and articles in Scientific Journals. Bibliographic overviews give an access to the different topics. As time goes by more and more research can be found in the Academic circles as concerns the "Secrets" of the unseen Life and the evidence about the importance of our early/primal existence is growing.

5. COMPETENCE IN PRE/PERINATAL PSYCHOTHERAPEUTIC & DIAGNOSTIC METHODS, TOOLS & SKILLS (WITHIN THEIR PROFESSIONAL COMPETENCES)

Pre- and Perinatal experiences can have long lasting effects and have influence on developmental processes. Early Life experiences have a major influence on body feelings, emotions, social behavior, learning and creative power. In the case of traumatic Pre- or Perinatal experiences developmental processes might be disturbed, depriving the person from reaching their full potential. For supporting Healthy developmental processes these disturbances need to be discovered and understood. Students of this Educational Program shall build the competence to become aware of Pre- and Perinatal influences and get to know appropriate diagnostic and therapeutic methods and tools.

6. KNOWLEDGE OF SOCIO-CULTURAL ASPECTS OF PRENATAL LIFE & DEVELOPMENT.

Cultural images and structures are deeply influenced by Prenatal and Perinatal experiences. It is justifiable to say that culture is influenced by our primal preverbal experiences and art gives expression of these. The present Educational Program seeks to reach knowledge of the hidden presence of Prenatal experiences in the images, rituals, beliefs, myths and fairytales of the relevant culture. Furthermore, it teaches competences to recognize these.

Beside the cultural and Psychological reflection it is important to understand that every human culture has its own specific knowledge of Prenatal Life and it is important to see what we can learn from it. Furthermore, as we live in multi-cultural environments with high numbers of migrant people, it is a need to get to know the different cultures on the globe so that we can develop a Professional understanding of cultural differences and offer our services as Psychologists/Psychotherapists/

midwives, health practitioners/ educators… in a respectful way.

7. COMPETENCE TO INTEGRATE THE PRINCIPLES OF PRE/PERINATAL PSYCHOLOGY

Competence is necessary to integrate into the practical Professional work of Educators, Teachers, Clinicians, Midwives, Psychologists, Researchers, Health Care and other Professionals.
The importance of each specific aspect of Prenatal Psychology and Medicine varies between different Professional groups, such as Educators, Teachers, Clinicians, Midwives, Psychologists, Researchers, Health Care and other Professionals. The present Educational Program aims to focus on the specific range of competence relevant to each Professional group.

8. KNOWLEDGE OF METHODS TO SUPPORT AND ADVANCE THE LIFE PROCESS

OF THE HUMAN BEING

Protection from developmental disorder needs to begin in the Healthy and loving state of both parents, continuing in the secrecy of the mother's womb. The protection of mothers/maternal environment and child from everything that might endanger them physiologically, mentally or psychospiritually, or detract from their bonding, is an important preventative aim. This field of Health Promotion includes a wide variety of measures: such as supporting the parental competence, Education in Prenatal Psychology in schools, Education of young people in the Psychological basic knowledge of relationships, conflict solution and communication; reflection of the effects of medical intervention in respect to the possible long term Psychological and somatic consequences; improving the condition of families and becoming parents in the Society. Especially important is the basic competence in Prenatal Psychology in Midwives, Obstetricians and Birth Preparation Professionals.

9. COMPETENCE TO COMMUNICATE INFORMATION ABOUT PRENATAL PSYCHOLOGY

In order to raise the awareness about the significance of the Prenatal Period of Life and Birth to enhance Professional skills through Educational Programs. Basic knowledge of the general Community and public relations tools for adequate information dissemination within the field of Pre- and Perinatal Psychology is necessary so that policy makers can become informed and responsibly aware of the significance of our early beginnings.

chart 2

1. The Historical Evolution of Prenatal Psychology

2. The psychology and sciences of fetal development and childbirth.

3. A multidisciplinary portrait of the child from (pre-)conception on and his development in the context of his family and society.

4. Overview of scientific studies and research of the pre-and perinatal period.

5. professional competences

6. Knowledge of socio-cultural aspects of prenatal life and development.

7. Competence to integrate the principles into real-world services/products/professions

8. Knowledge of methods to support and advance the life process of the human being

9. Competence to communicate information

LEARNING OUTCOMES

On completion of the Educational Program the learning outcomes that should be achieved are described below. They fall in six main categories:

A: Science Fields: The Educational Program is an Interdisciplinary Program. The knowledge offered in this Program comes from the fields of:

A. Prenatal Psychology

B. Psychology

C. Biology & neurobiology

D. Neuroscience

E. Human Anatomy & Physiology

F. Midwifery

G. Health & Community-Based Health Systems

H. Embryology

I. Philosophy

J. Arts & Aesthetics

K. Modern Physics & Complex Systems

L. Anthropology

M. Sociology

N. Nutrition

O. Epigenetics

P. Psychopathology

Q. Pharmacology

R. Innovative Systems

S. Law

T. (Bio)Ethics

U. Research Methodology

V. Immuno-endocrine-cardiology

W. Phenomenology

X. Biochemistry

B. Knowledge and Understanding: It describes the kind of Knowledge and understanding that should be developed within the science fields study.

A1. Basic Science

A2. Advanced Science

A3. Evidence Up-to-date Knowledge

A4. Understand Concepts and Appreciate Conceptual Frameworks

A5. Understand the Main Research Methodologies

A6. Principles of Research & Evidence-based Practice

A7. Appreciate the Application of Psychological Knowledge to the Understanding of Challenges & Issues at both the Social and the Individual Level.

A7. Understand Indicators of Quality of Life

A8. Understand indicators of Quality Health Care Services A9. Understand Social Determinants of Health

A10. Understand Principles of Health Education

A11. Understand International, National & Local Health Services & Infrastructures including Referral Systems

A12. Understand Human Rights and Effects on Health of Individuals A13. Understand Cultural Differences & Differences in Belief Systems A14. Understand Professional Behavior-Code of Ethics/Practice

A15. Understand Social, Epidemiological and Cultural Context of Maternal & Baby Care

A16. Understand the Direct & Indirect Causes of Maternal and Neonatal Mortality & Morbidity in Communities & Understand Strategies for rRducing Them

A17. Understand the Strategies for Advocating for the (Un)born Child & the Maternal Environment. A18. Understand the Benefits & Risks of Available Birth Settings

A19. Understand the Optimal Practice

A20. Understand Legal & Regulatory Frameworks (Laws, Policies, Protocols, Professional Guidelines etc) in the Field of the Psychological Support and Health Services.

A21. Understand the Importance of Primal Experience

A22. Understand Human Behavior and Human Relations

C. Skills and Competencies: It describes the Professional skills and competencies that the learner will have developed on successful completion. In terms of definition of the concept Competence is a complex combination of knowledge, performance, skills, values and attitudes (Fullerton et al., 2010). Competence involves the possession of enough knowledge and skills to perform job-related tasks, but also incorporates ethics, values, and the capacity for reflective practice. The definition of competence is also related to the context in which the Practitioner is functioning. There may be more than one way of practicing competently (Cowan, Norman & Coopamah, 2005a).

Competences can be several things. Among them we can see the development of:

1. Cognitive knowledge, that is the understanding of the Theoretical Principles of facts and procedures that constitute safe and/or quality practice. In the field of Prenatal & Life Sciences, this is an going process and extends beyond understanding the basics to the understanding of the evolving Scientific Principles,

2. The Acquisition of Scientific Knowledge. All Scientific Knowledge gained during the Educational Program is translated into practical application. This is facilitated through projects, Community work offered, practice in supervised environments/workspaces/ clinical mentorship or Preceptorship etc. (Licquirish & Seibold, 2008), so that the Students can acquire and develop clinical skills or Life skills, reflect in them and excel.

3. The maturation of Personal Attributes. Attributes are difficult to define as they are intangible. However, they are perceptible and identified when a person observes the ways the individual Student applies the knowledge and skills in a Prenatal Clinical or Life context. Attributes can include communication skills, the ability to foster supportive interpersonal relationships, build trust and

compassion in the work environment, the willingness to feel and show respect to diverse cultures and traditions, a spirit of serving the Community, families and individuals.

4. The Cultivation of Critical Thinking. Critical thinking is defined as a purposeful process of self-regulatory judgment (Turner 2005). Its application within the Prenatal & Life Sciences is associated with Clinical/Life decision-making, diagnostic reasoning, challenge responding/solving, It is the result of both reflective and reasonable thinking.

5. the Demonstration of Professional Behaviors etc. These are behaviors that reflect attitudes and values in the ethical context within which Prenatal & Life Sciences' Professionals perform. Among them are behaviors motivated by compassion, acceptance, care, empathy, understanding, trust, sensitivity, excellence and the like.

More specifically, the program cultivates the following competencies:

B1. Seek Self-improvement in his/her Personal/Professional Environment

B2. Practice in accordance with Accepted Standards, Professional Codes of Ethics, Values and Human Rights

B3. Be Respectful of Individuals, their Culture, Values, Traditional Wisdom &Local/Tribal Customs B4. Maintain confidentiality of all client information

B5. Maintain & Update Knowledge & Professional Skills in order to Best Serve Clients

B6. Behave in a Non-Judgmental; Non-Discriminatory; All Embracing; Welcoming Manner with all clients

B7. Advocate & Disseminate Knowledge & Information to Facilitate Choice, Decision-making & the right to act responsibly

B8. Work in Harmony Within a Multi- disciplinary, Multi-cultural environment B9. Use Appropriate Communication & Listening Skills

B10. Use Appropriate Counseling Skills

B11. Use appropriate Psychotherapeutic Skills

B12. Diagnose the Underlying Causes of (dys)function in Behaviors or Health

B13. Recognize Different Professional Group Principles and Evaluate/Appreciate their Contribution to Serving People

B14. Empower People in All Possible Environments

B15. Use Psychotherapeutic Tools to Facilitate the Quality of Life of People

B16. . Record & Interpret Relevant Findings, Including the Prenatal & Perinatal History of People & their Ancestors as well as What has been done; Needs to be Done; & needs to follow.

B17. Evaluate Outcomes of Client Care

B18. Demonstrate Principles of Effective Co-operation, Communication & Responsibility B19. Ability to Work in Partnership with Families, Parents & Children for Optimal Support

B20. Take a Leadership Role in the Practice Field Based on Ethical Personal and Professional Beliefs and Values

B21. Assume Management Tasks and Activities Including Quality and Human Resource Management B22. Act in Excellence

B23. Take a Leadership Role in Policy Making Environments

B24. Act in Ways that Empower the Evolution of Humanity

Generate Testable Hypotheses about Behavior (broadly defined); Devise Investigation to Test Such Hypotheses; Analyze &Interpret the results; Write Coherent Reports of the investigations.

B26.Write about a Range of Topics in Prenatal Psychology &Inform on the Issues Involved by Drawing on Relevant Research.

D. Thinking Skills:
The list below describes the mental skills that will have developed on successful completion:

C1. Think Critically; Reason Morally; Decide the Best Possible Way

C2. Be Able to Analyze, Compare, Interpret & Synthesize Data to Reach Relevant Conclusions C3. Distinguish What is Important; Relevant; Logically Coherent From What Is Not

C4. Develop Coherent Arguments & Express Them Clearly & Concisely

E. Personal and Professional Values: The list below describes the personal and Professional values that the learner should present at the end of the course:

D1. Each Student needs to Have High Moral, Academic & Scientific Criteria when at work D2. Focus & Respect of Bioethics as well as Respect of Professional Ethics (honesty, integrity, discretion, compassion, understanding, interest, acceptance are among them)

D3. Each Student should see the Client Who Comes to Them as a Unique Human Being & see to them from a holistic point of view.

D4. The Attitude that each Professional should Offer his Services Having Responsible Updated Scientific Knowledge & also a Life Approach that puts the Human Being into the Center (Science, Art, Humanism, etc.)

D5. The Predisposition & Willing Intention of Acting with Reliability & Responsibility when Offering their Services.

D6. The Attitude that Pre & Perinatal Sciences ask for a Lifelong Self-Education using the Appropriate Resources & Work Methodology; Assessing their own Performance.

D7. Recognition of their Own Professional Limits & the Importance of Co-operation with Professionals in Relative or Other Professional Fields.

D8. The Ability to Recognize the Empowering or Disempowering Factors that May Arise from their own Prenatal/Perinatal Experience & have the Will & the Strength to Discuss Them Openly with Appropriate Persons.

F. Other Skills: The list below mentions the skills that the Learner should have developed on successful completion & which do not fall in other groups:

E1. Be IT Literate, being able to Make Effective Use of Software Packages such as SPSS.

E2. Evidence Competence in Communications Skills; Presentation Skills; Group Interaction & Team- work Skills; as well as Show Time Management Skills.

Some of these skills and competencies are basic and we expect all our Students in **Prenatal & Life Sciences** Educational Programs to develop and some are additional or advanced as they enhance the scope of Practice and might be particularly important esp when our students are to be involved in Community projects. An example of advanced skills and competences is Life-enhancing skills,

leadership skills, entrepreneurial skills, advocacy skills etc.

TEACHING AND LEARNING METHODS & STRATEGIES

A. Knowledge & Understanding
The acquisition of knowledge is through structured lectures, Student-led Seminars, Expert-led Workshops, Reflection Projects, Skills Sessions, Discussions, Workbooks, Work-based Learning Tasks. Additional support is provided through digital library facilities with a good number of articles and extensive bibliographical material. Throughout the Educational Program, the Student is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden individual knowledge and understanding of the subject. Self-study is necessary and includes several Scientific Fields in an interdisciplinary context. IT Skills are needed and are supported in all means.

B. Skills & Competencies
Teaching and learning of subject and Professional Skills and competencies takes place in a variety of forms across all Modules. Case studies are used to analyze data and provide feedback connecting theory and practice. Audio and video files are presented and analyzed. Students are also given the opportunity to observe and reflect various environments, are given projects to create services and procedures to exercise Professional Skills. Group work is asked where possible and group projects are offered to encourage co-operation. A digital Community facilitates local/national and global exchange expertise. Special efforts are made to develop multicultural competencies.

C. Thinking/ Intellectual Skills
Thinking/Intellectual Skills are developed through the use of problem-solving scenarios and other activities that facilitate Critical Decision Making; Cross-cultural Comparisons; Conception and Design of Services and Processes; Evaluation of Given Practices. The integration of theory and Community Health promotion project design is an integral part of the Program.

D. Personal & Professional Values
All participants are advised to do their personal awareness work choosing their support group or personal Therapist (preferably in the field of Prenatal Psychology where available) and interviews throughout the Program allow for personal and Professional values growth to be spotted. Reflection narratives portfolios throughout the Program can provide good evidence.
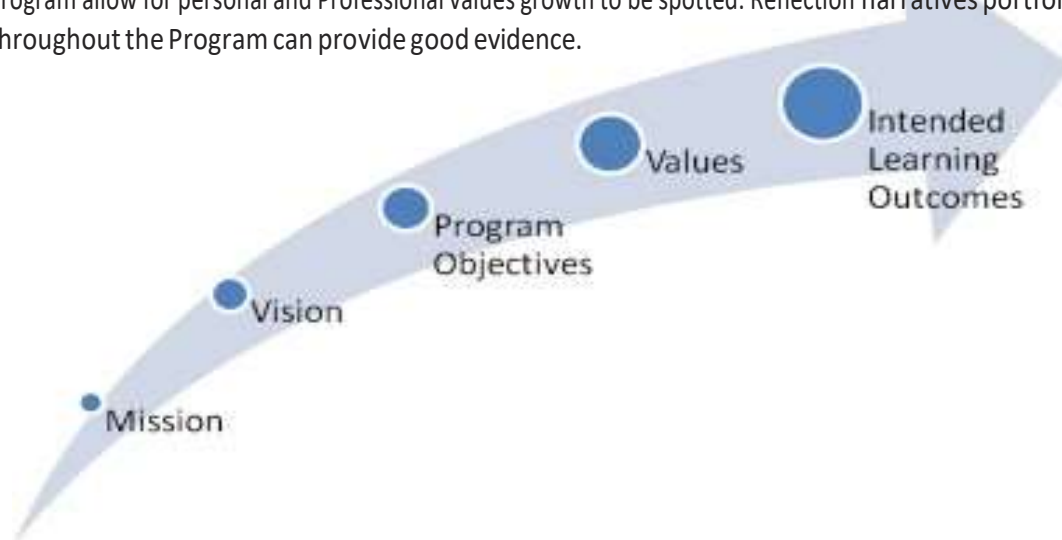
E. Other Skills

Students are asked to participate in digital conferences/workshops/seminars, etc and show their Communication, Presentation, Group Interaction Skills. Digital tests offer practice to fast thinking, fast decision making and generally time management as there will be time limit. On time delivery of writing outputs offer evidence in this direction. The dissertation at the end of the Program will provide incentive and at the same time evidence for the IT Skills

LEARNING TO KNOW   LEARNING TO DO   LEARNING TO LIVE TOGETHER   LEARNING TO BE

ALIGNMENT OF THE EDUCATIONAL PROGRAM WITH UNIVERSAL EDUCATIONAL TAXONOMY

The above described organization of the learning experience of the Educational Programs in Prenatal & Life Sciences are also in alignment with the universal Educational Taxonomy developed by UNESCO and generally known as the "**4 Pillars of Education**":

Learning to **Know** (=acquiring the instruments of understanding)
Learning to **Do** (= acting creatively on the environment)
Learning to **Live Together** (= collaborating with other people)
Learning to **Be** (= evolving as a human being as a result of the previous 3)

To be more specific:
Knowledge & Understanding > **Learning to Know** Skills
& Competencies > **Learning to Be** Thinking/
Intellectual Skills >**Learning to Do**
Personal & Professional Values > **Learning to Live Together**
Other Skills > **Learning to Do, to Be, To Live Together**

G. Alignment of the Educational Program With the 4 Capabilities Leadership Framework

All Educational Programs of Prenatal & Life Sciences meet the key leadership concepts as presented in The Four Capabilities Leadership Framework, developed at the Sloan School of Management at MIT (Massachusetts Institute of Technology/USA). We have adopted the four assumptions presented in the model:

1. **Leadership is distributed**
2. **Leadership continues to develop throughout a person's career**
3. **Leadership changes over time**
4. Each person invents his/her own framework for how he/she will lead

The central skills in this framework are:

SENSEMAKING: In our Program, we aim to help our Students make sense of the Context of Life Dynamics and Early Beginnings Experiences and how they influence who we become; why the history of our world presents the challenges and the opportunities it does; how all this wisdom gained can **support human evolution**; the emergence of civilization; creative, peaceful collaboration of nations.

RELATING: Our Students are empowered to develop trusted relationships with other human be- ings; develop a deep sense-making trust in Life processes;, see challenges as opportunities for growth; seek the hidden or not yet obvious benefit that exists. Our Students are encouraged to rewire their understanding of self and others so that they can create better relations with self, others, the world and Life experience itself. We also encourage our Students to improve their communication Skills: Listening, Observing; Sensing; Meeting each other in a Space of Respect; are and collective/personal responsibility. We support our Students to strive for The Optimum and Excellence so that they can be Leaders in Their Field; Advocate for the Truth, the Beautiful and the Good for All.

VISIONING: We share our vision with our Students and we strongly empower them to see their vision and express it, believe in it and share it with others inspiring them to find their own vision and convey it to the world.

chart 3
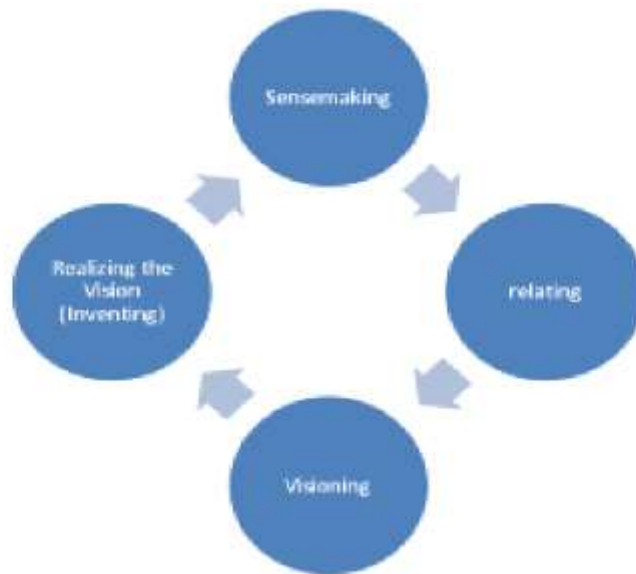
REALIZING THE VISION: We make it our priority to see that our Students find their per- sonal ways to realize their vision towards self and collective evolution. We support our Students to invent ways to think through situations and create ways of organizing their work with others in func- tional teams that can lead to the implementation and operation of whatever means can serve their vision in their Personal/Professional/Social Life.

MODE OF TEACHING

Apart from classical on site teaching & the learning hubs, a special Educational Platform has been created to meet the ONLINE Educational needs of our students. Innovative technology allows Stu- dents to attend the Lecturer or Module Writer as he teaches. Video lecture recordings make this lively. At the same time, the Student can see the Powerpoint Presentations, glossaries or other Educa- tional material used by the Lecturer and through Digitalc Tools can follow the lecture. The learning content becomes even more engaging as it is enriched with Slides; Animations; Voiceovers; youtube Videos; Flash Movies; Chat Rooms and Virtual Communities to add Life to the learning experience. The Student has access to the documents used and Microsoft 365 Educational Tools Technology is used to help her/him get organized. Communities, Chat rooms and Forums and Threaded Discus- sions make it possible to interact with others interested in Prenatal Sciences. Moreover, the quality of the knowledge shared is standard, always up to optimum level. Updates are uploades as time goea to provide space for new knowledge and understanding.

All Modules are followed by quizzes, online tests using various modes for evaluations not only of the Knowledge Gained but also the Skills Developed. Quizzes are all automatic using innovative technology that allows the following type of questions and testing:

- Multiple Choice
- True False
- Matching
- Short Answers

This allows a dynamic interaction and engagement. The assessment is developed and delivered through any SCORM/AICC compatible LMS, consequently making the whole experience very reli- able. All Modules remain online and the Student can have access to them during the whole Aca- demic year.

Mechanisms to support the modes of delivery are in the possession of the Institution. Placement Exercises to support the practical elements of any given Program will necessarily be conducted through Face to Face Sessions, at Specified Placement Centers throughout Athens; the rest of Greece; through Learning Hubs and Partners worldwide.

Upon Registration Students are provided with a Username and Password, thus allowing them to enter their Program. A unique area on the system addresses each Program Module individually, providing Students with the following:

• Module specifications
• Class Notes and PowerPoint presentations
• Planned Assessments
• Discussion board facilities
• Suggested reading

No special requirements for Student Hardware, Software (including plug-ins) are needed; the Program can run on any pc, tablets and mobile technology facilitating knowledge the most. This taking into account that it is our responsibility to ensure that these requirements comply with National and International specific laws;

Provision of details of the technical support arrangements for on-line facilities covering availability, call out procedures, backup and recovery and monitoring and escalation procedures:
CONTACT INFORMATION FOR ONLINE EDUCATION OFFICE HOURS: 9.00am – 5.00pm, Athens Time; info@cosmoanelixis.gr, support@cosmoanelixis.gr

LEARNING HUBS

To facilitate learners worldwide who lack access to online services we use the system of Learning Hubs. They are partner companies or individuals whose task is to:

Offer an organized Educational space with online access where the Learners can meet and do their lesson.

Collect info and necessary documents from the Learners in their region

Supervise the community work and the practicum of the Learners and do the administrative work involved.

Act as a bridge between our institution and the local Learners for optimum service.

GENERAL ADMISSION REQUIREMENTS

It is part of our mission to offer excellent education in Prenatal & Life Sciences to as many people as possible and contribute to raising the awareness of Professionals and Academics so that they can create a difference in their lives and the lives of all in their environment.

Thus, we welcome applications from all candidates with the motivation and the potential to thrive in our educational programs. For the Professional Psychotherapy Education in Prenatal Psychology it is important that our students come from the field of Humanities or Social Sciences and hold a first (Bachelor) degree.

Our educational organization aims to enable our students to integrate high-quality academic, evidence-based knowledge, with Life experience and self awareness as well as top Professional skills so that they can mature into human beings who add value to the Community they belong to and become Evolvers.

WE SEEK APPLICANTS WHO ARE

Mature,
Well-functioning,
Committed to their studies and their self-development,
Self-directed,
Able for clear and critical thinking as well as reflecting on Life issues,
Who are intellectually curious,
Ha passion for seeking the Truth and serve the Good and Beautiful,
Who are inspired to inspire excellence and
Who have a profound interest in theory, research and developing services and products which can return to the Community and add value to all people living, being born, gestated, conceived or to be conceived contributing to human wellbeing.

OUR PRINCIPLES

All our procedures concerning recruitment, selection and admission are clear, immediate, direct and open to the applicant, as well as fair, unprejudiced, simple and accurate. This Principle applies to all our applicants including young people who would be under 18 on the date of admission (for life-long learning programs) and adults that come from populations with specific needs. It also applies to all people all over the world who attend our Educational Programs online or off- campus.

We welcome applications from developing countries and we respect their participation as we strongly believe that their indigenous wisdom can add value to the Scientific evidence-based knowledge and vice-versa.

All contact information regarding the process of your application form or guidance on how to choose the Course and/or fill in the application form is provided online and our team member responsible for any or all of this information is available to support all our applicants and we do our best to facilitate all of them as fast as possible.

We also welcome applicants from conventional & non-conventional Academic or Professional backgrounds who can meet a Program's entry requirements to do so. To support them in their effort to bridge the gap –when needed- and successfully move to the space where they will be able to assimilate the new knowledge and develop the needed Academic skills, we have and we continually add to the list of Modules that can facilitate this transition. Our team is very willing to Mentor you how best you can do it and guide you to choose the right Module to this end.

It is our principle to respond to any query as soon as possible and we are open to communication process irrespective of its nature within the Educational, Community-based field of Prenatal Psychology.

We amend our admissions policy every four years, unless there is a clear need that makes it necessary to do so before the end of the four-year period. All amendments or revisions are online and all our Students or applicants for any Educational Program can see them.

OUR STUDENTS ARE THE TREASURE OF THE HUMANITY!

We believe in our students that they can make a big difference in Life. That's why we choose the best.

Although, we encourage and support all possible Students, existing Professionals or aspiring Professionals, to engage in discovering the depths of our Life experience, for the Specialization programs we select the ones who can demonstrate:

Ability to respond to the intellectual & Academic requirements of the Program
Willingness/ability to get to the depths of the Prenatal/Perinatal Matrix
High Communication and interpersonal Skills as well as a good Self-Awareness Standard Have the mental and emotional capacity to deal with the emotional demands of the Program Are mature enough, show psychospiritual stability and are able to make use of Life experiences in a positive, enriching way, reflecting upon them and getting the gems out of them
Have high motivation or have already presented humanitarian and/or voluntary involvement,
Have high ethical standards and share our value system
Show commitment and can organize their overtaken tasks in a way that honors all commitments
Attend classes appropriately and deliver their Student work on time and according to the required standard
Are curious to expand knowledge and dedicate time to self-study
Successfully complete their tests, homework, examinations, set projects & research work or thesis.

We interview all our Students in the Professional Psychotherapy Specialization in Prenatal Psychology courses and our Mentors are by their side providing all support as they move on and progress.

ENTRY QUALIFICATIONS

For our Professional Psychotherapy Specialization in Prenatal Psychology Programs you need to have successfully completed the 1st cycle of Tertiary Education (From Medicine, Humanities, Social Sciences), that is you need to have your Higher Education Degree, a College or a University Degree. The Bachelor's degree should be acknowledged in the European Union (for applicants originating from the European Union) or in the country of origin. Master's degrees and PhD in related fields are desirable but not obligatory for application. You will be asked to scan and submit a legally stamped and confirmed for its authenticity copy of it online and then send by post.

Applicants should submit the following documents to the Administration:

1. **Application form** (provided by the administration of the program)
2. **Curriculum vitae** (including citations of papers published by the applicant, congresses and relative Scientific events attended)
3. **Photocopy of the grades** acquired for each semester of the Undergraduate course or the Master's course (if acquired)
4. **Diploma in the English language** (for non – English speaking applicants). Or the applicant will have to appear in an interview in English.
5. **Diploma in computer science** (focused on Office and Internet applications) (optional)
6. **Recommendation letter(s)**
7. **Autobiographical essay**, signed by the applicant, talking in brief for themselves (see, below for guidance)
8. **Statement of Educational & Professional Goals** signed by the applicant (see below for guidance)

All documents need to be emailed AND posted to the administration of the program. Scanning of the documents and delivery through e–mail ONLY is not allowed but may be permitted in restricted cases. If, despite the info given, there are any specific requirements you must meet when you apply, due to the diversity of criteria that need to be met due to national legislation, we will provide the extra information, in due time, so that you can successfully complete the admissions process.
 Although we work on our Babel program and aim to offer our Educational Programs to as many languages as possible using innovative ways of resolving language barriers, at the moment our programs run in English and Greek. Thus, it is important for all applicants to be able to understand and freely communicate in either of these two languages. For international applicants whose mother tongue is not English, we recommend that they make it part of their task to be **proficient in English** and a **language skills certificate** is the best proof at the level of Proficiency or equivalent.

If you have attended an Educational Program in another University, Educational Institution, School or College you can apply for a credit recognition process so that you can transfer the credits earned and advance your training in Prenatal & Life Sciences.

Whenever, there is work under supervision or personal work a requirement, the specific Educational Program or Module will guide you offering all necessary information.

WHEN YOU APPLY

Immediate attention is provided to all enquiries and applications sent to us. It is part of our mission to make the best possible use of time and we use all innovative technology support in order to respond here and NOW.

We also respect all personal information you share with our Educational Organization and we treat it as highly confidential unless we are required to release it to a legally authorized third party (for example the police or the judicial authorities of a state).

WHEN WE CONSIDER YOUR APPLICATION

Our Educational Board is the body that receives all your documents regarding your application sent to us online or via post facilities. The team scrutinizes your documents and makes sure that your participation in the Program will go smoothly and will be to the benefit of all involved and the Community. Our team makes it their task to facilitate the process and offer the opportunity to raise the awareness in **Prenatal & Life Sciences** among as many motivated Students as possible.

It is the personal values, philosophy, skills and motivation that play an important role to the admissions decision. Thus, an interview or other possible ways (in detail described in the specifications of the program) may allow for an applicant from a poorer Academic background to be successful and another from a great Academic background to not meet the requirements and get a lower classification.

It is our Educational Board that makes the decision of you being admitted to the Program or in case you do not meet the requirements advise you on what preparatory Modules you need to take before you are admitted. The Admission's Tutor is responsible to communicate to you the relevant decision and respond to all your questions and calls for support.

Our Admissions Tutor(s) are qualified and experienced team members and it is our responsibility to support them so that they are provided with all update information, all skills and all knowledge so that they can provide the best support to you.

WHEN YOUR APPLICATION IS ACCEPTED

Our Admissions' Tutor will send you an email announcing that you have been accepted in the Prenatal Psychotherapy Specialization Educational Program and he will let you know all steps you need to follow to complete your Registration. Fee payment information will be clarified to you as well as all you need to know until your Educational Pass Code becomes activated.

In case, between the date you sent the application and the date you are informed there are amendments to the Educational Curriculum or Educational Processes to deliver even better Education, you will be informed about any modifications. In case, there is a fee review, your status does not change, and you continue to be considered that you are accepted to the educational program on the fee's status on the date when your application was sent to us. In case there is a fee review and the new fees are lower, then there will be a revision of your fees as well so that you get the best advantage.

Please bear in mind that your admission needs to be followed by the fee payment as shown in the specifics of the Educational Program chosen. After the deadline for the fee payment, the place offered to you will not be retained.

IN CASE YOUR APPLICATION IS REJECTED

In case your application is rejected, our Admissions' Tutor will send you an email explaining the reasons why your application is rejected and advising you on what you could possibly do in the meantime until you meet the criteria which will make it possible to re-apply and be successful.

However, you need to know that it is part of our Philosophy that knowledge should be open to the Community as knowledge raises understanding and although knowledge is not necessarily wisdom, Education can certainly support all people to go beyond their limits. An application will be rejected only when the background knowledge is not enough to get access to the new, in which case supporting you to fill in the gaps by advising you to get the right preparatory Modules and study them can resolve the challenge offering you the opportunity to move smoothly from one level to the next.

A second reason why an application may be rejected is due to attitude issues or ethics in which case we usually recommend personal awareness support to take place before re-applying.

In case we must reject your admission, please bear in mind that the application fee is not refundable.

WHAT OUR APPLICANTS NEED TO KNOW

When you decide to apply for one of our educational programs - on campus or online - the following are expected by you:

All the information you provide about yourself is true and accurate. In case any of the information asked changes - contact details included - you are to send the update information within 1 week of the

date of the change. False or misleading information to our Educational Organization as part of an application might affect whether a place is offered or might lead us to withdraw an offer of a place.

If the Admissions Board asks for further information regarding your application, you are expected to respond promptly and facilitate the process.

In case there is an interview to be scheduled as part of the admissions process, you are expected to schedule and attend the interview as soon as possible. In case this is impossible within the time sought, you are asked to notify our Admissions Tutor, explain the reasons why you cannot attend the interview -in writing- and reschedule the appointment.

In case new conditions or personal or other circumstances make it difficult or impossible for you to attend, you need to notify us in due time and explore either a possibility to make appropriate arrangements or take the necessary steps to release the place offered to you to another applicant.

Values and attitudes are very important for us. We expect you to behave in alignment with our values and Philosophy. Thus, we expect politeness and courtesy when communicating with other Students or Educators or our team, undertake responsibility for your decisions, be co-operative and show team spirit respecting the cultures and values of all others in the Educational Community.

If you attend the Educational Program online, a signature track process will be asked to verify the truth of the data offered.

MAKING A PROPOSAL TO MAKE THINGS GO MORE SMOOTHLY

We believe in continuous evolution and it is our intention to seek excellence. Thus, in case you can suggest a better way of functioning, or if you have a bright idea to improve our services to the Community of Academics, Professionals, Students, clients etc. we are grateful to hear from you. Please share with us.

Regarding the Admissions process if you notice that we have not handled your application properly and in alignment with our Prenatal & Life Sciences values and processes described and agreed, please notify us. For organization reasons, please send your email to the **Appeals and Enhancement Office,** *edu@cosmoanelixis.gr*. Use the same e-mail address to ask for a review of your application if you have noticed that we failed to respect our Admissions' policy values.

HOW TO WRITE YOUR AUTOBIOGRAPHICAL ESSAY

The autobiographical essay is a short document that applicants are asked to send as part of their Admissions Requirements.

It is a narrative around the following fields:

1. My early beginnings: This is part of your Life story as either you have discovered it through your already done Prenatal and Perinatal exploration work, or as you have been told or as you can recall it. Please refer to

      a. Your general family history from both lines maternal and paternal lines and circumstances around the time of your conception

      b. Anything you can share about your Prenatal experience

      c. Anything around the circumstances of your birth

      d. Anything you can share about your infancy

      e. How you feel this has had an impact on who you are now?

2. Significant Moments

Speak about the major experiences of your life that have helped you to become the miracle you are.

3. Cleansing and Evolving

Write about whatever healing experiences you have had so far, significant practices, inspiring encounters etc and let us know how this all has created a metamorphosis to who you are.

4. The Gem I am

Let us discover who you are now, with all your strengths, talents, skills, charismas etc. and the opportunities and gifts you are bringing to humanity. Write also about the challenges in the now and what opportunities these challenges can bring to you and how you are making good use of them.

5. My Vision/ Mission

Anything you wish to tell the world.

All Autobiographical Essays need to be concise but complete. Do not turn it into a book NOW. Although, later, it would be a good idea. Not more than 5 pages when typewritten single-spaced.

YOUR STATEMENT OF EDUCATIONAL & PROFESSIONAL GOALS

You are asked for this statement to be sent as part of your application process. This is what you are expected to include:

      1. How have you come to develop an interest in Prenatal Psychology?

      2. How have your personal or Professional experiences contributed to this interest?

      3. What are your Professional goals?

      4. How do you feel/think your studies in the Educational Program will support you in this

direction?

5. What are the strengths you bring to this Educational Program?

6. How do you learn the best possible way?

7. What kind of Mentoring from our part would most help you thrive and blossom and expand your understanding and expertise?

All Statements of Educational & Professional Goals need to be kept concise but complete. Appropriate length is around half a page for each question typewritten single-spaced.

OUR CREDIT POLICY

We follow the ETCS credit Framework and its educational programs are based on it. The ECTS (European Credit Transfer & Accumulation System) aims to offer a framework in which there can be a common understanding and comparability among Educational institutions within Eu- rope and facilitate transparency and quality assurance as concerns the recognition of qualifications when Students transfer from one Institution to another allowing all parts to see what Scientific knowledge has been acquired (notional learning hours and learning outcomes).

ECTS Credits are based on the workload Students need in order to achieve expected learning outcomes. The term **Workload** shows the length of time a Student needs to complete all learning activities (lectures, seminars, projects, practical work, self-study, Community work) to achieve the learning outcomes. **Learning outcomes** are all a Student needs to know, understand and be able to do after successful completion of a process of learning.

For a full Academic Year Learning and associated learning outcomes there is an award of 60 ECTS. The Student's workload is between 1,500 – 1,800 hours/Academic year.

1 ECTS = 25-30 hours of work.

Credits are offered to all your study Programs and their Educational components (eg Modules, course units, dissertation work, work placement, Community work, research independent work/self-study, preparation for assessment and time necessary for assessment etc). The number of Credits each carries is mentioned within the specifics of the study Program below in **Part 2.**

Credits are awarded after successful completion of the learning activities required and the successful assessment of the achieved learning outcomes.

Credits can be accumulated with a view to obtaining qualifications as described in the specifics of a study Program or in case of Credit transfer elsewhere as described in the specifics of the award-giving Educational body allowing Credit recognition.

Credits awarded in one study Program can be transferred into another Program offered by *us* after evaluation done on Student application for this specific reason. What is considered is the extent that the learning outcomes acquired in the study Program are relevant in the new study Program. The process of Credit transfer follows the guidelines of the ECTS key documents.

CREDIT RANGES

Second Cycle Academic Qualifications include **90-120 ECTS** credits.

Credits are described by the level at which they are awarded based on the level of learning outcomes of the Program or component. Only Credits awarded at the appropriate level can be accumulated towards a qualification.

OUR APPROACH TO CREDIT ALLOCATION

To allow for maximum freedom in designing each Educational component with regard to the learning outcomes and related workload in multidisciplinary, multicultural contexts, our Scientific and/or Educational Board standardize the size of Educational components giving each one the estimated appropriate Credit value (Modules).

ESTIMATION OF WORKLOAD IN ETCS/EDUCATIONAL MODULES

Modules are the course units that carry a predefined, standardized Credit value. When defining the workload of a specific module, we refer, estimate and include the following:

1. The **contact hours** for the Educational component. For the online Educational Programs contact hours are the length of **sound files (podcasts) and/or video lectures.**
(contact hours/week X number of weeks)

2. The **time needed to successfully complete the Educational component** (preparation beforehand, Note-making/studying after a lecture, seminar or workshop participation, collection and selection of relevant material, required revision, study of that material, writing of papers/projects/dissertation/ practical work/ Community work/ personal work etc). An Educational component is a self-contained and formally structured learning experience eg a course unit, module, seminar or work placement. It has a coherent and explicit set of learning outcomes, appropriate assessment criteria, defined workload and specific number of ECTS credits.

3. The time required to **prepare for and undergo the assessment process,** tests, exams, reflection docs, case studies etc).

4. The time required for **obligatory placement(s), interviews, mentoring small groups, supervision work**, etc as described in the specifics.

In alignment with No 4 above, a **Learning** or **Training Agreement** regarding the work placement for the practicum (under supervision of course) signed by us, the learner and the employer/Community organization/Community

authorities/Supervisor/NGO etc is signed. It specifies the learning outcomes to be achieved and where needed guidance is offered or support how it can be implemented (on application). Mentors, Program designers/Writers and all Educators involved in the study Program are supported by *us* to acquire/develop/update training regarding supervision and management of work placements. Each document regarding the specifics of a work placement clearly defines the learning outcomes to be achieved through the specific work placement, the Credits it carries, as well as the appropriate assessment methods and criteria (eg. Observation and evaluation by a tutor, a report made by the Supervisor, self-evaluating report, peer evaluation etc). Our intention is to include and integrate in the curriculum work placements when it is appropriate. If a Student provides documentation for relevant work placement successfully completed, the awarded Credits can be recognized but they are additional to the standard number of Credits described for the study Program.

MONITORING OF CREDIT ALLOCATION

Monitoring of Credit Allocation is important to be an ongoing process and regulations should be made to assure quality and whether or not the estimated workload is realistic.
Monitoring of credit allocation can be managed making the best use of surveys regarding the work-load specifics among Students and Educators and/or other Stakeholders and whenever there is a reasonable difference between the time actually taken by the majority of the students to achieve the expected learning outcomes and the time allocated in the specifics of the workload, there is a revision.

CREDIT AWARD

The award of Credits certifies that a Student has complied with the requirements of the component. The number of Credits awarded to the Student is the same as the number of Credits allocated to the component. It is awarded if the Student achieves a passing grade and it is not connected or adjusted to the Student's level of performance. The quality of the learner's performance is described by the grading system adopted by *us.*

TRANSCRIPT OF RECORD

The accumulation of Credits is documented in an official **Transcript of Record** which acts as proof or confirmation of what each Student has achieved at each stage of their Educational pathway.

CREDIT TRANSFER

We follow the flexible approach of "**fair recognition**" to recognize Credits. This Fair recognition is based on the learning outcomes, what a Student knows and can do, what skills and competences the Student has developed. **The process is initiated when a Student applies for it.** A full official documentation of the Student progress is submitted to the Educational Board. The whole process is transparent. It is done according to the criteria and procedures for the assessment of the

Final Report and recommendations of the conference: improving the recognition systems of degrees and study Credit points in the European Higher Education Area.

CREDITS & LIFE-LONG LEARNING

We use innovative technology to allow our Students wherever they are to follow "stand-alone" training and acquire knowledge, skills and competences that will add value to their personal and Professional Life. We see them as we see all our Students. Our Credit policy refers to them as well. We would like to see them to accumulate Credits towards a qualification and we also encourage them to follow their interests and their wishes to expand and/or evolve as they live and attend the Educational components that speak to them.

NON-FORMAL CREDIT RECOGNITION

As **Prenatal Sciences** are a comparatively new field there is a paradox that has drawn our attention. Inspired Pioneers, Dedicated Professionals and Passionate Individuals have offered a lot of work towards understanding Primal Experiences and how our Pre/Perinatal Matrices are connected and/or influencing Life today. However, they do not hold Academic recognition as there has not been such Academic Representation. It is our intention to work out best ways towards the recognition of their informal expertise, assuring quality and following the instructions within the national or international bodies existing for the validation of non-formal learning.

The process is initiated with the relevant application of the individual to the Scientific and/or Educational Board.

CREDIT EQUIVALENT CHART

ETCS	UK Credits	US credits
5	10	3
10	20	5

SYLLABUS CHART YEARS 1-7 (14 semesters)

CODE	Semester	*LESSON TITLE*	CONTACT HOURS X No WEEKS	TOTAL LEARNING HOURS	MODE OF DELIVERY
PS6101	1	Introduction to Psychology/Psychotherapy	4 X 10 weeks = 40 hours	120 hours	online
PS6103	1 & 2	Psychotherapy Schools	4 X 20 weeks = 80 hours	240 hours	online
W-SPPPE	2	Introduction to Whole-Self Prebirth Psychology	2 X 10 weeks = 20 hours	50 hours	online
PSM7102	1 , 2, 3 & 4	The Evolution of Prenatal Psychology	3 X 64 weeks = 192 hours	570 hours	Online/ on site
EIU	1 & 2	The Embryo In Us (Embryology)	3 X 18 weeks = 54 hours	160 hours	online
PSM7101	1 & 2	Prenatal Psychology: Preconception to Birth Dynamics	3 X 32 weeks = 96 hours	320 hours	Online/onsite
PSM7203	3, 4, 5, 6	Prenatal Psychotherapy Issues & Professional Skills	2.5 X 64 weeks = 160 hours	480 hours	onsite
PSM7S101	3 & 4	The Complexity of Prenatal Psychology in a Salutogenic Context	3 X 10 weeks = 30 hours	90 hours	online
W-SPPPE_RRE	3	Whole-Self Radiance Relaxation Exercise ©	3 X 8 weeks = 24 hours	70 hours	Online/onsite
PSM7201	3 & 4	Perinatal Psychology: Birth Dynamics, Breastfeeding and Beyond	3 X 32 weeks = 96 hours	280 hours	Online/onsite
PS6S301	3,4	Life Evolution & Theories of Change	2.5 X 20 weeks = 50 hours	150 hours	online
PSM7104	5 & 6	Bonding and Attachment	2.5 X 20 weeks = 50 hours	150 hours	Online/onsite
PSM7202	5 & 6	Early Parenting & Primordial/ Primary Health Promotion Programs	2.5 X 32 weeks = 80 hours	240 hours	Online/onsite

PSM7204	5, 6	The Primal Experience & Psychopathology	2.5 X 20 weeks = 50 hours	150 hours	Online/onsite
W-SPPPE_PAM	5 & 6	Whole-Self Prebirth Analysis Matrix ©	3 X 25 weeks = 75 hours	250 hours	Online/onsite
W-SPPPE_DS	7 & 8	Whole-Self Discovery Steps©	3.5 X 14 weeks = 49 hours	140 hours	Online/onsite
PS6S302	7 & 8	The Therapeutic Relationship	2.5 X 20 weeks = 50 hours	150 hours	Online/onsite
PSM7105	7, 8, 9, 10	Research Methodology	2.5 X 40 weeks = 100 hours	300 hours	online
PS6P303	7,8, 9, 10, 11, 12, 13, 14	Professional Practice- Case Analysis	2.5 X 80 weeks = 200 hours	400 hours	onsite
PSM7S201	7	Introduction to Epigenetics	2.5 X 10 weeks = 25 hours	75 hours	online
W-SPPPE_LS	9, 10	Regression Therapy & Whole-Self Life Streams©	3 X 15 weeks = 45 hours	140 hours	Online/onsite
W-SPPPE_LB	9,10	Whole-Self Loss & Bereavement Healing©	3 X 15 weeks = 45 hours	140 hours	Online/onsite
PSM7103	9,10	Anthropology of Birth: Cross-cultural Issues	2.5 X 20 weeks = 50 hours	150 hours	online
PSM7S102	11	Anatomy & Physiology	2.5 X 10 weeks = 25 hours	75 hours	online
W-SPPPE_RE	12	Whole-Self Releasing Exercise ©	3 X 10 weeks = 30 hours	90 hours	Online/onsite
W-SPPPE_CI	11	Whole-Self Completion & Integration©	2.5 X 10 weeks = 25 hours	75 hours	Online/onsite
W-SPPPE_HDB	12	Whole-Self 4th Dimensional H& Dance Balancing©	3 X 5 weeks = 15 hours	30 hours	Online/onsite
PS6401	11, 12	Questionnaires & Tools used in Health Research	2.5 X 16 weeks = 40 hours	120 hours	online

SYMPOSIUM 1	13	PHILOSOPHICAL & ETHICAL ASPECTS	2 days (15 hours)		symposium
SYMPOSIUM 2	14	SOCIAL & GLOBAL ISSUES IN A PRENATAL CONTEXT	2 days (15 hours)		symposium
	1 -14	COMMUNITY WORK	2 hours per week X 40 weeks per year	560 hours	practice
	5-14	SUPERVISION/ PRACTICE UNDER SUPERVISION/ MENTORING		480 hours	Supervision/onsite
	1 -14	PERSONAL AWARENESS	2 hours per week X 30 weeks per year	420 hours	Individual/group/ experiential workshop
	13,14	FINAL DISSERTATION		200 hours	

Total learning hours 5,205
Community work (practicum) 560 hours
Personal work 420 hours
Supervision 480 hours
FINAL DISSERTATION 200 hours

SYLLABUS CHART

Years 1-7

Module Code	Module Title	"O"/ "S"	Year	Contact Hours per number of weeks	Total Learning Hours	Community service practice	Personal Development Work	total weekly contact hours
PS6101	IntroductiontoPsychology/ Psychotherapy	O	1	4 X 10	120	80	60	contact 19 hours/ week
PS6103	Psychotherapy Schools	O	1	4 X 20	240			community work/
W-SPPPE	Introduction to Whole-Self Prebirth Psychology	O	1	2X 10	50			practicum 2 hours/wee k X 40 weeks/year
PSM7102	The Evolution of Prenatal Psychology	O	1	3 X 32	285			
EIU_14193	The Embryo in Us	O	1	3 X 18	160			personal development 2 X 30 weeks total=60
PSM7101	Prenatal Psychology (Preconception to birth Dynamics)	O	1	3 X 32	320			
				19	1175			

PRACTICUM UNDER SUPERVISION (80 HOURS)
SUPERVISION HOURS 40

Module Code	Module Title	"O"/"S"	Year	Total Learning Hours	Contact Hours per number of weeks	Community service practice	Personal Development Work	total weekly hours
PSM7203	Prenatal Psychotherapy Issues & Professional Skills 1	O	2	240	2.5 X 32	80	60	contact 17 hours
PSM7S101	The complexity of Prenatal Psychology in a Salutogenic context	O	2	90	3 X 10			community work/
W-SPPPE_RRE	Whole-Self Radiance Relaxation Exercise	O	2	70	3 X 8			practicum 2
PSM7201	Perinatal Psychology (Birth Dynamics Breastfeeding & Beyond)	O	2	280	3 X 32			hours/week X 40 weeks/year
PS6S301	Life Evolution & Theories of Change	O	2	150	2.5 X 20			personal
PSM7102	The Evolution of Prenatal Psychology 2	O	2	285	3 X 32			development 2 X 30 weeks total=60
				1115	17			
PRACTICUM UNDER SUPERVISION (80 HOURS) SUPERVISION HOURS 40								

Module Code	Module Title	"O"/ "S"	Year	Total Learning Hours	Contact Hours per number of weeks	Community service practice	Personal Development Work	total weekly hours
PSM7104	Bonding & Attachment	O	3	150	2.5 X 20	80	60	contact 15
PSM7202	Early Parenting & Primary Health Promotion Programs	O	3	240	2.5 X 32			community work/ practicum 2 hours/week X 40 weeks/year
PSM7203	Prenatal Psychotherapy Issues & Professional Skills 2	O	2	240	2.5 X 32			
W-SPPPE_A	The Primal Experience & Psychopathology (psychotherapy tool)	O	3	150	2.5 X 20			
W-SPPPE_PAM	Whole-Self Prebirth Analysis Matrix (a diagnostic Tool)	O	3	250	3X 25			personal development 2 X 30 weeks total=60
				1030	13			

PRACTICUM UNDER SUPERVISION (80 HOURS)
SUPERVISION HOURS 50

Module Code	Module Title	"O"/ "S"	Year	Total Learning Hours	Contact Hours per week	Community service practice	Personal Development Work	total weekly hours
W-SPPPE_DS	Whole-Self Discovery Steps (Diagnostic Tool)	O	4	140	3.5 X 14	80	60	contact 12.5
PS6S302	The Therapeutic Relationship	O	4	150	2.5 X 20			community work/ practicum 2 hours/week X 40 weeks/year
PSM7105	Research Methodology	O	4	300	2.5 X 40			
PS6P303	Professional Practice: Case Studies (Analysis) 1	O	4	100	2.5 X 20			
PSM7S201	Introduction to Epigenetics	O	4	75	2.5 X 10			personal development 2 X 30 weeks total=60
				765	13.5			
PRACTICUM UNDER SUPERVISION (80 HOURS) SUPERVISION HOURS 50								

Module Code	Module Title	"O"/ "S"	Year	Total Learning Hours	Contact Hours per number of weeks	Community service practice	Personal Development Work	total weekly hours
W-SPPPE_LS	Regression Therapy & Whole-Self Life Streams (Psychotherapy Tool)	O	5	140	2.5	80	60	contact 12.5
W-S PPPE_LB	Whole-Self Loss & Bereavement Healing (Psychotherapy Tool)	O	5	130	2.5			community work/ practicum 2 hours/week X 40 weeks/year
PSM7105	Research Methodology (2)	O	5	120	2.5			
PS6P303	Professional Practice: Case Studies (Analysis) 2	O	5	120	2.5			personal development 2 X 30 weeks total=60
PSM7103	Anthropology of Birth, Cross- Cultural Issues	O	5	120	2.5			
				630	12.5			
PRACTICUM UNDER SUPERVISION (80 HOURS) SUPERVISION HOURS 100								

Module Code	Module Title	"O"/ "S"	Year	Total Learning Hours	Contact Hours per week	Community service practice	Personal Development Work	total weekly hours
PSM7S102	Anatomy & Physiology	O	6	75	2.5 X 10	80	60	contact 12.5
W-SPPPE_RE	Whole-Self Releasing Exercise (Psychosomatics) (Psychotherapy Tool)	O	6	90	3 X 10			community work/ practicum 2 hours/week X 40 weeks/year
W-SPPPE_CI	Whole-Self Completion & Integration (Psychotherapy Tool)	O	6	75	2.5 X 10			
W-SPPP_HDB	Whole-Self 4thDimensional Hand DanceBalancing (Psychotherapy Tool)	O	6	30	3 X 5			personal development 2 X 30 weeks total=60
PS6P303	Professional Practice: Case Studies (Analysis) 3	O	6	120	2.5 X 20			
PS6401	Questionnaires & Tools used in Health Research	O	6	120	2.5 X 16			
				510	12.5			
PRACTICUM UNDER SUPERVISION (80 HOURS) SUPERVISION HOURS 100								

Module Code	Module Title	"O"/ "S"	Year	Total Learning Hours	Contact Hours per number of weeks	Community service practice	Personal Development Work	total weekly hours
PS6P303	Professional Practice: Case Studies (Analysis) 4	O	7	100	2.5 X 20	80	60	contact 7.5
Symposium 1	PHILOSOPHICAL & ETHICAL ASPECTS	O	7	15	2 days			community work/
Symposium 2	SOCIAL & GLOBAL ISSUES IN A PRENATAL CONTEXT	O	7	15	2 days			practicum 2 hours/week X 40 weeks/year
	FINAL DISSERTATION		7	200				personal development 2 X 30 weeks total=60
				330	2,5			
PRACTICUM UNDER SUPERVISION (80 HOURS) SUPERVISION HOURS 100								

THE COMPLETE PROGRAM AT A GLANCE
LIST OF COURSES

YEAR 1

PS6101	Introduction to Psychology/Psychotherapy
PS6103	Psychotherapy Schools
W-SPPPE	Introduction to Whole-Self Prebirth Psychology
PSM7102	The Evolution of Prenatal Psychology 1
EIU_14193	The Embryo in Us
PSM7101	Prenatal Psychology (Preconception to birth Dynamics)

PRACTICUM UNDER SUPERVISION (80 HOURS) SUPERVISION HOURS 40

YEAR 2

PSM7203	Prenatal Psychotherapy Issues &Professional Skills 1 (Professional Practice Masterclass)
PSM7S101	The complexity of Prenatal Psychology in a Salutogenic context
W-SPPPE_RRE	Whole-Self Radiance Relaxation Exercise (Psychotherapy Tool)
PSM7201	Perinatal Psychology (Birth Dynammics, Breastfeeding & Beyond)
PS6S301	Life Evolution & Theories of Change
PSM7102	The Evolution of Prenatal Psychology 2

PRACTICUM UNDER SUPERVISION (80 HOURS) SUPERVISION HOURS 40

YEAR 3

PSM7104	Bonding & Attachment
PSM7202	Early Parenting & Primary Health Promotion Programs
PSM7203	Prenatal Psychotherapy Issues &Professional Skills 2 (Professional Practice Masterclass)

W-SPPPE_A   The Primal Experience & Psychopathology (Psychotherapy Tool) W-SPPPE_PAM Whole-Self Prebirth Analysis Matrix (Psychotherapy Tool)

Experiential work workshop 1 PAM

PRACTICUM UNDER SUPERVISION (80 HOURS) SUPERVISION HOURS 50

YEAR 4

W-SPPPE_DS	Whole-Self Discovery Steps (Psychotherpy Tool)

Experiential work workshop 2 Working with W-S-D-S

PS6S302	The Therapeutic Relationship
PSM7105	Research Methodology 1
PS6P303	Professional Practice:Case Studies (Analysis) 1 (Professional Practice Masterclass)
PSM7S201	Introduction to Epigenetics or PB5035 C4U: Analysis of the Test

PRACTICUM UNDER SUPERVISION (80 HOURS) SUPERVISION HOURS 50

YEAR 5

W-SPPPE_LS	Regression Therapy & Whole-Self Life Streams (Psychotherapy Tool) W-S
	Experiential work workshop 3 Regression techniques
PPPE_LB	Whole-Self Loss & Bereavement Healing (Psychotherapy Tool)
	Experiential work workshop 4 Working with loss & Bereavement
PSM7105	Research Methodology (2)
PS6P303	Professional Practice: Case Studies (Analysis) 2 (Professional Practice Masterclass)
PSM7103	Anthropology of Birth, Cross-Cultural Issues

PRACTICUM UNDER SUPERVISION (80 HOURS) SUPERVISION HOURS 100

YEAR 6

PSM7S102	Anatomy & Physiology
W-SPPPE_RE	Whole-Self Releasing Exercise (Psychosomatics) (Psychotherapy Tool) -
SPPPE_CI	Whole-Self Completion & Integration (Psychotherapy Tool)
W-S PPP_HDB	Whole-Self 4th Dimensional Hand Dance Balancing (Psychotherapy Tool)
PS6P303	Professional Practice: Case Studies (Analysis) 3 (Professional Practice Masterclass)
PS6401	Questionnaires & Tools used in Health Research (workshop)

PRACTICUM UNDER SUPERVISION (80 HOURS) SUPERVISION HOURS 100

YEAR 7

PS6P303	Professional Practice: Case Studies (Analysis) 4 (Professional Practice Masterclass)
Symposium 1	PHILOSOPHICAL & ETHICAL ASPECTS IN A PRE/PERINATAL CONTEXT
Symposium 2	SOCIAL & GLOBAL ISSUES IN A PRE/PERINATAL CONTEXT FINAL

PRACTICUM UNDER SUPERVISION (80 HOURS) SUPERVISION HOURS 100

DISSERTATION

CHART

YEAR	TOTAL LEARN-ING HOURS	CONTACT learning HOURS (only) / WEEK	COMMUNITY WORK	PERSONAL DEVELOPMENT WORK	EXPERIENTIAL WORKSHOP	Master classes	symposium	CREDITS	PRACTICE UNDER SUPERVISION	SUPERVISION
YEAR 1	1175	19	80	60				39	80	40
YEAR 2	1115	17	80	60				43	80	40
YEAR 3	1030	13	80	60	25	20		43	80	50
YEAR 4	765	13,5	80	60	15	20		28	80	50
YEAR 5	630	12,5	80	60	30	20		26	80	100
YEAR 6	510	12,5	80	60	15	20		22	80	100
YEAR 7	330	2,5	80	60		20	15	99	80	100
TOTAL	5555		400	420	85	100	15	300	560	480

COMMUNITY WORK OFFERS OPPORTUNITIES FOR PRACTICUM AS WELL. EXPERIENTIAL WORKSHOPS ALLOW PERSONAL DEVELOPMENT WORK AS WELL.

MODULE SPECIFICS

PS6101 INTRODUCTION TO PSYCHOLOGY

Course Contents

Introduction to Psychology,

The Nature of Psychology and a brief History

The biological background of Psychology

The sensorial system

Perception

Consciousness and its altered states

Learning/ conditioning

Memory / anamnese

Thinking process, concepts, reasoning, decision making, problem solving

Intelligence

Personality Theories & Assessment

Stress and coping mechanisms

A synopsis of Psychopathology (abnormal behavior, anxiety disorders, mood disorders, schizophre- nia, personality disorders, depression and post-partum depression

Social Influence Schools

of Psychology

Aims of the Module

The Module aims to introduce students to what psychology is, what falls within its field and how it can add value to human life. It starts with definitions and a brief history to what was it that made people turn their attention to study human psyche, human behavior and relationships and attempt to understand such dynamics and explain, then empower and heal.

The module teaches biological information that explain how the system works in terms of what is involved in the understanding of how the information is perceived and how the human system interprets the data and responds to the stimuli. Beyond that, the student will have the opportunity to study issues of consciousness and recognize altered states of consciousness, to distinguish between memory and recollection as seen not only by the modern sciences but also the Aristoteleian philosophy, delve into the depths of intelligence and how it develops, as well as examine the ways we learn and acquire not just knowledge in the meaning of new information but also how we learn ethical behaviors, how we develop a higher sense of living, art and morality.

The student will have the opportunity to understand various personality Theories such as those of William Sheldon (constitutional Psychology), Gordon Allport (Psychology of the Individual), Raymond Cattell (Factor Theory), Sigmund Freud (Psychoanalysis), Alfred Adler (Individual Psychology), Erik Erikson (Psychosocial Theory of Adjustment), Karl Jung (Archetypes), John Dollard & Neal Miller (Reinforcement Theory), Albert Bandura (Social Learning), Skinner (Radical Behaviorism), Rank, Ferenczi, Carl Rogers (Person-centred Theory), Abraham Maslow (Holistic Theory) etc. The module will study the most important schools of psychology and will discuss main principles and philosophies.

Furthermore, the student will study forms of psychopathology and will learn the signs which will enable him to identify what is what, together with what could be done so that the person can be encouraged as he finds his way towards health again. There will be another course that will teach details on psychopathology.

LEARNING OUTCOMES

Science Fields	B, C, D, P
Knowledge & Understanding	A1, A3, A4, A7, A9, A10, A13, A22 Skills &
Competencies	B7, B12, B13, B14
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D5, D6, D7, D8
Other	E1, E2

MODULE PS6103 PSYCHOTHERAPY SCHOOLS
COURSE CONTENTS

This module under the title Psychotherapy Schools consists of 3 courses:
course 1: Types of Psychotherapy,
Course 2: Psychotherapy Approaches,
3: The Process.
The module bears 5 credits.
The module specifics are as follows:

COURSE 1 CONTENTS
TYPES OF PSYCHOTHERAPY
Individual (Psychotherapy) Group
(Psychotherapy)
Marital/ Couples (Psychotherapy)
Family (Psychotherapy)

COURSE 2 CONTENTS
PSYCHOTHERAPY APPROACHES
Psychodynamic Therapy
Light Therapy
Expressive or creative arts therapy
Animal Assisted Therapy
Play Therapy
Body psychotherapy
Behavioral
Cognitive
Family systemic
Interpersonal
Gestalt
Prenatal (W-S)
Other schools of thought

COURSE 3 CONTENTS
THE PROCESS
The principles
The Relationship
The length- Closure
The effectiveness
Review

AIMS OF THE MODULE

The Module aims to acquaint the student with the different psychotherapy types as well as the main psychotherapy Approaches. In the first course, the emphasis is to help the student understand the different dynamics of individual and group therapy. Also, it teaches the specific work that needs to be done when you do couple or family psychotherapy. The student should be able to choose and suggest the best type when needed. In the second course, the focus is on the philosophy and specifics of various psychotherapy schools paying tribute to all who have added whatever value to the under- standing of soul and consciousness as well as the empowerment of the person as he tries to recover his health. In the third course, the focus of interest lies with the psychotherapeutic process. The student will study in depth what constitutes a therapeutic relationship and the principles on which the process should be based on and how it can become effective.

LEARNING OUTCOMES

Science Fields	B
Knowledge & Understanding	A1, A3, A4, A21
Skills & Competencies	B1, B5, B7, B8, B12, B13, B16, B17, B19, B20, B26
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D5, D6, D7, D8
Other	E1, E2

Module W-SPPPE_RRE:
Whole-Self Radiance Relaxation Exercise ©

Course Content

Introduction

What is Relaxation? Different types of Relaxation Techniques

The Light Element. How Light Affects the Human Body. Significance of Light to Balancing W-S Health.

Activation of W-S Self-Healing Powers of the Organism.

From the Autistic Model to Openness & Sharing.

The Whole-Self Radiance Relaxation Exercise.

Analysis of the parts. EVIDENCE & INFORMATION Gathered During the W-S Radiance Relaxation Exercise by Observing the Body.

Completion and Evaluation

Aims of the Module

In this module, students will study about the various relaxation techniques and see the benefits they can offer to people, both Healthwise but also in terms of their evolution of consciousness. Then, they will explore the details of the Whole-Self Radiance Relaxation Exercise and see the differences -as well as the similarities- it has to other techniques. Students will learn how to do it, what to observe when doing it and how to interpret the findings of your observations. In the end, they will be able to integrate this supportive tool to your work as a professional.

Learning Outcomes

Science Fields	A, B
Knowledge & Understanding	A1, A2, A3, A4, A7, A13, A17, A18, A19, A21, A22
Skills & Competencies	B1, B3, B5, B6, B9, B10, B11, B12, B14, B15, B16, B19, B24
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D8
Other	E1, E2

MODULE PSM7102
THE EVOLUTION OF PRENATAL PSYCHOLOGY 1
COURSE CONTENTS

This module under the title The Evolution of Prenatal Psychology consists of 4 Courses. The module extends over year 1 and year 2. In Year 1, students study course 1 and course 2. In year 2, students study, course 3 and course 4. The Module specifics are as follows:

COURSE 1
Myths about the Prenatal & Perinatal Life of the Human Being; what the Ancient Greek Classics said about Prenatal & Perinatal Life of Human Beings.

OTTO RANK: Differences between Freud & Rank. The Trauma of Birth. Will Therapy. Rank's Assumptions about Neurosis. Absurdity in Human Behavior. The Importance of Myth in Therapy. The Hero, the Artist & the Simple Man. The Element of the Supernatural in the Human Being.

SANDOR FERENCZI: Flexibility of Psychoanalytic Technique. The Etiology of Neurosis & Serious Psychological Disorders & the Psychodynamic of Trauma. The Confusion of Languages Be- tween Adults & Child: The Sexual Abuse of the Child. The Source of Relaxation & Neo-catharsis. Mutual Analysis. Approaches of Humanistic & Transpersonal Movements in Psychotherapy.

PIERRE JANET: The Subconscious. The Memory. Dissociation. The Trauma. Post Traumatic Stress Syndrome. The Principles of the Therapeutic Approach of Janet.

KARL JUNG: The Archetype of the Mother. The Distortion of the Maternal Archetype in the Son. The Distortion of the Maternal Archetype in the Daughter. The Archetype of Father.

NANDOR FONDOR: Birth Therapy: Dream Interpretation Based On the Principles of the Prebirth Trauma & 'The Trauma of Birth'. The Integration of Prebirth Experiences.

FRANCIS MOTT: Conception. 'The Umbilical Affect.'

COURSE 2
WILHELM REICH: Man & His Armoring. Character Analysis. Body Psychotherapy. Orgone Theory. DAVID BOADELLA & BIOSYNTHESIS: Basic Principles of Biosynthesis. Principles of Psycho- logical Health. The Dysfunctions: Somatic, Psychological & Spiritual Aspects of Health.

The Perpetuation of Dysfunction. The Tree of Man: Lifestreams, Life Fields, Lifescapes, Lifeforms, Lifegrounds, Lightstreams. Techniques: Centering, Grounding, Facing, Sounding, Bonding etc.

LIETART PEERBOLTE: Bridge Between Analysis & Comparison of Physical & Psychic Energy. Engrams. Ego & Genius. The Third Factor. Love (oceanic) & Sex. The Individuation of Oceanic Feelings. Prenatal Dreams. The Psychology of Twins. The Twin That Has Survived.

ROBERTO ASSAGIOLI & PSYCHOSYNTHESIS: The Chart of the Human Soul: The Levels of Consciousness. The Use of Archetypes & Symbols. The Stages of Psychosynthesis. The "Star" Dia- gram. The 'Egg' Diagram. From Anger to Empowerment.

ARTHUR JANOV: PRIMAL THERAPY: The ABCs of the Theory. Primal Pain. Primal Needs. Neurosis. The Seven Stages Of Primal Therapy. The Process Of Primal Therapy.

WILLIAM EMMERSON & KARLTON TERRY: BABY THERAPY: The Phases. The Role of the Therapist. Re-patterning. Working with Children Delivered with Caesarean Section. Working with IVF (In Vitro Fertilization) children.

JOHN ROWAN: PRIMAL INTEGRATION: The Basic Principles. The Aims of the Therapy.

AIMS OF THE MODULE

The main aim of this specific Module is to familiarize the Student with the works of The above
Pioneers in the Field of Prenatal Psychology in Modern Times. Thus, there is a link between Freud's
Psychoanalysis as his Students Otto Rank, Sandor Ferenczi, Wilhelm Reich and Karl Jung were among
the ones who took Analysis from childhood to deeper "depths" exploring birth dynamics and its impact
on Life.

There are three groups of pioneers studied: The early pioneers, the middle generation and the
torch bearers, the ones who are still developing and evolving Prenatal Psychology. The Module presents
the Principles of their Theories, as well as Techniques that they have developed and taught.
The Student has the opportunity to understand and follow the line of thought but also is able to
recognize and use therapeutic tools introduced by those Prenatal Pioneers.

LEARNING OUTCOMES

Science fields	A, B, H, I, P,W
Knowledge & Understanding	A1, A2, A3, A7, A9, A10, A12, A14, A15, A17, A20, A21, A22 Skills &
Competencies	B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, B13, B14,
	B15, B16, B17, B18, B19, B20, B21, B22, B23, B24, B26
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D5, D6, D7, D8
Other Skills	E1, E2

MODULE EIU_14193 THE EMBRYO IN US Course

Contents

Introduction

The Undivided Embryo

The phenomenological approach: Understanding vs Explaining, Finality vs Causality. Two stances (observer vs participant), two realities in one: non-duality & twofoldness Holistic science: How to overcome (not deny) Cartesian dualism.

Polarity &/or duality.

Spirit & matter as ONE

Two bodies

Primary vs secondary reality

Mind and body in the womb

The human being is Mind, Motion and Matter

About form, movement, gesture and act

What do we actually do when we are embryos?

Gestures of growth as human behavior and expression

The embryo in us. Where do we come from? The zygote as the undivided body.

Whole(ness) versus parts (cells). Centripetal existence: from yond to here.

Being born as basic gesture of dying emancipation and development. Connection and separation.

Body movements as phenomenological method: forms and gestures

The Polarity Embryo

What do we do during the first three weeks of our experience?

The Breath of Life between Chaos and Cosmos, Yin and Yang within the Middle health and dialogue: Meden Agan. Death has two faces, Life is the Middle.

Where do we come from? Are we makable? Science produces techniques, images and interpretations.

The old-fashioned IVF and ICSI: what are the images they produce?

Penetration does not exist in natural conception. The mating Dance.

What are the qualities of an egg cell? What are the qualities of the sperm cell?

Egg cell and Sperm cell: A huge polarity.

Meiosis and Mitosis. Polar Bodies.

The lemniscate and how we can use it to understand human experience. A new content for "emancipation".

The Threefold Embryo

The Pharao & Lemniscate Exercises.

Biographies are about the light and spirit power expressed in the world. A Human Being is not a machine.

From the 1st week to the 2nd week.

The 8 directions and dimensions.

DNA & genes.

Endoderm and ectoderm. The creation of the 2 body walls. Ectoderm and endoderm are more than skins.

The meso. The 3rd week

Meso, endoderm and ectoderm. Why is meso different from the other two?

The role of glia and the role of connective tissue.

What does the interstitial fluid do?

Joints as cartilage organs.

Blood is an organ.

Where is the soul in the 2nd week?

The typical ways of growth in the minerals, plants and animals.

Third week and fourth week: dynamics of individuation and embodiment.

Meso: fascia and blood as the major appearances of the mesenchyme as the dimension of the Middle.

From growing out to growing in as the 'animal' way of being.

The incarnation process of the heart 'coming to here'.

Individuation of the embryonic body. Craniocaudal axis: the organization of the midline. Head and tail and Left and right as body dimensions.

The animal body with dimensions of antipathy and sympathy. Neural tube and gut tube.

Metameria of the body: rhythmic segmentation of the middle.

Polarity of external vs internal motion and of animal (somatic) and vegetative (autonomic) nervous system.

The act of birth pre-exercised

The organization of Innerness: fascia and blood, architecture and continuity as complementary to anatomy.

Magnet principle: in all body dimensions the polarity principle appears. The holographic principle of threefoldness. Neuro-/ pneumo-/ viscero-. The V of symmetry.

Muscle as connective tissue: three types of muscle and motion.

Cycles, rhythms and vibrations.

Body movements as phenomenological method: forms and gestures.

The Universal Embryo

A new placenta? Mirroring the macrocosm in the microcosm of the bodily organization. The psycho-morphology of the germ layers: organs as psycho-somatic dimensions.

Awareness and consciousness.

Four phases of growing and autonomy.

Balancing and centering as fourth principle: unfolding the human erect posture.

Limbs as next ordering principle with the polarity arms vs legs but also head (skull) versus limbs with the trunk in between as the image of freedom. Three pair of limbs: arms mediate.

Summary of the four ways of being and phases in embryonic development

The conservation of the upright posture and embryonic features as the image of the essential human quality of equilibrium and centering.

Man and animal, an opposition? "Animals give in where man holds back". Man as 'adult embryo' ('retardation') and 'first-born' (non-specialization).

Phylogeny and ontogeny: plan or consequence?
The embryology and evolution of freedom.
Not by brain and genes alone. Man as mediator. Evolution of spirit and mind?

AIMS OF THE MODULE

This course explores human prenatal development and how the shaping of the body (morphogenesis) expresses essential attributes of the development of the human being as a being of spirit and matter, of body and mind. The scientific method of phenomenology is used to open up a truly holistic understanding of the human being. By following the processes forming the human embryo, the course will shed light onto such themes as healthy development, the purpose and wisdom of the human form, and, indeed, the very meaning of human existence. The embryo as a psychosomatic unity of Spirit and Matter, Mind and Body. Or like Andrew Taylor Still mentioned it: Man is Mind, Motion and Matter. Students will also be able to realize that the embryonic experience is not only during the very few weeks spent in our gestation but it is a template that repeats in our postnatal life as babies, children, adolescents and adults.

LEARNING OUTCOMES

Science Fields	A, B, C, E, H, I
Knowledge & Understanding	A1, A2, A3, A4, A7, A13, A17, A18, A19, A21, A22
Skills & Competencies	B1, B3, B5, B6, B9, B10, B11, B12, B14, B15, B16, B19, B24
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D8
Other	E1, E2

MODULE PSM7101 Prenatal Psychology

(Preconception to Birth Dynamics)

The Module consists of two courses: Course 1 on Conception Dynamics &
Course 2 on Pregnancy/ Gestation Dynamics

Course Contents

COURSE 1

Conception Dynamics

Origin of Life and Evolution.

Timeline of evolutionary history of life

The evolutionary thought: Heredity, Variation, Mechanisms and Outcomes The
Early Beginnings Of Life On Earth: The Building Blocks

The Cell, The Genetic Code Of The Gametes

The Role Of The Egg

The Role Of The Sperm

The Psychological Dimensions Of Life In The Ovary The
Psychological Dimensions Of Ovulation

The Egg Journey And Its Psychological Impact

The Psychological Dimensions Of The Sperm Life Resting In The Testes The
Ejaculation And Its Psychological Impact

The Sperm Journey And Its Psychological Dimensions

The Dance Before Conception

The Psychological Dimensions Of Conception The
Psychological Dimensions Of Implantation

Biotechnology, Psychological And Ethical Issues. Creative Intervention Theories The
Principles Of Welcoming Our Children To The World

COURSE 2

Pregnancy/ Gestation Dynamics

The Blastula

Gastrulation

The Origin Of Sexuality And Gender

Organogenesis.

The Emergence Of Fetal Systems

The Psychological Dimensions Of The Parental Reaction To The Discovery Of The Pregnancy

Healthy Prenatal Bonding

Molecules Of Emotion

Primal Imprints. The Maternal Influences On The Unborn Child And The Influences Of Medical Or
Other Interventions.

The Psychological Impact Of The Twin That Died For The Twin That Gets Born The
Development Of The Sensorial System Of The Unborn Child

The Influence Of Music And Sound On The Unborn
The Social, Cultural And Other Impact On The Unborn Child The
Primal Experience And The Quality Of Life

Spiritual Aspects Of Embryogenesis: Aspects Of Life And Death

AIMS OF THE MODULE

This Module aims to introduce Students to what Psychology is; especially what Prenatal Psychology is; what falls within its field; how it can add value to human Life. The Module consists of 2 Courses. The 1st Course teaches conception & embryology but every embryological "scene" is also discussed in the light of Prenatal Psychology. What becomes evident is the connection between the primal moments and our human experience after birth as children and adults.

The 2nd Course deals mainly with pregnancy. The Student can realize the continuum of our experience and how each stage leads to the next. She/He is also able to marvel at the wisdom behind creation and ask deep questions about our attempts to play creator when manipulating conception and early interventions. What is very important is that the Student will be able to begin listening to the people's stories from a completely new perspective and will start developing a very effective support approach towards what he is going to do at the end of his studies. The Course contents can give an overview of the themes that are to be our focus of attention and exploration in this specific Module.

LEARNING OUTCOMES

Science Fields	A, B, H, F, I, P, W
Knowledge & Understanding	A1, A2, A3, A4, A7, A9, A10, A12, A14, A15, A17, A18, A19, A20, A21, A22
Skills & Competencies	B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, B13, B14, B15, B16, B17, B18, B19, B20, B21, B22, B23, B24, B26
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D5, D6, D7, D8
Other	E1, E2

Module PSM7203
Prenatal Psychotherapy Issues & Professional Skills_1

Course Contents

The Module consists of two courses. Course 1 is studied in year 2 and course 2 is studied in year 3. Below, you will find the specifics of course 1.

COURSE 1

Concepts Of Therapy In Ancient Times And Now
Culture And The Therapeutic Relationship
The Therapeutic Figures Versus Friends And Helpers. The Therapeutic Alliance. The Client –Cen- tred Approach Of The Early Prenatal Psychology Pioneers
The Therapeutic Process: From Beginning To Completion
Therapeutic Interaction & Communication. Conditions Necessary Foe Effective Counseling Within Prenatal Psychology
The Attitude That Heals: What Enhances Growth In Others.
Measuring The Therapeutic Relationship: Research Approaches
Giving Advice: The Whole-Self Model

Aims of the Module

This Module aims to help Students Reflect on Philosophical, Professional and Ethical Issues within the Field of Prenatal Psychology. Thus, this Module raises questions concerning Life and Death, with all its Accompanying Legal and Ethical Aspects of it; examines issues of trust; issues of Intervention, Fear and Acceptance, etc. It addresses issues of Infertility and/or Sub-fertility as well as Technology Assisting Birth and invites Students to reflect on Surrogate Mothering, IVF Babies and the like. It also examines Challenges issues of Abortion and Adoption and their Impact on the Lives of all Involved. Also, this Module aims to enable Students to Advocate about Respect at the Beginning of Life. Finally, this Module aims to teach Students what a Therapeutic Relationship is and how it Develops in Various Settings; Inspire Them about Issues of Trust and Respect while Involved in Healing; look at their tasks as Professionals for Empowering the Human Being Level Away from Arrogance resulting from unresolved personal issues. It teaches Knowledge, Skills and Competencies Concerning Working with Clients and Introduces Various Models used in the Past or Being Used Now. Case Studies Make Points Clear.

Learning Outcomes

Science Fields	A, B, G, H, I, L, M, O, T
Knowledge & Understanding	A1, A3, A4, A7, A8, A9, A10, A11, A12, A13, A14, A15, A17, A18, A19, A20, A21, A22, A23
Skills & Competencies	B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, B13, B14, B15, B16, B17, B18, B19, B20, B21, B22, B23, B24
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D5, D6, D7, D8
Other	E1, E2

MODULE PSM7S101
THE COMPLEXITY OF PRENATAL PSYCHOLOGY IN A SALUTOGENIC CONTEXT

COURSE CONTENTS

Main Concepts in Salutogenesis

The model of Salutogenesis in Health
An Overview of Complex Theories.
How Do They Apply To The Human Development?
Morphogenesis
Biological Fields
The Chaos Theory
Fractals
Ontogeny & Phylogeny
Playing God Issues

AIM OF THE MODULE

The aim of this Module is to study how relationships between parts lead to collective behaviors of a system and how the system interacts and forms relationships with the environment it finds itself in. The Student learns about the Genesis of Life on Earth and studies the most important natural laws that have been discovered by scientists in Fields like Modern Physics, Biology, Mathematics, etc. The aim is to help the Student look at Human Life Dynamics from a more Universal Point of View; bring together ontogeny & phylogeny; trace Evolution of Species from a Primal Cell; explore the Eternal Universal Laws in everyday experience.

LEARNING OUTCOMES

Science Fields	K
Knowledge & Understanding	A1, A2, A3, A4
Skills & Competencies	B1, B5, B7, B8, B22
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D5, D6, D7, D8
Other	E1, E2

Module W-SPPPE _RRE
Whole-Self Radiance Relaxation Exercise ©

Course Contents

Introduction
What is Relaxation? Different types of Relaxation Techniques
The Light Element. How Light Affects the Human Body. Significance of Light to Balancing W-S Health.
Activation of W-S Self-Healing Powers of the Organism.
From the Autistic Model to Openness & Sharing.
The Whole-Self Radiance Relaxation Exercise.
Analysis of the parts.
EVIDENCE & INFORMATION Gathered During the W-S Radiance Relaxation Exercise by Observing the Body.
Completion and Evaluation

Aims of the Module

In this module, students will study about the various relaxation techniques and see the benefits they can offer to people, both healthwise but also in terms of their evolution of consciousness. Then, they will explore the details of the Whole-Self Radiance Relaxation Exercise and see the differences -as well as the similarities- it has to other techniques. Students will learn how to do it, what to observe when doing it and how to interpret the findings of your observations. In the end, they will be able to integrate this supportive tool to your work as a professional.

Learning Outcomes

Science Fields	A, B, C, H, P
Knowledge & Understanding	A1, A2, A3, A4, A7, A13, A17, A18, A19, A21, A22
Skills & Competencies	B1, B3, B5, B6, B9, B10, B11, B12, B14, B15, B16, B19, B24
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D8
Other	E1, E2

MODULE PSM7201

PERINATAL PSYCHOLOGY

(BIRTH DYNAMICS, BREASTFEEDING & BEYOND)

This Module under the title Perinatal Psychology (Birth Dynamics, Breastfeeding & Beyond consists of 2 Courses.

COURSE CONTENTS

COURSE 1

Introduction To Perinatal Psychology: Labor & Birth As The End Result Of Conception & Pregnancy The Physiology Of Birth

The Psychological Encoding Of The Bursting Of The Waters And The Onset Of Contractions & Its Impact Later In Life

The Birth Trauma & Its Linkage To Psychopathology

Birth As An Active Dialogue Between The Child Being Born And The Maternal Environment

Homebirth

Waterbirth

Natural Birth

Epidural, Anaesthesia, Medical Interventions At Labor And Its Psychological Or Other Impact In Life

The Profile Of Children Born With Forceps

The C-Section & Vbac

How To Heal/Support The Cesarean Born Baby

The Psychological Dimensions Of The Cutting Of The Umbilical Cord

Maternal Morbidity-Neonatal Mortality

Baby Loss: The Grief Process. The Replacement Child

Copying With Pain

COURSE 2

Facilitating The Perinatal Bonding

Breastfeeding

Final Stages Of Labor. Taking Care Of The Mother And The Newborn The Placenta In Different Cultures

The Newborn That Needs Extra Support: NICU

Kangaroo Care

Post-Partum Aspects: Cross-Cultural Practices

Prenatal & Post Partum Depression

Mothering The Mother

The First Year Of Our Baby: Towards The End Of Symbiosis

Safe Attachment & Reactive Attachement Disorder (RAD)/ Order (RAO)

Walking Into Autonomy

AIMS OF THE MODULE

This Module aims to teach Students the most significant aspects of our Birth Experience and how this Experience is encoded in us and appears again and again in Life after Birth as children and adults. It is a most interesting Module in the study Perinatal Psychology. The Course contents give Students a good overview of the points studied in depth. The 1st Course focuses on the Birth Experience while the 2nd Course focuses on Breastfeeding, Newborn and Baby Care; examines issues of Perinatal Bonding and Safe Attachment; looks at issues that are of importance for the mother as Representative of the Maternal Environment and how she can be supported to be empowered to mother her baby. Students get to understand what a Natural Birth is and why it is different from a Medicalized Birth. She/He will be able to explore the advantages of a Waterbirth and how to do a Waterbirth. Furthermore, Students will have the opportunity to study the importance of Breastfeeding from a Psychological point of view and what it is like to meet the criteria for a Baby Friendly Hospital. All in all, this Module imparts a great amount of knowledge about what works best; what is connected with what; aims to inspire all those involved to adopt practices which will provide for Optimum Beginnings.

LEARNING OUTCOMES

Science Fields	A, B, H, F, I, P, W
Knowledge & Understanding	A1, A2, A3, A4, A7, A8, A9, A10, A11, A12, A14, A15, A16, A17, A18, A19, A20, A21, A22
Skills & Competencies	B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, B13, B14, B15, B16, B17, B18, B19, B20, B21, B22, B23, B24, B26
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D5, D6, D7, D8
Other	E1, E2

MODULE PS6S301
LIFE EVOLUTION & THEORIES OF CHANGE
COURSE CONTENTS

COURSE 1

Understanding Life. Origin of Life and Evolution

Timeline of evolutionary history of life

The evolutionary thought: Heredity, variation, mechanisms and outcomes

The ancient Greeks, the Chinese and the Romans on evolution of life

The Middle Ages: The Islam & the Christianity on evolution

After the Middle Ages to Darwin

The Darwinian legacy & Natural Selection

Modern Time evolutionary paths and processes

Significant Figures in Evolution theories

Modern Synthesis of Evolutionary Theory (Ernst Mayr) Darwin & Ernst Haeckel Gradualism vs Punctuated Equilibrium

Quantum Evolution & Morphic resonance

The Cosmic Ancestry theory & the Bing Bang Theory

Creationism, Special creation, Extraterrestrial origin, Spontaneous origin? Omega Point (Pierre Teihard de Chardin)

Endosymbiosis & Exosymbiosis (The Endosymbiotic Theory) & The Gaia Hypothesis (Lynn Margulis)

COURSE 2

What is change? The most prominent theories in change both social and personal

Introduction to the Theories of Change: Basic Concepts

In what ways is a theory of change different from a logical model?

Analysing ToC examples

How can we use the experience of ToC or other theories to create a change in the way we experience life?

AIMS OF THE MODULE

The module presents the most significant life evolution theories as shown in the course contents. The aim of the module is to allow the student look at life and human or species evolution from different perspectives and participate in this most interesting journey that beautiful minds have taken so far so that the student can get inspired as he develops his own powers of looking at processes around. As the student needs to be guided to delve in the dynamics of human birth and human evolution, this module is a stepping stone for the maturation of his reflective skills.

LEARNING OUTCOMES

Science Fields	A, B, C, D, I, L, M, W
Knowledge & Understanding	A1, A3, A4, A13, A19
Skills & Competencies	B1, B2, B3, B5, B8, B14, B19, B20, B22, B23, B24
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D5, D6, D7, D8
Other	E1, E2

MODULE PSM7102
THE EVOLUTION OF PRENATAL PSYCHOLOGY 2
COURSE CONTENTS

This module under the title The Evolution of Prenatal Psychology consists of 4 Courses. The module extends over year 1 and year 2. In Year 1, students study course 1 and course 2. In year 2, students study, course 3 and course 4. The Module specifics are as follows:

COURSE 3

FREDERICK MICHAEL FARRAR: THE PRIMAL MODEL: Human Awareness. Consciousness. The Memory. The Holon. The Principles of the Primal Model. Primal Pain & Narcissism.

GRAHAM FARRANT: Cellular Consciousness. Adoption: The Trauma Of The Separation Of The Child From Mother.

JEAN LIEDLOFF: The Continuum Concept: The Yequana Model. TERRY LARIMORE: Sand Trays.

LEONARD ORR & SANDRA RAY: REBIRTHING: A model of Re-experiencing birth HANS GUSTAV GRABER: The Individuation approach.

THE TURNERS: JON RG & TROYA GN: Prebirth Consciousness, Memory & Therapy. Whole-Self Prebirth Psychology.

ELDA SCARZELLA MAZZOCCHI: Caring Birth Out of Wedlock.

BIANCA BUCHOLD: Women During Pregnancy. Education of Women to be Mothers of Mankind.

BRUNO HUGO STRICKER: The Sunrise As The Birth Of A Baby: The Prenatal Key to Egyptian Mythology

RENE & KIRSTEN VAN DE CARR: Prenatal University

PETER FEDOR FREYBERG: Prenatal & Perinatal Psychology

LLOYD DE MAUSE: PSYCHOHISTORY .The Fetal Origins of Our History. The History of Childhood. Abuse of Children.

LUDWIG JANUS: The psychological analysis of the film "MATRIX".

COURSE 4

FRANK LAKE: The Mother-Fetus Syndrome. About Sexuality. Same Sex.Preference.

STANISLAV GROFF: Prenatal & Perinatal Matrices. CO-EX (Condensed Experiences) Systems. The Trauma of Birth & its Connection with Psychological Disturbance, Suicide & Ecstasy. Differences Between Spiritual Evolution & Psychiatric Disturbance. Addiction. Holotropic Breathwork.

ATHANASIOS KAFKALIDIS: The Accepting & Rejecting Womb. Knowledge of the Womb - Autopsychognosia.

GRIGORI I. BREKHMAN: The Concept of Wave Interaction for Communication Dialogue Between Mother & Her Unborn Child. The Phenomenon of Violence

DAVID CHAMBERLAIN: Life Before Birth: Dangers & Opportunities. The Formation of the Noetic & Emotional Patterns. Prenatal Intelligence Enhancement Programs. Memories of Birth. THOMAS VERNY: The Womb as a Didactic Environment. The Alchemy of Relationships.

Experience & Brain Structure, Conscious Parenting. The Test: The Personality Roots: How to Give the Test & How to Decode the Information.

TERENCE DOWLING: Smoking and alcohol during pregnancy

AIMS OF THE MODULE

The main aim of this specific Module is to familiarize the Student with the works of The above Pioneers in the Field of Prenatal Psychology in Modern Times. Thus, there is a link between Freud's Psychoanalysis as his Students Otto Rank, Sandor Ferenczi, Wilhelm Reich and Karl Jung were among the ones who took Analysis from childhood to deeper "depths" exploring birth dynamics and its impact on Life.

There are three groups of pioneers studied: The early pioneers, the middle generation and the torch bearers, the ones who are still developing and evolving Prenatal Psychology. The Module presents the Principles of their Theories, as well as Techniques that they have developed and taught.

The Student has the opportunity to understand and follow the line of thought but also is able to recognize and use therapeutic tools introduced by those Prenatal Pioneers.

LEARNING OUTCOMES

Science fields	A, B, H, I, P,W
Knowledge & Understanding	A1, A2, A3, A7, A9, A10, A12, A14, A15, A17, A20, A21, A22 Skills &
Competencies	B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, B13, B14,
	B15, B16, B17, B18, B19, B20, B21, B22, B23, B24, B26
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D5, D6, D7, D8
Other Skills	E1, E2

Moscow: War Monument Photo: Olga Gouni

MODULE PSM7104

BONDING & ATTACHMENT COURSE

CONTENTS

Definitions. The Psychobiological Parents & the Secret Hormonal Communication & Dialogue Be- tween the Maternal Environment & the Unborn Baby.

The Benefits of Ritual in Bonding with the Unborn

Bonding in Modern Families Finding a Good Balance Between Work, Social Life & Parenting Bonding in Non-traditional Families: One-Parent Families, Adoptions, Surrogate Mothering, IVF & Same Gender Parents

Bonding Prenatally: Basic Principles in Prenatal Communication. Building Bonds with Sensory Experiences

Promoting a Good Mother/maternal Environment – Unborn Child Prenatal Bonding Programs.

Bonding Analysis: Introducing the Work of Dr Gyorgy Hidas & Gerhard Schroth (MD) Perinatal Bonding: The First Few Moments

Factors In Neonatal Attachment

The Attachment Theory: John Bowlby & Mary Ainsworth

Exploring Attachment Style: Working with Children & Adults. Attachment Questionnaires & Other Tools
Maintaining Healthy Bonds Throughout Life

AIMS OF THE MODULE

This Module aims to introduce the Student to the importance of a Healthy Bonding between the maternal environment and the unborn baby. It shows why pregnancy is an active dialogue between the mother/maternal environment and baby in gestation and how this interchange of information can be used so that Healthy Relationships can be established. The Student will study the dynamics of this prenatal communication and its impact for Lifelong Relationships. The work of G. Hidas will be analyzed and the most important points of his Bonding Analysis will be presented.

Then, the Module will move on and teach the significance of Perinatal Bonding with all its subsequent impact on later Life. Finally, the Attachment Theory as established by John Bowlby and developed by his disciples will be taught together with most of the techniques that can be used to ob- serve a young child and see the kind of attachment this child presents as well as how a Professional can support in case there is other than Healthy Attachment Style.

LEARNING OUTCOMES

Science Fields	A, B, I
Knowledge & Understanding	A1, A2, A3, A4, A7, A8, A12, A15, A16, A17, A19, A20, A21 Skills &
Competencies	B1, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, B13, B14, B15, B16, B17, B18, B19, B20, B21, B22, B23, B24, B26
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D5, D6, D7, D8
Other	E1, E2

MODULE PSM7202

EARLY PARENTING & PRIMARY HEALTH PROMOTION PROGRAMS

This Module under the title Early Parenting & Primary Health Promotion Programs consists of 2 Courses. The details of each course follow below:

COURSE CONTENTS

COURSE 1

Physiological Adaptation Of An Expectant Mother To The Changes Observed In Pregnancy: A New Physical And Mental State, So Natural And Yet So Unknown

Health And Wellbeing Of The Mother/Maternal Environment And The Child

Why Pregnant? Psychosocial Motivation For Motherhood/Parenthood In A Diverse Range Of Family Structures

Key Points Of Maternal Care

And The Father? Empowering Fatherhood

The Birth Scene

Postpartum Care

The Newborn Care

Parenting A Child With Extra Needs

COURSE 2

Health Advancement And Health Education Programs

Stages Of Health Promotion Programs

Aims And Goals In Health Education

The Strategic Aspects Of A Health Promotion Program. Designing

A Health Promotion Program

Prenatal Health Programs Outlines

The Prenatal University

The World Of The Unborn Child

Nurturing The Unborn Child

Hello Baby, Hello Family

First Start

Balanced Beginnings

Welcome

AIMS OF THE MODULE

This Module aims to acquaint Students with the ways and methods a Health Advancement Program is made; inspire them to reflect, synthesize and then conceive, design, implement and operate similar Programs so that they become Evolutionaries not just Professionals repeating or applying in practice the instructions offered. Furthermore, as seen in the Course Contents, the most significant Primal Health Advancement Programs in the field of Prenatal Psychology are presented to encourage understanding and empower Students to learn more and include them in their practice.

Learning Outcomes

Science Fields	A, B, G, H, I, J, L, M
Knowledge & Understanding	A1, A3, A4, A7, A8, A9, A10, A11, A12, A13, A14, A15, A17, A18, A19, A20, A21, A22, A23
Skills & Competencies	B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, B13, B14, B15, B16, B17, B18, B19, B20, B21, B22, B23, B24
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D5, D6, D7, D8
Other	E1, E2

Module PSM7203
Prenatal Psychotherapy Issues & Professional Skills_2
Course Contents

The Module consists of two courses. Course 1 was studied in year 2 and course 2 is studied in year 3. Below, you will find the specifics of course 2.

COURSE 2
Transference And Countertransference
Understanding Self And Others: An Issue Of Healthy Boundaries
Concepts Of Counseling/Psychotherapeutic Techniques
Therapeutic Outcome
Philosophical Issues Around Birth & Death, Nature Or Man Intervention, Violence & Respect Pre/Perinatally (Abortion, Surrogate Parenting, IVF, Genome Experimentation etc)
The Responsibility Factor In Knowledge/Information Dissemination.
Words That Make A Difference:
The Influence Of Verbal/Non-Verbal Communication In Empowering The World Case Studies

Aims of the Module

This Module aims to help Students Reflect on Philosophical, Professional and Ethical Issues within the Field of Prenatal Psychology. Thus, this Module raises questions concerning Life and Death, with all its Accompanying Legal and Ethical Aspects of it; examines issues of trust; issues of Intervention, Fear and Acceptance, etc. It addresses issues of Infertility and/or Sub-fertility as well as Technology Assisting Birth and invites Students to reflect on Surrogate Mothering, IVF Babies and the like. It also examines Challenges issues of Abortion and Adoption and their Impact on the Lives of all Involved. Also, this Module aims to enable Students to Advocate about Respect at the Beginning of Life. Finally, this Module aims to teach Students what a Therapeutic Relationship is and how it Develops in Various Settings; Inspire Them about Issues of Trust and Respect while Involved in Healing; look at their tasks as Professionals for Empowering the Human Being Level Away from Arrogance resulting from unresolved personal issues. It teaches Knowledge, Skills and Competencies Concerning Working with Clients and Introduces Various Models used in the Past or Being Used Now. Case Studies Make Points Clear.

Learning Outcomes

Science Fields	A, B, G, H, I, L, M, O, T
Knowledge & Understanding	A1, A3, A4, A7, A8, A9, A10, A11, A12, A13, A14, A15, A17, A18, A19, A20, A21, A22, A23
Skills & Competencies	B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, B13, B14, B15, B16, B17, B18, B19, B20, B21, B22, B23, B24
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D5, D6, D7, D8
Other	E1, E2

Module W-SPPPE _A
Whole-Self Attachment-The Disturbed Soul ©

Course Contents

What Is An Attachment? Introduction. Definitions. Types.
Groups Prone to Such Disturbances. Children's Imaginary Friends.
The background. Weakened Energy Field Because of Bodily or Psychic Disease or Strong Emotional Disturbance:
Schizophrenia
Depression
Drugs & Alcohol Substance Abuse.
How to distinguish and diagnose
Evidence of Such Disturbance. Strengthening Body & Protection.
What can I do? W-S Releasing Trapped Energy. Psychotherapy Tool/Technique
Analysis of the Procedure
Fear or W-S Compassion?
Protecting My Own Energy. Being in My Center.
Conclusions

Aims of the Module

This Educational Module focuses on the study of those cases – usually diagnosed as psychopathol- ogy- who suffer from challenging pain, energy drains or addictions. Students will have the opportu- nity to delve into the transpersonal realm of the unseen. At the end of the course, professionals will be able to better understand children who have imaginary companions and adults who present psy- chopathology. Professionals will have been acquainted well with the this extremely powerful tech- nique and they will be able to add another W-S most effective tool when working with their clients in their clinics.

Learning Outcomes

Science Fields	A, B
Knowledge & Understanding	A1, A2, A3, A4, A7, A13, A17, A18, A19, A21, A22
Skills & Competencies	B1, B3, B5, B6, B9, B10, B11, B12, B14, B15, B16, B19, B24
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D8
Other	E1, E2

W-SPPPE _PAM

MODULE TITLE: WHOLE-SELF PREBIRTH ANALYSIS MATRIX ©

"The Prebirth Analysis Matrix© (PAM©) is the center jewel in the tiara which comprises Whole-Self Psychology, Philosophy & Education. My Prebirth Analysis Matrix takes me back in time to discover & awaken the source of the core patterns I am in my life to ba- lance. I allow myself to compassionately & safely embark in a conscious regression from before conception moving forward on an amazing journey which gives me clear images & insights leading to understanding, change & transformation in my life." *JRG&T*

COURSE CONTENTS

Introduction
The W-S Prebirth Analysis Matrix Discovery/Diagnosis: Introduction, Structure & Procedure. The First Four W-S Questions. The Main Patterns of my Life. The Four W-S Cornerstones of Life. The W-S Sperm & Its Journey. The W-S Imprint of The Experience. The W-S Egg and its Journey. The W-S Imprint of the Experience. Decoding the W-S Information.
The W-S Encounter of Sperm & Egg.
Just before Conception. The Moment of Conception. The Moment of Creation.
Division & Creation of The Initial Fetal Mass. The Blastocyst. Implantation/Nidation/Nesting The W-S Emotional Reaction & Response to News of The Pregnancy.
Trauma of Mother During Pregnancy
The Maternal Environment & Prenatal Bonding. The
Onset of Contractions. The Birthing Process
Cutting the Umbilical Cord.
Separation From or With My Mother? Perinatal Bonding My
Needs
Breastfeeding. Food Issues
First Encounter With My Parents. My Contracts Old & New
Why Was I Born? The Purpose of My Life – My Goal
Questions That Reveal Information About My Relationships.
Conclusions

AIMS OF THE MODULE

The Whole-Self Prebirth Analysis Matrix is a Transpersonal diagnostic tool which was discovered and formulated in 1970 by Jon RG & Troya GN Turner while working with clients who presented pathologies for which nothing could be done, as their physicians said. It consists of 22 sets of questions which formed, & in some cases, impacted on the mental & emotional structure of the developing baby and which can cast light on the quality of life we are enjoying in the present as children or adults.
In this Educational Module, students are going to study:

1. Each of the 22 sets of questions. They'll discuss their meaning and how they can influence which aspect of our life today
2. How to work with it as Whole-Self practitioners
3. How to decode all information given on all levels
4. The theoretical, philosophical, cultural background

At the same time they will have access to a lot of extra material connected with it.

At the end of the Educational Module students will be able to include this kind of precious work in their clinic either in a group form or individually, get to the core of the issue of their clients issues and speed up the healing process substantially.

LEARNING OUTCOMES

Science Fields	A, B
Knowledge & Understanding	A1, A2, A3, A4, A7, A13, A17, A18, A19, A21, A22
Skills & Competencies	B1, B3, B5, B6, B9, B10, B11, B12, B14, B15, B16, B19, B24
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D8
Other	E1, E2

An Experiential Workshop of 25 hours provides the space for personal development work but also on-hands guidance as to the use and benefits of the m

Photo:
Aimilia Smyrli

W-SPPPE _DS

MODULE TITLE: WHOLE-SELF DISCOVERY STEPS©

COURSE CONTENTS

Introduction. Description of W-S Therapeutic Tools & What We Achieve With Each of Them. The Therapeutic Goal. In tune With My Emotions/Feelings/Sensations. Memory-Cellular Memory - Is There Other Memory?

My Body Keeps My Emotional Memory.

The State Before The Trauma. From Reality to Truth. Self-Judgements. Thought Patterns. Decisions

The W-S Correlations

Being Entrapped in The Lethargy. Repetition of The Trauma In Life. Realizing What The Pattern Is. Is It Of Any Use At The Present Time? The W-S Procedure of Change. I have other choices.

Breaking the Pattern. Integration of The New Patterns.

The W-S Procedure of Growing, Developing, Maturing & Evolving. Conclusions

AIMS OF THE MODULE

The Whole-Self Discovery Steps is a most effective diagnostic tool to use when working with clients who presented pathologies for dysfunctions in the present the causes of which originate in their pre-conception, pre/perinatal or early postnatal period. The techniques allows the professional to safely lead the client from the safety experience in the now to the traumatic primal experience of the past and get all the information needed to bring back to the present and bring the new homeostasis. At the end of the course, professionals will be able to comfortably use the tool, having been familiarized with the process and having studied case histories.

LEARNING OUTCOMES

Science Fields	A, B
Knowledge & Understanding	A1, A2, A3, A4, A7, A13, A17, A18, A19, A21, A22
Skills & Competencies	B1, B3, B5, B6, B9, B10, B11, B12, B14, B15, B16, B19, B24
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D8
Other	E1, E2

An Experiential Workshop of 15 hours provides the space for personal development work but also on-hands guidance as to the use and benefits of the module.

MODULE PS6S302
THE THERAPEUTIC RELATIONSHIP

COURSE CONTENTS

Concepts of therapy in ancient times and now
Culture and the therapeutic relationship
The therapeutic figures versus friends and helpers. The therapeutic alliance The
therapeutic process: From beginning to completion
Therapeutic interaction & communication.
The attitude that heals: what enhances growth in others
Transference and countertransference
Understanding self and others: an issue of healthy boundaries
Therapeutic Outcome
Measuring the therapeutic relationship: research approaches

AIMS OF THE MODULE

The Module aims to help students realize the most important parameters of a therapeutic relation-
ship from the beginning to a successful end. It also aims to equip students with all needed to adopt
attitudes and embrace philosophies that heal away from dysfunctional controlling or other models
and how to recognize transference and counter-transference when working with a person in a
therapeutic setting. Finally, it teaches how we can measure a therapeutic relationship in research.

LEARNING OUTCOMES

Science Fields	A, B, I, R, T
Knowledge & Understanding	A1, A2, A3, A4, A7, A8, A11, A12, A14, A17, A18, A19, A20, A21, A22, A23
Skills & Competencies	B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, B13, B14, B15, B16, B17, B18, B19, B20, B21, B22, B23, B24
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D5, D6, D7, D8
Other	E1, E2

MODULE PSM7105 Research Methodology 1

The Module consists of 3 courses. Two of these courses are studied during the 4th year and the 3rd is in year 5. Below, you can find the specifics of course 1 & course 2.

Course Contents

COURSE 1
Introducing Psychological Research Methods
Methods For Nursing Health And Social Care
Choosing Appropriate Research Methodologies
Research Designs And Data Collection
Stages Of The Research Process
Research Ethics

COURSE 2
Literature Review
Qualitative Research
Concepts And Philosophies
Quantitative Research
Mixed Methods

Aims of the Module

The aim of this Module is to familiarize Students with Research Methodology. The Module guides the Student in making qualitative as well as quantitative research but also it teaches how to do a Literature Review and a Concept Analysis. As the Student is later to be asked to write his dissertation, but besides that, he should be encouraged to participate and contribute to research, this Module is extremely useful.

Learning Outcomes

Science Fields	U, T, S, R
Knowledge & Understanding	A1, A2, A3, A4, A5, A6, A14
Skills & Competencies	B1, B2, B4, B5, B7, B8, B16, B25, B26
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D5, D6, D7, D8
Other	E1, E2

MODULE   PS6P303

PROFESSIONAL PRACTICE: CASE STUDIES (ANALYSIS) 1

There are 4 Modules of this content. They are spread over years 4,5,6 & 7.
In each year, cases on the indicative list below are brought to attention and discussed with the trainees. It is offered in the form of MASTERCLASS

CONTENTS

Techniques to be used within Whole-Self Prenatal Psychology: Case Studies Art
Therapy Techniques to work with the pre/Perinatal Trauma: Case Studies The
Primal Therapy Way: Case studies
Healing the pre/Perinatal trauma with children: Case studies
Observing the body and telling about the underlying trauma: case studies
Prenatal bonding: case studies
Healing attachment: case studies
Detecting pre/prenatal trauma in the narratives of a client: case studies
Healing Grief and Bereavement: case studies
Reconnecting with our essence: case studies

AIMS OF THE MODULE

The Module aims to help students realize how Prenatal Psychology works. Thus, through a selection of cases the theory is seen being applied into practice. Different techniques are used to show the exemplify what has been studied so far. Through the selected analyzed cases, the student can little by little be oriented into seeking the most appropriate clinical tools which will offer him the opportunity to acquire the professional tools which will take him to the next stage when starting to work in real client support environments.

LEARNING OUTCOMES

Science Fields	A, B, H, F, I, P, W
Knowledge & Understanding	A1, A2, A3, A4, A7, A8, A9, A10, A11, A12, A13, A14, A15, A16, A17, A18, A19, A20, A21, A22, A23
Skills & Competencies	B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, B13, B14, B15, B16, B17, B18, B19, B20, B21, B22, B23, B24
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D5, D6, D7, D8
Other	E1, E2

MODULE PSM7S201

INTRODUCTION TO EPIGENETICS COURSE

CONTENTS

A Brief History Of Epigenetics
Genetics And Epigenetics : Definitions And Theoretical Considerations
Perceptions Of Epigenetics & Mechanisms
What Turns You On And Off
Epigenetic Technology
Epigenetics And Human Dis-Ease: From Mechanism To Therapy. Epigenetic Therapy

AIMS OF THE MODULE

This Module aims to introduce the Students to the rather new Science of Epigenetics and generate an interest for further study. It analyses main concepts within the field; creates the setting for reflection about the interplay between the environment and the organism; aspires to lead the Students to reflect on what can trigger Evolutionary Changes: bring about Health in our Human Experience. Finally, this Module introduces Students to Epigenetic Technology and what we may see in the future in terms of Epigenetic Therapy.

LEARNING OUTCOMES

Science Fields	D, C, O
Knowledge & Understanding	A1, A3, A4, A21
Skills & Competencies	B1, B5, B7, B8, B12, B13, B16, B17, B19, B20, B22
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D5, D6, D7, D8
Other	E1, E2

MODULE PB5035 C4U

C4U: ANALYSIS OF THE TEST

CONTENTS

Introduction to the questionnaire
Validation Aspects
How to do it
Analysis of the test findings
Practice

AIMS OF THE MODULE

How can I become aware of the Primal experience of a child who comes to my practice with a challenge-if I am a health practitioner- or comes to my school -if I am a school teacher/ owner? How can I become aware of it as fast as possible? And without necessarily relying on the child himself to give me the information -either because he can't communicate because of age or because of circumstances? How can I use all the info about his primal experience to create processes and/or pedagogical curricula to help him heal and thrive? And as a researcher, can I use it to do a worthy research? This module is ideal to equip you with significant information about the pre/perinatal experience of people, esp in the above situation

LEARNING OUTCOMES

Science Fields	A, B,
Knowledge & Understanding	A7, A9, A14, A21, A22
Skills & Competencies	B1, B2, B3, B4, B5, B6, B8, B9, B10, B12, B13, B15, B16, B17, B18, B19, B22
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D5, D6, D7, D8
Other	E1, E2

W-SPPPE _LS

Module Title: Regression Therapy & Whole-Self Life Streams of Consciousness©

Introduction
The Collective Non-conscious.
Carl Jung: The Archetype of Rebirth.
Archetypal Power. Analysis of the Basic Archetypes. Emergence
of Patterns.
People, Place, Situation, Context As Symbolic Information. History of
Regression Therapy.
W-S Regression Therapy Basics.
W-S Life Streams of Consciousness.
Case Analysis of W-S Life Streams of Consciousness. Personal
Scenarios, Family Myths & Ethnic Story Lines.
Memories from Mineral, Plant, Animal or Universal/Cosmic Soul Experiences. K-Z Syndrome.
Moments of History That Have Stigmatized Human Consciousness. Conclusions

Aims of the Module

This Module aims to introduce students to the basics of Regression Therapy in general as a background to train them to the use of Whole-Self Life Streams© which is a Transpersonal diagnostic/therapeutic tool to examine the transgenerational trauma or the trauma in the distant past which is directly linked to the present life experience of the client. Students will be acquainted well with symbols and archetypes, so that they can read the messages hidden behind the personal and/or familial myths. At the end, the professionals will be able to add another invaluable technique to their psychotherapy resources to better serve the clients that come to their clinics.

Learning Outcomes

Science Fields	A, B
Knowledge & Understanding	A1, A2, A3, A4, A7, A13, A17, A18, A19, A21, A22
Skills & Competencies	B1, B3, B5, B6, B9, B10, B11, B12, B14, B15, B16, B19, B24
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D8
Other	E1, E2

An Experiential Workshop of 15 hours provides the space for personal development work but also on-hands guidance as to the use and benefits of the module.

Module W-SPPPE _LB
Module Title: Whole-Self Loss & Bereavement Healing ©
(Psychotherapy Tool/ Technique)

Course Contents

Introduction- What is Life? What is Consciousness?

Birth & Death (Birth, Life & More Life). After Death What? Ideas & Speculations About After Death Life: Christianity, Buddhism, Islam, Other Major Religions.

What Philosophers Say. Social & Cultural Dimensions of The Elder & Their Dying.

Why & When Death Comes. The Time of Decision. The Coma State. The Moment of Passing Away. Pre-Death Semantics: Just Before Dying.

Violent Death. Accidental Death. Suicide.

Prenatal Death. The Lost Twin. Losing a Baby at Birth or Early in Life. When Mother Dies at Birth Grief is not only the Loss of a Known Person. Types of Grief. Healing Bereavement.

W-S Grief & Bereavement Exercise. W-S Analysis of the Procedure.

Conclusions

Aims of the Module

This module aims to teach students about matters around death as the other Polarity of Birth with Life being the human experience between the 2 of them. As there are many experiences of Pre/Perinatal deaths causing pain to those who stay behind and are difficult to decode why happens what happens, thus remaining entrapped in the pain and sorrow of the early losses as parents, the module is extremely essential to provide students with the needed support knowledge. Furthermore, the loss of parents and other beloved ones can have the same unpleasant effects to the children. The same stands true of the many everyday losses we human beings experience such as relationships, opportunities, health issues, material goods, qualities and so on. At the end, the professionals will be able to guide their clients through their grief back to a new understanding of their life experiences. An invaluable technique and wisdom.

Learning Outcomes

Science Fields	A, B
Knowledge & Understanding	A1, A2, A3, A4, A7, A13, A17, A18, A19, A21, A22
Skills & Competencies	B1, B3, B5, B6, B9, B10, B11, B12, B14, B15, B16, B19, B24
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D8
Other	E1, E2

An Experiential Workshop of 15 hours provides the space for personal development work but also on-hands guidance as to the use and benefits of the module.

MODULE PSM7105
RESEARCH METHODOLOGY 2

The Module consists of 3 courses. Two of these courses are studied during the 4th year and the 3rd is in year 5. Below, you can find the specifics of course 3

COURSE CONTENTS

COURSE 3
Mixed Methods
How To…: Practical Steps
Meta- Analysis
Writing Up The Research
Getting Published
Research Issues

AIMS OF THE MODULE

The aim of this Module is to familiarize Students with Research Methodology. The Module guides the Student in making qualitative as well as quantitative research but also it teaches how to do a Literature Review and a Concept Analysis. As the Student is later to be asked to write his disserta- tion, but besides that, he should be encouraged to participate and contribute to research, this Module is extremely useful.

LEARNING OUTCOMES

Science Fields	U, T, S, R
Knowledge & Understanding	A1, A2, A3, A4, A5, A6, A14
Skills & Competencies	B1, B2, B4, B5, B7, B8, B16, B25, B26
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D5, D6, D7, D8
Other	E1, E2

MODULE PS6P303
PROFESSIONAL PRACTICE: CASE STUDIES (ANALYSIS) 2

There are 4 Modules of this content. They are spread over years 4,5,6 & 7.
In each year, cases on the indicative list below are brought to attention and discussed with the trainees. It is offered in the form of MASTERCLASS

CONTENTS

Techniques to be used within Whole-Self Prenatal Psychology: Case Studies Art
Therapy Techniques to work with the pre/Perinatal Trauma: Case Studies The
Primal Therapy Way: Case studies
Healing the pre/Perinatal trauma with children: Case studies
Observing the body and telling about the underlying trauma: case studies
Prenatal bonding: case studies
Healing attachment: case studies
Detecting pre/prenatal trauma in the narratives of a client: case studies
Healing Grief and Bereavement: case studies
Reconnecting with our essence: case studies

AIMS OF THE MODULE

The Module aims to help students realize how Prenatal Psychology works. Thus, through a selection of cases the theory is seen being applied into practice. Different techniques are used to show and exemplify what has been studied so far. Through the selected analyzed cases, the student can little by little be oriented into seeking the most appropriate clinical tools which will offer him the opportunity to acquire the professional tools which will take him to the next stage when starting to work in real client support environments.

LEARNING OUTCOMES

Science Fields	A, B, H, F, I, P, W
Knowledge & Understanding	A1, A2, A3, A4, A7, A8, A9, A10, A11, A12, A13, A14, A15, A16, A17, A18, A19, A20, A21, A22, A23
Skills & Competencies	B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, B13, B14, B15, B16, B17, B18, B19, B20, B21, B22, B23, B24
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D5, D6, D7, D8
Other	E1, E2

MODULE PSM7103

ANTHROPOLOGY OF BIRTH, CROSS-CULTURAL ISSUES
COURSE CONTENTS

Cross-Cultural Aspects Of Health Perspectives On
The Anthropology Of Birth
Fertility, Pregnancy, Birth And Childbearing In The Ancient World Models Of The
Human Body, Self And Birth In Different Cultures The Evolution Of Maternal
Birthing Positions
The Cultural Anthropology Of Placenta Birth
Lessons From Native Indians
The African Scene Of Pregnancy, Birth And Childbearing The Muslim
Aspects Of Pregnancy And Birth
The Eastern Philosophies On Pregnancy, Birth And Childbearing Modern Europe
And Birth Practices
The Cultural Perspectives Of Breastfeeding And Weaning Indigenous
Knowledge Health Systems
The Human Life Cycle

AIMS OF THE MODULE

This Module aims to explore the essence of Health and Disease in various Cultures of the Indigenous People from antiquity to now and contribute to the understanding of what constitutes Health throughout time. Then, the Student studies Philosophical Aspects as concerns the Beginning of Life in the Realms of Conception, Gestation, Birth and beyond; explores the Theories of the Stoic Philosophers, Aristotle, Hippocrates, the Pythagoreans, Plato, and other classics; as well as Religious Theoreticians. In the field of the Anthropology of Birth, the Student explores conception to birth practices of Indians, Africans, Aborigines, etc. as well as among Muslims, Buddhists, Hindus, etc.

The Student learns how to look at the customs and practices around the Beginning of Life today in various parts of the world and understands why and how. Thus, the Student today and a Professional tomorrow can better serve his/her clients in a multicultural world and perhaps synthesize the knowledge in a way that will contribute to better co-operation and more productive research in the field.

This Module explores the ways that all this Conception to Birth Philosophy can be seen in the Arts and Myths of various people in the world and will cast light to the understanding of Fine Arts, ie, literature, sculpture, expressive arts in general. Thus, the Student will be able to read between the lines and see the connection among all people irrelevant of time and place. Issues of ethics, as well as legal aspects and Scientific Responsibility will give the Student the possibility to develop Professional Behavior that adds value to the Human Existence.

LEARNING OUTCOMES

Science Fields	A, B, I, L, M
Knowledge & Understanding	A1, A2, A3, A4, A9, A11, A12, A13, A15, A19, A22
Skills & Competencies	B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B14, B18, B19, B20, B21, B22, B23, B24
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D5, D6, D7, D8
Other	E1, E2

MODULE W-SPPPE _RE

WHOLE-SELF RELEASING EXERCISE ©
(PSYCHOTHERAPY TOOL/TECHNIQUE)
Incorporating PSM7S102 Anatomy & Physiology

COURSE CONTENTS

Introduction

The cell & its parts

The cell as a significant life template: from my biological to my physiological, morphological, psychological, social & economic behavior

Information: what it is. How it works: from science to life

Unity of mind/spirit/soul/body

The nervous system

The endocrinological system

The immune system

The circulatory system

The respiratory system

The reproductive system

The digestive system

Dis-ease: psychological, mental, intellectual, energetic base of disease.

The symbolic meaning of different parts of my body

Psychosomatics.

W-S body releasing exercise & w-s genital releasing exercise

Working with w-s information (what comes out)

W-S genital releasing exercise study Unit 19: Violence: the concept, prenatal & perinatal violence.

Abuse and rape victims

Restoration of balance. Moving from dis-ease to ease & w-s holistic health

Conclusions

AIMS OF THE MODULE

In this module students will study psychosomatics and learn how our physical health is connected with our emotions, thoughts and our decisions. They will study ways to decode the information hid- den in the body, how to observe and dialogue with the organs so that they can discover the roots of dis-ease or body dysfunction. A special supplement deals with any tension held in the reproductive organs. In the end, they will be able to integrate this supportive tool to their work as professionals.

LEARNING OUTCOMES

Science Fields	A, B, C, E
Knowledge & Understanding	A1, A2, A3, A4, A7, A13, A17, A18, A19, A21, A22
Skills & Competencies	B1, B3, B5, B6, B9, B10, B11, B12, B14, B15, B16, B19, B24
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D8
Other	E1, E2

Module W-SPPPE _CI
Whole-Self Completion & Integration©
(Psychotherapy Tool/ Technique)

Course Contents

Introduction
Phase A
Phase B
Phase C
W-S Healing the Broken Spirit of A Child: Reconnecting. Recovering Trust.
Healthy Communication
From Age of Trauma to The Present. In
Tune with New Energy.
The W-S integration Process.
Conclusions

Aims of the Module

The Whole-Self Completion and Integration is a very useful technique to be used with clients when a psychotherapy/healing process comes to an end. It allows students to realize how to recognize when a process is complete and integrated and nothing more is needed. The completion and integration process – the de-bonding- is as significant as the bonding process in the beginning of the psychotherapeutic work. It sets clients free to enjoy their life journey.

Learning Outcomes

Science Fields	A, B
Knowledge & Understanding	A1, A2, A3, A4, A7, A13, A17, A18, A19, A21, A22
Skills & Competencies	B1, B3, B5, B6, B9, B10, B11, B12, B14, B15, B16, B19, B24
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D8
Other	E1, E2

Module W-SPPPE _HDB
Whole-Self 4th Dimensional Hand Dance Balancing©
(Psychotherapy Tool/ Technique)

Course Contents

Introduction

From the extreme Opposites to Synthesis. Explaining the parts.

Actual W-S 4th Dimensional Hand Dance Balancing Technique

Presentation & W-S Analysis of the technique

Conclusions

Aims of the Module

The Whole-Self 4th Dimensional Hand Dance Balancing exercise is a technique that allows people who have discovered what needs to be done to bring a new homeostasis back to their life experience to walk this path. At the end of the course, professionals will be well acquainted with the theoretical and practical aspects of the technique and they will be able to successfully share it with their clients in their clinics.

Learning Outcomes

Science Fields	A, B
Knowledge & Understanding	A1, A2, A3, A4, A7, A13, A17, A18, A19, A21, A22
Skills & Competencies	B1, B3, B5, B6, B9, B10, B11, B12, B14, B15, B16, B19, B24
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D8
Other	E1, E2

MODULE PS6P303
PROFESSIONAL PRACTICE: CASE STUDIES (ANALYSIS) 3

There are 4 Modules of this content. They are spread over years 4,5,6 & 7. In each year, cases on the indicative list below are brought to attention and discussed with the trainees. It is offered in the form of MASTERCLASS

CONTENTS

Techniques to be used within Whole-Self Prenatal Psychology: Case Studies
Art Therapy Techniques to work with the pre/Perinatal Trauma: Case Studies
The Primal Therapy Way: Case studies
Healing the pre/Perinatal trauma with children: Case studies
Observing the body and telling about the underlying trauma: case studies
Prenatal bonding: case studies
Healing attachment: case studies
Detecting pre/prenatal trauma in the narratives of a client: case studies
Healing Grief and Bereavement: case studies
Reconnecting with our essence: case studies

AIMS OF THE MODULE

The Module aims to help students realize how Prenatal Psychology works. Thus, through a selection of cases the theory is seen being applied into practice. Different techniques are used to show and exemplify what has been studied so far. Through the selected analyzed cases, the student can little by little be oriented into seeking the most appropriate clinical tools which will offer him the opportunity to acquire the professional tools which will take him to the next stage when starting to work in real client support environments.

LEARNING OUTCOMES

Science Fields	A, B, H, F, I, P, W
Knowledge & Understanding	A1, A2, A3, A4, A7, A8, A9, A10, A11, A12, A13, A14, A15, A16, A17, A18, A19, A20, A21, A22, A23
Skills & Competencies	B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, B13, B14, B15, B16, B17, B18, B19, B20, B21, B22, B23, B24
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D5, D6, D7, D8
Other	E1, E2

MODULE PS6401
QUESTIONNAIRES USED IN HEALTH RESEARCH (WORKSHOP)
COURSE CONTENTS

Questionnaires in Research

Design Factors that Influence Quality Evaluation of the questionnaires Social Health Questionnaires Psychological Well-Being Questionnaires

Measuring Anxiety

Measuring Depression Questionnaires

Mental Status Testing

Pain Measurement

General Health Status and Quality of Life questionnaires

Prenatal Psychology Questionnaires and Matrices

AIMS OF THE MODULE

The Module aims to support the student with his dissertation. More specifically, it aims to present the student with the most important questionnaires used in the field of Health for research reasons so that the student can easily find which one to use, for which purpose and what is measured with the questionnaires measuring the above mentioned states of human experience. This module is the 3rd of 4 modules aiming to teach research to students and future researchers.

LEARNING OUTCOMES

Science Fields	U, T, S, R
Knowledge & Understanding	A1, A2, A3, A4, A5, A6, A14
Skills & Competencies	B1, B2, B4, B5, B7, B8, B16, B25, B26
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D5, D6, D7, D8
Other	E1, E2

An Experiential Workshop of 15 hours provides the space for personal development work but also on-hands guidance as to the use and benefits of the module.

MODULE   PS6P303
PROFESSIONAL PRACTICE: CASE STUDIES (ANALYSIS) 4

There are 4 Modules of this content. They are spread over years 4,5,6 & 7. In each year, cases on the indicative list below are brought to attention and discussed with the trainees. It is offered in the form of MASTERCLASS

CONTENTS

Techniques to be used within Whole-Self Prenatal Psychology: Case Studies Art Therapy Techniques to work with the pre/Perinatal Trauma: Case Studies The Primal Therapy Way: Case studies
Healing the pre/Perinatal trauma with children: Case studies
Observing the body and telling about the underlying trauma: case studies
Prenatal bonding: case studies
Healing attachment: case studies
Detecting pre/prenatal trauma in the narratives of a client: case studies
Healing Grief and Bereavement: case studies
Reconnecting with our essence: case studies

AIMS OF THE MODULE

The Module aims to help students realize how Prenatal Psychology works. Thus, through a selection of cases the theory is seen being applied into practice. Different techniques are used to show and exemplify what has been studied so far. Through the selected analyzed cases, the student can little by little be oriented into seeking the most appropriate clinical tools which will offer him the opportunity to acquire the professional tools which will take him to the next stage when starting to work in real client support environments.

LEARNING OUTCOMES

Science Fields	A, B, H, F, I, P, W
Knowledge & Understanding	A1, A2, A3, A4, A7, A8, A9, A10, A11, A12, A13, A14, A15, A16, A17, A18, A19, A20, A21, A22, A23
Skills & Competencies	B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, B13, B14, B15, B16, B17, B18, B19, B20, B21, B22, B23, B24
Thinking Skills	C1, C2, C3, C4
Values	D1, D2, D3, D4, D5, D6, D7, D8
Other	E1, E2

SYMPOSIUM 1

PHILOSOPHICAL & ETHICAL ASPECTS IN A PRE/ PERINATAL CONTEXT

SYMPOSIUM 2

SOCIAL & GLOBAL ISSUES IN A PRENATAL/ PERINATAL CONTEXT

During the last year of studies, Students will have to participate by both attending but also contributing and being involved in the organization of the above symposia. Thus, the trainees will have the opportunity to get the hands-on experience of such events, from the announcement, to abstract writing, abstract peer-reviewing, presentation, evaluation, putting together the proceedings of the event, networking, logistics etc.

PRACTICUM 560 Hours

During the last year, the trainees will have to complete 560 hours of practicum under supervision. Practicum should be proven by documentation (agreement of the client is necessary accompanied by a time chart which shows the number of hours completed).

SUPERVISION 480 Hours

A total number of 480 Hours of supervision is needed spread over the years starting year 1 ending year 7.

PERSONAL DEVELOPMENT/AWARENESS WORK 420 Hours

All trainees are advised to start their personal work as soon as they start their studies. A total of 60 hours personal work is suggested every year. This means that the student will have completed 420 hours of personal development work. The trainee who is already in a therapeutic relationship can choose to stay with his therapist. Or he can choose to start experiencing psychotherapy with a Prenatal Psychologist/ Psychotherapist, where this service is available. List of therapists is provided. It is suggested that the trainee experiences both individual or group therapy. Five experiential workshops are provided during the studies. The student can do 85 hours of personal development work participating in them. It is then group work that is deducted from the total number of 420 hours. From the beginning of the studies, trainees are asked to keep a personal diary/ log where they keep record of their personal experience as they study, develop and mature in their studies. This diary is given to the mentor at the end of each year.

COMMUNITY WORK 560 Hours

Right from the beginning, all trainees are asked to offer a 2-hour/week community works so that they get in contact with the needs of the community and contribute to the best of their abilities. Trainees are to decide on the kind of community work they are to be involved. It can be combined -where appropriate with the practicum.

FINAL DISSERTATION

For successful completion, the student needs to submit his own dissertation on a theme either cho-sen by him or selected from a list of suggested themes, within **two months** after the completion of the Academic study time. The dissertation theme will enable the Student to demonstrate creativity, Scientific knowledge and research competencies in the field.

ASSESSMENT

Assessment and feedback are important processes to provide high quality learning and teaching and it is an integral part to Student achievement. Specific Information about the Assessment and Feedback details regarding a specific Educational Program or Educational Module is to be found in the Module Specifications section below.

ASSESSMENT HAS A DOUBLE PURPOSE:

1. To **confirm** that the Student has achieved the **desired learning outcomes** and has reached the Academic Standards as specified in the Educational Program not only in terms of Academic knowledge but also skills and competences and all other parameters described above in the section of models used in our learning process.

2. To act as a tool to **motivate, support and assist** the Student as she/he grows in learning and Academic/ Professional development.

Furthermore, assessment is also in the domain of the provided Educational Programs. Again, here the purpose is to provide the Educational Institution as well as the Educators with the appropriate feedback which will enable them to introduce amendments or take other appropriate measures towards excellence.

ASSESSORS CAN BE:
1. **The Educator**
2. **The Peers**
3. **The Stakeholders**
4. **The Student himself**
5. **Your Supervisor**
6. **Your Mentor**

The development and use of the online assessment follows the same Philosophy and is an integral part of the learning process. Online assessed activities contribute to the final mark and take place within defined time or other specific parameters.

ASSESSMENT CRITERIA & GRADE-RELATED CRITERIA

Assessment criteria explain what a Student needs to demonstrate in order to complete an assessment successfully. They describe the minimum requirements to be met on the part of the Student. These criteria differ from Module to Module, from Educational Program to Educational Program according to the specific demands of each Educational Module/Program.

Grade-related criteria (see above) explain what a Student needs to demonstrate in order to achieve a certain grade or mark in the assessment. Assessment criteria and Grade-related Criteria are used within a context of transparency, they are clearly communicated to the Students, made easily accessible to the Students and are presented in the same format to both *our* Educational Team and Students.

MARKING & MODERATION

Marking can take various forms depending on the activity marked:
1. Anonymous marking (self or peer assessment e.g.)
2. Double marking (e.g. papers submitted at the end of a Module when required)
3. Online marking automatically
4. Other described in the Module specifics when needed

Marking of examination scripts on campus is always anonymous.

Double marking of the Final thesis is always done.

The assessment of the educational Program by students/ educators or other Stakeholders is always anonymous.

Moderation is the process we use in order to assess that the outcomes are reliable and fair. It can take the form of

1. Sampling
2. Re-marking borderline cases
3. Statistical review of marks
4. Other (to be described in detail and in clear format in the specifics of Modules)

All marks are filed and their records are kept and maintained electronically in accordance with data protection requirements. Access to these records is given to you, the Student or your legal representative.

Feedback in the form of comments or short reports is always offered to you, the Student, the soonest possible to support Students with their learning and questions are answered on the unclear points. Mentoring Service and Guidance is offered to you the Student using innovative technology. The aim is to support you improve your performance as you progress.

FEEDBACK CAN TAKE THE FOLLOWING FORMS:

- Individual or group verbal feedback
- Individual or group written or audio feedback
- Model answers or example solutions
- Previous assessment questions/ papers/ cases/ performances analyzed
- Innovative technology-based feedback

practicum/ workspaces performance and the like (details are given in the Module specifics). Feedback on final year projects and dissertations is provided within three months of the submission date.

In case an activity/ paper/ project etc. is submitted beyond the deadline, the above time margins for feedback are not guaranteed, despite our intention to do our best to serve our Students. In such a case, you, the Student, need to communicate with the Program leader and fix the time margin of the marking/feedback given.

ACADEMIC MISCONDUCT

In this age of easy mass communication, Plagiarism is becoming an increasing problem. We like to inspire all our Students to act ethically in an Academic Community and then in their Professional Community and Society. It is among the duties of Students, to be alert respecting the intellectual work made by other Researchers/ Scientists/ Academics in the Community and avoid plagiarism, cheating, collusion, impersonation, falsification/fabrication, duplication, ghosting and disruption.

PLAGIARISM is when a person presents someone else's ideas/ writings as their own. The other person may be an Academic or Professional or Student who has published or not yet published the work.
The following acts are plagiarism:
when someone
• submits an assignment /activity/project etc that someone else did & presents it as their own.
• Downloads information or data in other forms/formats (eg images/ diagrams etc) from the
Internet and does not mention the source
• Quotes or paraphrases material from a source but does not acknowledge the source
• Copies from other people/Students/team members
• A contributor of a little or next to nothing to a group assignment and wants to have a
share in the mark.

CHEATING in an activity/exam when a person copies from notes, bibliography or other readings or copies from material submitted by other persons. This is extremely critical when there is online teaching as Students, need to cultivate high ethical profiles.

COLLUSION is when Students work together with others as a team to create and submit a similar or close assignment/ project etc. without authority from their Educators.

IMPERSONATION is when a person takes another person's identity with the intention of gaining unfair advantage.

FALSIFICATION/FABRICATION is when a person change data or references or invents them to serve another person's purpose.

DUPLICATION OR SELF-PLAGIARISM is when a person prepares Academic work correctly and then hands in part or all of it twice to get marks or other benefits without mentioning it.

GHOSTING is when someone else has written an assignment or done a project for another person with or without exchange of any kind & that person presents this work as their own.

DISRUPTION is when a person interferes or prevents an assessment from being conducted in a good way.

Our Educators and Mentors are very willing to support a Student to improve Academic knowledge and skills and competencies and in no case poor Academic practice does not constitute Academic misconduct. Prenatal and Life Sciences' Professionals serve a very delicate role in families, Health environments, Society and Civilization and their integrity is very important.

IN CASE OF ACADEMIC MISCONDUCT, the Educational institution offers the following possible solutions:

• Offers the Student the opportunity to resolve the issue via correspondence if both sides are in agreement about the facts.

• Invites the Student, to a meeting (using technology or *in vivo*) explain the charge and discuss possible ways forward.

• Gives the Student, a warning (written or verbal) that this constitutes a case of misconduct to be taken to the Academic Misconduct Panel.

• Takes the matter to the Academic Misconduct Panel.

• Withholds the Certification or Degree Award until the issue is resolved.

All cases of Academic Misconduct are recorded and reported to the Educational Board on an annual basis to ensure optimum outcomes.

Assessment Methods

Assessment involves one or more of the following:

A. In every individual learning session, you need to do and pass the **test** or tests provided within the time limit put to it/them. You need to do all previous tests in order to proceed with the next. However, you can reattempt the test(s) until successful completion.

The kinds of tests offered are:
A. QUIZZES
They are corrected automatically online and the student can see the score at the end of the quiz. They aim to test understanding of the theory and knowledge of the respective unit as well as critical thinking. They can take the form of
- Multiple choices
- Matching exercises
- Short answers
- True or False

ASSIGNMENTS
These are questions that test critical thinking, integration of the theory discussed and professional skills. They are submitted online and are corrected by the Educator/Mentor. Examples are:

Example 1: W-SPPPE_PAM_UNIT 8 Assignment
PART 1: These are the answers to questions 11,11a, 11b of a person named A when asked:
Question 11: Mum has mixed feelings. On the one hand she feels joyous and on the other hand she feels sad & frustrated. Only one year has passed since she gave birth to her 1st son and she has had dreams. Now what will happen to these dreams? This pregnancy will destroy all her dreams. Of course, they want many children in the family as children are joy and more hands at work, increasing the possibilities for survival, but not this soon. She has not had a break. First, she raised all her siblings, then she worked hard for her survival and then her 1st son. She just needed a break now that she was married to a good, hard-working man.
Question 11a: Dad feels Ok. He has always wanted to have his own family. His mother was always away at work and he had to look after his other brothers and sisters and keep the house clean and tidy. Now, it is his family and he wants his children not to continue to be alone. The more children the better. He feels lucky and happy.
Question 11b: Mum feels angry. She complains that her husband is irresponsible. She accuses him of not being careful enough, that's why she is now pregnant again so soon. She is blaming him for destroying all their possibilities. (judgemental)
Make an analysis of this case according to the knowledge gained so far.
PART 2: Ask the questions 11,11a,11b to yourself. Is there anything valuable you have learned about you? Please, share what you feel comfortable to share.
Example 2: The Embryo in Us Unit 11_ Assignment
In this Unit, you've learnt that "In a living organism there is no-one dominating the other". If this is true, then what wisdom can we get from biology and bring it to the way family, social, national or international relations? Reflect and write 500 to 1000 words.

Example 3: RESEARCH METHODS_COURSE 1_UNIT 1_ Assignment

Everyday, we hear ourselves saying statements like "I believe that ..." or "certainly, this ...(whatever the content of this) is true" or things like that. Choose one of such statements you have heard your- self say and which you believe to be true.

Then, reflect on the way that brought you to this belief.

Then, write about it.

Use a template like:

Statement: I strongly believe that ...

Reflection process: This is how I arrived at this belief Conclusive

Observations/ Comments: In retrospect, I...

Example 4: You are just a breath from successfully completing module PSM7102(I).

For this final paper, please reflect on what we have shared and on what you have learned and make a study on how we could best use this information to add value to our children, our next generation. Focus on 10 significant points. You can make these "add value" proposals in any of the below:

1. pregnancy/ maternal care 2. family 3. educational system 4. work environments 5. politics 6. societal organizations 7. other. Please support what you propose in a way that makes sense. Length: 3500-4500 words. You need to submit your assignment within 30 days after you have completed the whole module PSM7102(I).

C. Self-Assessment/ Reflection-Lifeline

This kind of assessment provides the Student, with a structure to apply Prenatal Psychology study to their personal Life. They can discover, reflect, gain awareness and apply learning outcomes to their Life experience. For this assignment, they can choose from one of three mediums (artwork, written narrative or creating a figure) finding a repetitive theme in their Life from the earliest memory. As a Student, you will be asked to use your self-reflective capacity to write about your experience of remembering the theme. It has to be digitally sent to the Institution within the time requested.

D. Narratives based on the suggested bibliography/readings

This kind of assessment motivates Students to self-study taking the form of:

1. Reference: Name of the book/article/research etc & authors

2. Critique: A critique is an analysis of the strengths & weakness.

It goes beyond the naming of the paper's weaknesses into looking for opportunities & solutions or effective application to the Community.

3. Personal Insights: How, if at all, did the readings affect the Student? How, if at all, did it inform the Student's understanding of the impact of Prenatal Psychology on their Life or the Life of the Community?

E. Coursework

This kind of assessment includes one or more of the list below:

1. Reports of empirical investigations

2. Presentations

3. Statistical exercises

4. Study skills exercises

5. Articles (non Academic as well as Academic ones) based on the knowledge gained to promote Quality of Life (QoL).
6. Extended Written Responses

F. Interview
A personal interview can be held from time to time to assess the development of both Scientific Knowledge and Professional Skills. The interview can be online.

G. Yearly Final Essay
At the end of each Academic year, the Student may be asked to do and submit a longer essay on the knowledge attained during the year.

H. Group projects
To empower Professional collaboration, the Student may be asked to present a group project of use to the Community.

I. Prenatal Psychology Dissertation
At the end of studies, the Student, needs to do the dissertation and submit it within the time frame announced after the completion of the Academic study time. The dissertation theme will enable the Student to demonstrate creativity, Scientific knowledge and research competencies in the field.

SUCCESSFUL COMPLETION

The assessment is between 0% and 100%. You need to get a pass of 50% in your assessment or a Good, Pass 70%, or Very Good 90% or Excellent above 90%.

The Student needs to meet the following criteria to successfully complete the Program to get your Professional Education/ Training Certification:

1. Physically Participate in the Course (online or in the classroom)
2. Be actively involved during attendance (Community, chat, forum, discussions etc, Academic community)
3. Be evaluated positively at the end of each lesson/project/coursework
4. Have his paper(s) evaluated positively
5. Pass his tests. Submit all assignments
6. Complete his Practicum under Supervision
7. Prove his personal development work–preferably using Prenatal Psychology where it is possible. The chosen therapist should sign the document of personal development work.
8. Complete Community service using the knowledge gained. The Community administrator needs to sign the necessary document.

GRADE-RELATED CRITERIA

Grade	%	Alpha-betic	Literary	Scientific Knowledge	Skills & Competencies	Innovative thinking/ authenticity/ Use of sources	Presentation	Professionalism
1. Distinction	85 -100	A+	Excellent	Excellent knowledge of discipline, the learning outcomes & assessment criteria met in full	All skills & competencies described in the Module specifics observed in full	Self–study is obvious, critical think-ing, analysis & synthesis excellent. Creative solutions & innovative reflections evident	Well constructed, coherence, relevance, artistically presented, attention to detail	High profession-alism
1:2 Honor	75-84 70-74	A A-	Very Good	Strong knowledge of the discipline, the learning outcomes & assessment criteria well met	All skills & competencies described in the Module specifics present	Wide & comprehensive reading is evident, solutions are sense-making, interesting	Clearly written, coherence, relevance	Professional Guidelines are followed
2. Merit	67-69 64-66 60-63	B+ B B-	Good	Satisfactory knowledge of the discipline, the learning outcomes & assessment criteria met to some good extent.	All basic skills & competencies described in the Module present, most of the additional skills & competencies present	The subject was thoroughly researched, solutions & thinking logical in the main-stream	Well-structured, Logically written	Good Academic practice

Grade	%	Alpha-betic	Literary	Scientific Knowledge	Skills & Competencies	Innovative thinking/ authenticity / Use ofsources	Presentation	Professionalism
3. Pass	57-59	C+	Fair	Basic understanding of the discipline, knowledge not integrated fully, inaccuracies	All basic skills & competencies present	Answers provide some evidence but not full, solutions are common lacking creativity	Structured but not always clear	Attempts to show good Academic practice, but limited
	54-56	C						
	50-53	C-						
4.Narrow Fail	47-49	D+	Satisfactory	Some knowledge gained but not enough to meet the standards. Important elements of knowledge are missing	Some level of relevance to the discipline but most is irrelevant material	Some basic skills are satisfactorily developed but basic skills still need to be developed standards	Unclear presentation	Limited evidence of Academic good practice
	44-46	D						
	40-43	D-						
5.Fail	37-39	E+	Poor	Very unsatisfactory, very limited knowledge gained. No learning outcomes are realized	No profound development of basic skills & competencies	Lack of satisfactory development of ideas, the resources are not used correctly	Unclear presentation that lacks coherence & meaning	Unawareness of good Academic practice
	34-36	E						
	30-33	E-						
	15-30	F	Very Poor	No Real Knowledge gained	Basic skills & competencies are not developed	No development of ideas at all	Confused unstructured writing/ no coherence or relevance	Unawareness of good Academic practice
	0-15							

In the chart the step grades + & - are used for feedback reasons.
There are only A,B,C,D,E,F alphabetic grades.
Individual Modules describe the % grades gained for a pass. If not mentioned, the lowest pass grade is 50%

Students can complete their studies earlier than 7 years as they can attend courses that normally are taught in later years in an intensive form. However, all modules and other educational requirements need to be complete for successful completion.

Fees are subject to change over the years due to national or international monetary fluctuations. At the present time the fees are 2,600 euros per year.

photo: Aimilia Smyrli

Student Resources

As our Educational Organization places special attention on each individual learner and as we see each one of you as an integral, precious part of the whole Human Community, we offer in alignment with our values and aims the following Student Resources:

Academic Resources

Our Academic Resources Community is where you go when you have an Academic question to ask, when you seek team members for your project, when you wish to explore possibilities or when you need guidance as an Early Stage Researcher (ESR).

The following options are open to you immediately after your enrolment:
Digital Library Resources.

We have done our work and our team offers to you access to free digital libraries on a wide range of Scientific Fields. You can read books, find articles and papers, learn about a great number of topics and gain access to a vast wisdom accumulated over the years and digitized so that every Student can benefit from this collective -most of the times voluntary- work.

ESR Bureau

We support our Early Stage Researchers through
our ESR Bureau. Our team offers them guidance on:
1. Research possibilities & Research Projects open for them to join
2. How to find funds for their research
3. How to write the appropriate papers & reports
4. How to present them in a Congress or other Scientific Event
5. How to Network and team with others interested in the same research project & synergise
6. How to seek & obtain grant opportunities internationally

Excellence Rewards

Our Excellence Rewards are offered in recognition of our Learners' extraordinary dedication and commitment to being the best. They are offered to all our Learners whose grades are 85%+ up and have fulfilled the goals, values and mission of our Educational Organization. They take the form of digital currency exchanged to purchase goods and/or services offered on our Educational platform, eg paying the fees of a new Program for himself or another member of the Community either an already learner in any program or a completely new learner. The percentage of grade earned is multiplied by 2 and gives the amount of excellence-currency to be exchanged. Eg the learner gets 85% multiplied by 2 = 170 which is equal to 170 digital Euros exchanged for more excellence.

BADGE AWARDS

Professionalism, commitment to best practices, and high standards of ethos and advocacy for human evolution are at the heart of these awards. Learners are awarded these digital badges in recognition and appreciation of their performance and high competence.

e-MENTORING PROGRAMS

There is a mentoring service daily 5 days/week for all our learners. Our Mentors lead our learners by the hand and wisely guide them as they find their own way to knowledge, Community Service, Practicum or when at a workplace under Supervision. All requests for support & empowerment are answered within 24 hours.

Our Mentors also offer empowerment at moments of confusion, or support and clarity when a decision needs to be made.

E-COUNSELING & VOCATIONAL GUIDANCE ONLINE

We do our best to help our Graduates to find the best environment where their new skills and knowledge can be appreciated and utilized for the benefit of all Stakeholders. We advertise open posts in the private sector, help them in the initial stages of their entrepreneurial efforts and network them globally so that they can expand as they grow.

ALLUMNI CLUB

We remain close after our Learners have successfully completed their studies and are offering their expertise to the people in the Community. Our Allumni Club presents them and their services, shows them on the global map and facillitates networking people who benefit from their services/products and the Professionals. Annual events keep the bonds fresh. The Allumni digital Community is a live society.

WELCOME CLUB

We strongly believe that early bonds based on a welcome spirit lay the framework for Health, abundance and wisdom in any Community. It is our priority to receive our new Learners the best possible way, to orient them and guide them as they discover their own ways in our Educational Organization, to familiarize them with our values, goals and our mission and do our best to resonate with who they are and how best they can fulfil their full potential.

MS EXCHANGE ONLINE

We offer each learner a free email account (user@cosmoanelixis.gr), which they can keep and use after the completion of their chosen Educational Program. You can also use shared calendars, 50 GB of storage per user, and the ability to use your own domain name.

MS Lynch Conference Web

All our Students can enjoy facilities to Web Video Conferencing with HD, screen sharing and instant messaging.

MS OneDrive Simple File Sharing

The OneDrive gives our Student 1 TB Personal Storage, which can be accessed from anywhere and which is synchronized with the computer. Thus, you can easily share files, internally and externally, and check the people who see and treat them.

Office Online

All our Students will be able to create and edit files in Word, in Excel, PowerPoint, and OneNote using the browser on the web.

Office 365 ProPlus for Our Students

The top Suite of Office for Students in Higher Education - including Word, Excel, PowerPoint, Outlook, OneNote, Access and Lync - connected to the Cloud allows you to transfer data between the devices you choose to within the skill Office 365.

Student Life Resources

We aim to be a lively Community where the pursuit of all human beings need and are nurtured in balance. Our Learner can enjoy the following facilities:

Inspirational E-Cafe

Our Students can leisurely chat and share creative, inspirational ideas or implementation tools that can make a difference to the lives of people and the Community. Our Inspirational e-Cafe brings our Students close together, helps them socialize with other same-minded peers that are motivated by the same urges. They can also create groups to share their leisure time activities, hobbies and personal interests.

Dream Big- Act Big THINK TANK

A Dream Big, Act Big Think Tank to not only conceive but also design Implement and operate projects outside the box. A place for creative experimentation that touches the future and brings it closer to the present. Only for those born to Tread New Territory.

The Evolutionaries' Club: TOUCH THE FUTURE

Members of the Club are those who act in all possible ways to stretch human evolution an inch

further every day! Both Learners and Allumni, Teachers, Mentors, interested Stakeholders and all members of the Community inspired to add their own pebble towards the common destination evolution meet, network, exchange but above all ACT in this direction.

GET- FIT CLUB

We nurture the bodies of our digital Learners as well in the best possible way. Our Students can take a break and go to our digital gym where they can take Care of their physical and not only needs under the guidance of our experts in Feldenkrais, Yoga and Tai-chi.

RELAX LOUNGE

We provide all our Students with a high quality complete Program of meditation, relaxation & visualization techniques and exercises to ease the mind, strengthen bodily stamina and increase energy levels.

PLAYTIME

We provide all our Students with pleasant mental activities to help them unwind and at the same time develop observation, competencies, comparison, memory etc

HORIZONS

Our Students can be provided with information about travel arrangements, stay opportunities, and what is necessary to familiarize them with the culture of a country they plan to explore or spend time in while practicing or spending a Short Term Scientific Mission time, or while participating in projects away from home.

ON THE WALL

All our Students as well as their friends can have access to our *On The Wall*. They can announce news about what they need or what they offer, can find a job, or announce the opening of a position, can show their talents and create opportunities for them to exchange whatever product or service they can offer with others they need. Our Wall is an open double mirror window to all.

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READING LIST, RESOURCES & BIBLIOGRAPHY

As there is an extensive reading List, video resources and Bibliography, the specific information is given to the student as the sessions flow.

Mentoring

In Homer's "**The Odyssey**", Odysseus before leaving his city to join the Troyan War, entrusted his son Telemachus to his friend **Mentor**. Mentor had the duty to advise Telemachus in the absence of his father so that he could successfully complete his royal household tasks and then, Mentor was the one who escorted Telemachus on his journey to find his father and find his full identity.

Throughout the epic poem, Athena, the Goddess of Wisdom manifested herself to Telemachus in the form of Mentor.

We realize the importance of Mentor in the life of every Telemachus/student or young professional s he (the student/young professional) is in search of his own identity and in the process of gathering the wisdom of the Mind and the Heart which will guarantee the successful governance of all personal and community duties. Thus, *we* offer a mentoring program to all students attending undergraduate, postgraduate and professional Higher Education Diplomas and Certificates.

Our mentors

Our mentors have been carefully selected so that they can successfully meet the responsibilities that are expected from them and which are:

1. They offer information

2. They challenge assignments

3. They listen, probe, clarify and advise or guide so that the less experienced part can reach the highest possible experience level they have.

4. They help with studies/career decisions

5. They empower and develop trust

6. They showcase the student's/ young professional's achievements

7. They protect

8. They develop a personal relationship that promotes high values and ideals

In general, Our Mentors point the way, offer support and challenge our students and young professionals along their life journey.

Our Mentors' Qualities

They have the intention to be Mentors

Being a Mentor is an INTENTIONAL process. It is not a forced process. That's why, our Mentors are individuals who appreciate the importance of guiding young students and young professionals as they gather the maturity they can during life. Our Mentors see their tasks as part of their soul journey and respond to that full-heartedly, gaining insight, knowledge and satisfaction from such a relationship themselves.

They are Natural Nurturers

Our Mentors foster the growth and development of our Students and Young Professionals towards excellence and do it with gentleness, care and attention, the way a good parent takes their son or daughter by the hand and presents him/her with the world, teaching him/her how to find his/her own place out there fulfilling his/her destiny.

They have clarity of insight

When Odysseus entrusted his son to Mentor asked him to guide his son as he acquires his own wisdom and do it using his (Mentor's) Wisdom in a way that Telemachus does not rebel. Our Mentors are people who have the Insight to Lead and Guide in Respect. They are Experienced enough to foresee in time and Anticipate what each move or word can create and navigate their support in a way that Empowers the Young and Inexperienced to find his/her own ways safely without rebellion.

They are Big Supporters

Our Mentors act in ways that Safeguard the Well-being and Empowerment of the Young Students/
Professionals. Our Mentors "Keep it all Safe" for them. They create the secure background environment so that Students the Young Professionals can flourish and excel. Especially, at times of crisis, our Mentors believe in them before our Students and Young Professionals believe in themselves. Our Mentors have an Open Eye to Discern all Talents, Skills and Competencies that are there in
Students/ Young Professionals – even potentially - and help them see for themselves too. They are there as they polish and develop their Potentials until their Charismata becomes Evident. Our

Mentors can recognize the Psychological Maturity of their Mentee and can Design and Provide Appropriate Growth-producing Activities taking into consideration the Total Personality of each Mentee Totally Trusting that he/she has the capacity to Develop his Fuller Maturity.

They are Excellent Role Models

Our Mentors are What they Talk and Talk what they Act. They mentor their Students because they have already Walked the Path They Guide. Their Students can witness who they Are and how they Act and get Inspired to follow in their Steps – in terms of Principles and Values - as they Deeply Understand the Deeper Perspective of Who They Are and Who They Can Become. Our Mentors - through who they are, what they know and how they use all this - can significantly influence our Students and Young Professionals to reach their Life Goals as they can see a Future Image of who they will become in their Mentor who is who he is now.

They are Present

Our Mentors Stand Ready to offer their Guidance and Support when their Mentee asks for it. Exactly as a Good Father is always PRESENT to support his/her child – irrespective of age and circumstances – our Mentors have the time and are available to do their best in a Friendly Empowering Relationship based on Mutual Respect, Mutual Understanding.

WHAT A MENTOR IS NOT

A Mentor is NOT a Therapist per se. However, a Mentor can help you seek Reliable Therapy if needed.

A Mentor is NOT a Supervisor. However, your Mentor can help the student to connect with the right Supervisor depending on the Needs.

A Mentor is NOT your Educator. However, your Mentor can listen to any Challenges that arise from Educational Experience and can Support to find the best solution.

A Mentor is NOT a Financial Sponsor. However, a Mentor can guide as to what can be done to find a Financial Sponsor if Needed.

HOW CAN I CHOOSE MY MENTOR?

NOT ALL PEOPLE CAN BE YOUR MENTORS AND ALL PEOPLE CAN MENTOR YOU!

When there is a Specific Project you would like to work with a Mentor or when there is a specific Life/Work Challenge and you feel that you would benefit from the support of a Mentor, you can do the following:

1. Search for your Mentor

Go to the section Our Mentors and see if there is a Mentor you feel you would benefit working together. If you cannot find one who is best for you, then you can seek an External Mentor and Connect.

2. Make an agreement with your Mentor

Make sure that in this mentoring agreement you agree on the following:

a. Time: Agree how long this Mentoring Relationship is going to last. It could be anything from a couple of months to a couple of years or longer. It would be advisable to also discuss how often you wish to meet for mentoring. Also, discuss how you will connect in case something urgent arises.

b. Ways: You can be flexible and agree that you can meet in person or you can phone or use technology to work together. In case you use the technology pathway, you will have a greater choice as you can be linked with Mentors living far.

c. Confidentiality: Although Mentoring is not Psychotherapy, it is advisable that you both agree that the content of your discussions are sensitive material and will be treated with confidentiality.

d. Tasks: As Mentors are not Super Humans having the answers to all questions, you'd better agree what kind of Mentoring you expect from your Mentor. A good Mentor may not agree to mentor you in a field that he does not feel appropriate and you need to know that and not take this refusal as a personal rejection. State your need clearly and openly and you need to be assured that sooner or later the best in Mentoring will connect with you or you will connect with him.

e. Allow for evaluation: It would be a good idea for you to agree that at regular intervals you can look back over the time and your co-work and evaluate the Process giving Feedback to each other.

f. What if things don't go well? There are several things that may arise during the Process of Mentoring. Perhaps your Mentor sees that your physical, psycho-emotional or mental Health is at risk and you need to agree to what you expect your Mentor do in such a case and to what extent; or there may be events of abuse or harassment that come to attention and in such a case what will be done so that all parts act within the legal frame and with respect to the relationship. Also, you need to Discuss from the Beginning what will happen if you the Mentee realize that you do not get what you need despite the excellence of your Mentor in other Fields and how you can Terminate this Relationship before the Foreseen Time.

g. Agree on the mentoring fees. Mentoring Fees are paid so that your Mentor can support her/himself and Continue on her/his Development as a Human Being. You pay for the service and this pay Returns to you in Multiple Ways, in Quality, Availability, Sense of Equality and Mutual Respect and Recognition of the Services Exchanged.

3. Pay your fees. Once you have Chosen your Mentor and you have Made an Agreement, you can Proceed and Pay for Service. For our Mentors use the Online Payment Link. For External Mentors follow your own personal agreement.

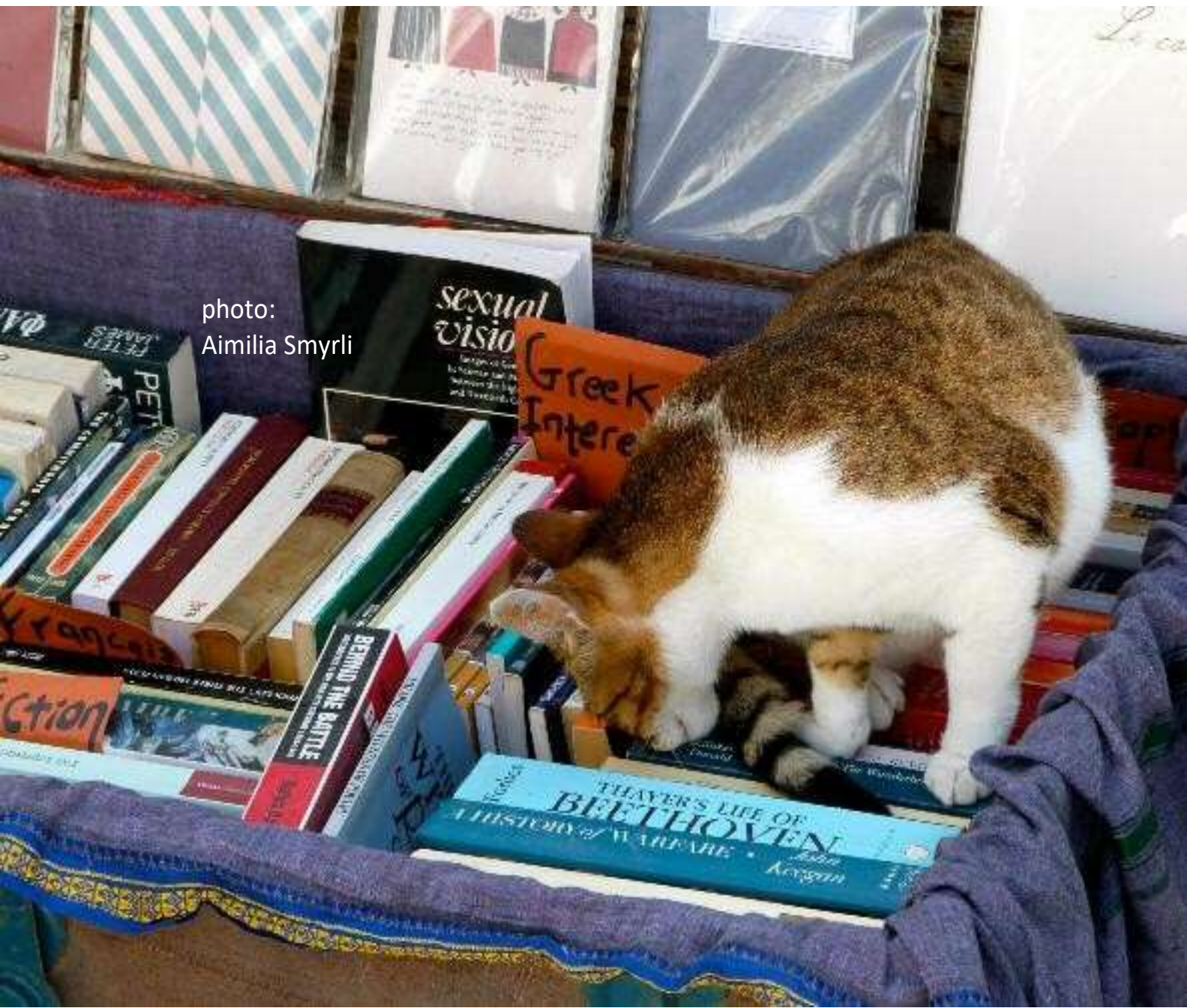**4. Enjoy Your Experience As You Walk Your Maturity Path.**

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photo:
Aimilia Smyrli

"It is absolutely safe to say that if
you meet somebody who claims
not to believe in evolution,
that person is ignorant, stupid or insane
(or wicked, but I'd rather not consider that)."

Richard Dawkins

Enjoy as you Expand your Consciousness and Serve Cosmos!