



CURRICULUM

HOLISTIC TRAINING AND REGRESSION THERAPY

Continuing education

Tallinn 2020

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1. GENERAL INFORMATION ABOUT THE CURRICULUM

Adult education institution	THE HOLISTIC INSTITUTE
Type of training	Continuing education
A broad field of study	09 Health and welfare
Field of study	091 Health
Curriculum detailed field based on ISCED-F 2013	0917 Traditional and complementary medicine and therapy
Name of the curriculum	Holistic Training and Holistic Regression Therapy
Duration of study	Four years
	Level 1: Holistic Training: 1 year
	Level 2: Holistic Regression Therapy: 3 years
The basis for curriculum development	Holistic regression therapist, occupational qualification standard level 6
Language of instruction	Estonian and Russian
Confirmed by a decision no 5/3.04.2013 of the management board of Holistika Instituut OÜ. Corrections and amendments have been confirmed by decisions no 10/05.02.2014, no 20/25.01.2016, no 27/23.03.2017, no 39/02.01.2019, no 50/07.09.2020	

2. CURRICULUM OBJECTIVES

The objective of the activity of the Holistic Institute is to raise people's awareness and responsibility for maintaining their health and preventing health problems and to contribute to improving people's well-being and their quality of life.

Level 1 objectives: As a result of the training, the student has acquired the competencies of a complementary and alternative medicine therapist, such as communication skills, goal setting, creativity in solving tasks, adapting to change, stress tolerance in difficult situations, ability to achieve and maintain mental, emotional and physical balance and develop personal qualities required for the job.

Level 2 objectives: As a result of the training, the student has acquired competencies that meet the requirements of the occupational qualification standard for work as a holistic regression therapist.

3. LEARNING OUTCOMES

1. Level 1 Holistic Training (HT)

Upon completion of Level 1 of the curriculum, the student:

1. Knows the basics of a holistic approach to the world and people.
2. Analyses their behaviour and attitudes from a holistic human approach.
3. Knows various aspects of consciousness, the principles of achieving mindfulness and is able to apply this knowledge in everyday life and thereby improve their quality of life.
4. Knows the principles of goal setting and self-reflection and is able to draw up action plans to achieve goals.

5. Knows the principles of self-management and empowerment and is able to use them to gain control over their lives.
6. Knows the fundamentals of communication and masters conversation techniques, is able to create and manage contact in communication, to motivate others and to resolve conflicts.
7. Knows the techniques of developing creativity, can creatively approach tasks and uses strategies to find new solutions in life.

2. Level 2 Holistic Regression Therapy (HRT)

Upon completion of Level 2 of the curriculum, the student:

1. Knows theoretical principles and mechanisms of action of HRT and can carry out holistic regression therapy with clients.
2. Knows modern theories of the holistic approach to human and scientific research in this field.
3. Knows the fundamentals of the holistic approach to health, can analyse the effects of health influencers and their causal links to health and quality of life.
4. Understands the principles of prevention of health problems and is able to apply them in the process of HRT.
5. Understands the formation mechanism of health problems in the light of MetaHealth principles.
6. Knows the fundamentals of systemic family approach, understands the role of the family in human development and can analyse a client's problem in relation to their family background.
7. Analyses the client's need for therapy, knows the indications and contraindications of HRT and is able to apply the client empowerment techniques in the therapy process.
8. Critically analyses their therapeutic activities and evaluates them based on ethical principles.
9. Knows the fundamentals of customer service.
10. Knows the function of all human organ systems, knows their cooperation and is able to deal holistically with the processes in the body.
11. Analyses themselves and the world around them based on the principles and approaches of general psychology.
12. Knows the legislative regulation in the field of complementary medicine.
13. Knows the different fields of complementary medicine and the key principles and methods of different directions of psychotherapy.

4. CONDITIONS FOR STARTING TRAINING

1. Level 1: Holistic Training

Secondary education provides access to Level 1 training. Receipt of documents shall take place in accordance with the schedule announced on our website.

- **Documents:** a registration form to be filled on our website.
- **The registration fee** to be paid based on an invoice sent to the applicant.
- **Completion of the individual therapy cycle "The Holistic Four"** (volume: four 3-hour-long regression therapy sessions, altogether 16 ac/h).
- **An interview with the admissions board.** During the interview, the motivation of the applicant, their suitability for the study group, as well as the performance of the self-therapy sessions completed will be determined. The student receives information about the structure, content and organisation of the training. Applicants without higher education will be informed of the requirements for further studies at Level 2.

Graduates of Level 1 of training are not required to continue their studies in Level 2 of training. The training contract is concluded separately for each training year.

After completing the first stage (Level 1) of training, graduates with higher education have the opportunity to continue their studies in the second stage (Level 2) of training. More details on page 26: Annex 1 Admission standards and the implementation of RPL ahead of admission to the Level 2 training.

2. Level 2: Holistic Regression Therapy

The prerequisite for Level 2 of training is higher education corresponding to the bachelor's level and completion of Level 1 of training.

In addition to academic education, the following are also taken into account:

- Informal learning incl. work experience
- Non-formal learning incl. completion of continuing education courses and retraining courses
- Study and work experience gained abroad
- Self-development
- Personal maturity and suitability for therapeutic work

Three admission standards are applied in the admission:

Admission standard 1: the applicant has a university degree in health care, psychology, pedagogy or social work.

Admission standard 2: the applicant has a university degree but not in the fields of health care, psychology, pedagogy or social work.

Admission standard 3: the applicant has a secondary education but has sufficient previous study and work experience to apply for Level 2 of training.

More details: Annex 1 Admission standards and the implementation of RPL ahead of admission to the Level 2 training.

Receipt of documents shall take place in accordance with the schedule announced on our website. Acceptance procedure:

A. Submission of documents

1. Submission of the application. A registration form shall be filled in on our website.
2. Submission of documents certifying the level of education: higher education diploma corresponding to the bachelor's level and academic transcript or report card.

3. If the student applies for admission under the admission standards 2 and 3, they must compile a portfolio (see APPENDIX 2: Instructions for admission standards).
4. A cover letter with a list of documents submitted.

B. Interview with the members of the admissions board.

During the interview, the applicant's motivation and suitability for training as a therapist are determined. The results of the applicant's reflection on self-development in the first academic year and the developmental dialogue practised in the first academic year are taken into account.

The admissions committee will inform the applicant of its decision in writing.

Recognition of Prior Learning (RPL).

RPL shall be carried out based on an individual assessment.

The student can apply for an exemption from general subjects if they have completed these subjects in the course of previous studies and submit the relevant documents.

5. THE VOLUME AND STRUCTURE OF THE CURRICULUM

THE VOLUME OF THE CURRICULUM				
Code	Subject Name	Contact learning (hrs)	Independent study (hrs)	Total hours
HT	Implementation of a holistic approach to the world and human in self-development	222	130	352
HOL	A holistic study of human 1 and 2	136	30	166
HRT	Holistic Regression Therapy method and techniques	272	140	412
ETH	Holistic Regression Therapy ethics	20	30	50
META	Fundamentals of MetaHealth	32	32	64
SYS	A systematic approach to family	40	30	70
HELP	Psychological help for traumas and crises	8	4	12
TRANS	Transpersonal Psychology and Therapy	20	56	76
HAPHY	Human Anatomy & Physiology	40	40	80
PAT	Psychopathology	40	20	60
GEN	General Psychology	32	36	68
LAW	Legislation related to the field of complementary medicine	8	4	12
DTT	Different types of therapy	40	4	44
PRAX 1:	Practice 1 developmental dialogue: Carrying out sessions of developmental dialogue		66	66
PRAX 2:	Practice 2 developmental dialogue: Developmental dialogue in the process of introducing archetypes		96	96
PRAX 3:	Practice 3 Holistic Regression Therapy: Carrying out Holistic Regression Therapy sessions		160	160
SUP	Supervision	150		150
i-THR	Individual therapy		80	80
CWRK	Coursework		102	102
EXAM	Final examination / occupational qualification examination		80	80
	TOTAL	1060	1138	2200

STRUCTURE OF THE CURRICULUM BY YEARS										
		Year 1		Year 2		Year 3		Year 4		
Code	Subject Name	C	I	C	I	C	I	C	I	Total
HT	Implementation of a holistic approach to the world and human in self-development	222	130							352
HOL	A holistic study of human 1 and 2	60	10	48	10	28	10			166
HRT	Holistic Regression Therapy method and techniques			120	60	100	60	52	20	412
ETH	Holistic Regression Therapy ethics					20	30			50
META	Fundamentals of MetaHealth					32	32			64
SYS	A systematic approach to family			16	12	8	18	16		70
HELP	Psychological help for traumas and crises							8	4	12
TRANS	Transpersonal Psychology & Therapy							20	56	76
HAPHY	Human Anatomy & Physiology			40	40					80
PAT	Psychopathology			40	20					60
GEN	General Psychology					32	36			68
LAW	Legislation related to the field of complementary medicine							8	4	12
DTT	Different types of therapy							40	4	44
PRAX 1:	Practice 1 developmental dialogue: Carrying out sessions of developmental dialogue		66							66
PRAX 2:	Practice 2 developmental dialogue: Developmental dialogue in the process of introducing archetypes				96					96
PRAX 3:	Practice 3 Holistic Regression Therapy: Carrying out Holistic Regression Therapy sessions						64		96	160
SUP	Supervision	10		30		30		80		150
i-THR	Individual therapy		32		16		16		16	80
CWRK	Coursework		12		30		60			102
EXAM	Occupational qualification examination								80	80
	TOTAL	292	250	294	284	250	324	224	280	2200

C – contact learning

I – independent study

6. SUBJECTS

HT	Implementation of a holistic approach to the world and human in self-development
Volume	222 hrs contact learning + 130 hrs independent study Total 352 hours
Objective	The student knows the principles of self-management, empowerment and mindfulness and can apply them in improving their quality of life and achieving personal goals.
Learning outcome	<ul style="list-style-type: none"> • Knows the philosophical and theoretical foundations of a holistic approach to the world and people. • Knows various aspects of consciousness, the principles of mindfulness and is able to apply this knowledge in everyday life in achieving and maintaining mental, emotional and physical balance. • Knows the principles of empowerment and is able to use them to gain control over their life. • Can analyse their behaviour and attitudes from a holistic human approach. • Knows the fundamentals of communication and masters conversation techniques (listening, asking questions, reflecting, summarising), can create and manage contact in communication, can motivate others and can resolve conflicts. • Knows the principles of goal setting and self-reflection and can draw up action plans to achieve goals. • Knows the techniques of developing creativity and can use strategies to find new solutions in life.
Topics to be covered	<p>A quantum physics approach to consciousness, energy and information. Human and the environment as a whole, the relationship between human and the environment. Consciousness as a field. Aspects of consciousness. The origin and evolution of life. Different philosophical approaches to cause and effect. Seven hermetic principles. C. G. Jung's synchronicity approach. The language of the subconscious: symbols, archetypes and mythology, dreams.</p> <p>Internal and external locus of control, the connection of the locus of control with responsibility, initiative and will. Internal locus of control in the service of empowerment.</p> <p>Setting goals. Personal goals and self-analysis. Decision-making and responsibility.</p> <p>Interpersonal relationships and fundamentals of communication. Stages of the communication act. Principles of active listening and practice of verbal techniques. Me-messages. Motivation and conflict resolution. Projection mechanism as an influencer of relationships. Feelings and needs as the key to development and change. Awareness and expression of feelings. Empathy in human relationships.</p> <p>Stages of creation. Strategies for finding creative solutions and different techniques.</p>
Methods	<p>Lectures, joint discussions of reading material, group work and discussions, drawing.</p> <p>Practicum: practical exercises, meditations and practices, role-plays, demonstrations.</p>
Independent study	Revision of study materials and required reading. Essay writing.

Pass requirements	Participation in 80% of the lectures and practica, engagement in the discussions and group work. The subject is completed when the student has submitted a course paper, which is an essay on their own experience gained in applying the principles of self-development, empowerment and mindfulness in everyday life.
Study material	<p>Eberth, Marina P. Holistic Training. Study material. Modules HT 1 – 8.</p> <p>Chopra, Deepak. Seven Spiritual Laws of Success: A Practical Guide to the Fulfilment of Your Dreams. (First published 1993.)</p> <p>Chopra, Deepak. Life After Death: The Burden of Proof. (First published 2006.)</p> <p>Cooper, Diana. A Little Light on the Spiritual Laws. (First Published 2000.)</p> <p>Deida, David. The Way of the Superior Man. (First published 1997.)</p> <p>Doyle, Laura. The Surrendered Wife, A Practical Guide To Finding Intimacy, Passion and Peace (First published 2000.)</p> <p>Goldman, Jonathan. Healing Sounds: The Power of Harmonics. (First published 1996.) (Chapters 1-8)</p> <p>McTaggart, Lynne. The field: The Quest for the Secret Force of the Universe. (First published 2003.)</p> <p>Myss, Caroline. Anatomy of the Spirit: The Seven Stages of Power and Healing. (First published 1996.)</p> <p>Redfield, James. The Celestine Prophecy (First published 1993.)</p> <p>Shapiro, Debbie. Your Body Speaks Your Mind: Understand How Your Thoughts and Emotions Affect Your Health. (First published 1996.)</p>

HOL 1 HOL 2	THE HOLISTIC STUDY OF HUMAN 1 and 2
Volume	<p>In Level 1, 60 hrs contact learning and 10 hrs independent study</p> <p>In Level 2, 76 hrs contact learning and 20 hrs independent study</p> <p>Total of 166 hours</p>
Objective	The student knows contemporary theories of the holistic approach to human and the holistic approach to health, understands how health determinants and empowerment play a part in preventing problems and in improving the quality of life.
Learning outcome	<ul style="list-style-type: none"> • Has an overview of the key issues of the holistic approach to human and the scientific research done in this field. • Understands the holistic patterns in the functioning of the human psyche and the connections between human and the environment. • Knows the holistic approach to consciousness and the development stages of self-consciousness throughout a life cycle. • Knows the fundamentals of holistic health, can analyse the effects of health determinants and their causal links to health and quality of life. • Knows the principles of health problems prevention and the possibilities of their implementation in maintaining health. • Can compare the holistic approach to the world and humans and the contemporary scientific general psychology.
Topics to be covered Level 1	<p>The holistic approach to consciousness: Consciousness, subconsciousness and higher self, collective consciousness. The three-self theory. States of consciousness and brain rhythms.</p> <p>The holistic approach to psychological functions:</p> <ul style="list-style-type: none"> • The holistic approach to perception, attentiveness and memory. Holographic brain theory developed by Karl Pribram. The research of E. Tälving in the field of memory.

	<ul style="list-style-type: none"> • A transpersonal approach to will by R. Assagioli. • M. Seligman's approach to feelings and needs. Feelings as influencers of mental and physical health. • Reasoning. Belief systems: development and change of beliefs. The biology of beliefs by B. Lipton. • The holistic approach to intuition. Contemporary studies of the Institute of HeartMath about the effect of heart to the organism. • The holistic approach to the body, bodily functions and sexuality.
Topics to be covered Level 2	<p>Fundamentals of systems theory. Open systems and their development. The death and rebirth of systems. Evolution and quantum leap. Natural life crises and development potential. A systematic approach to human. Use of the principals of the systematic approach in therapy.</p> <p>The origin of self-consciousness and development phases from birth to death. Human life cycle and its parts.</p> <p>Fundamentals of holistic health. The connection of body and mind, mutual influence of psyche and health. The model of disease-oriented pathogenesis. Resource-oriented approach to health and the model of health-oriented salutogenesis. Factors that maintain health issues. Empowerment and empowerment in the service of health. Prevention of health problems. The coherence of organs and processes.</p> <p>Implementation of the viewpoints of positive psychology in the prevention of health problems. Optimal life versus normal life. Happiness and self-fulfilment.</p>
Independent study	Revision of study materials. Completing homework.
Methods	Lectures, joint discussions of reading material, group work, role-plays. Practicum: practical exercises, meditations and practices.
Pass requirements	Participation in 80% of the lectures, engagement in the discussions, group works and practica. Examination: multiple-choice test.
Study material	<p>Eberth, Marina. Holistic Training. Modules HT 1 – 8. Study material.</p> <p>Eberth, Marina. Holistic Regression Therapy. Modules HRT 1 -12. Study material.</p> <p>Eberth, Marina. Development of Self-consciousness. Study material.</p>

HRT	HOLISTIC REGRESSION THERAPY METHOD AND TECHNIQUES	
Volume	272 hrs contact learning + 140 hrs independent study	Total 412 hours
Objective	The student knows theoretical principles and mechanisms of action of Holistic Regression Therapy and can carry out Holistic Regression Therapy with clients.	
Learning outcome	<ul style="list-style-type: none"> • Knows the development, history and the key concepts of regression therapy. • Knows the theoretical concepts and mechanisms of action of regression therapy, specific characteristics, indications and contra-indications of the therapy process. • Can assess a client's condition, gather and document the information about a client. • Can empower clients and help them bring on a change in their health, mindset, lifestyle and behaviour. • Can plan a therapy cycle, conduct it and carry out mid-term reviews and final summaries. • Knows the fundamentals of customer service, knows how to establish 	

	<p>contacts with clients and also establish mutual agreements.</p> <ul style="list-style-type: none"> • Can carry out therapeutic conversations, can master verbal techniques: attention skills, influencing skills, skills that affect the quality of therapeutic conversations. • Can carry out holistic journeys and other specific techniques.
Topics to be covered	<p>History and key concepts of regression therapy. Evolution of the regression therapy in Europe and the whole world. Theoretical concepts and historical background of holistic regression therapy. Holistic problem-solving in therapy: a transpersonal approach. Holistic Regression Therapy mechanisms of action. Co-dependency or problems related to an external locus of control. Transfers and counter-transfers in the therapy process. Memory processes in therapy. Specific characteristics of the recording of traumatic events: dissociation and fragmentation. Sub-personality approaches in Transpersonal Psychology (R. Assagioli, J. Rowan, K. Wilber et al.) Archetypes, symbols and metaphors in the therapy process. Indications and contra-indications of Holistic Regression Therapy. The border between norm and pathology. Spirituality and pathology. Considering the client's condition and sensitivity. Client's empowerment in the therapy process. Awareness and implementation of positive resources.</p> <p>Parts of the job of a Holistic Regression Therapist and practising these parts in practice:</p> <ul style="list-style-type: none"> • Preparation for work. Therapy room and tools. • Fundamentals of customer service. • Assessment of the client's condition, listening to the client's history, documenting the information. Carrying out a primary interview, using HRT techniques when gathering information. • Making contact with a client, and concluding agreements related to the therapy process, clarification of mutual rights and obligations. Client's informed consent. • Setting therapy goals. Clarifying goals to the client. • Clarifying the need for change and possibility. • Finding and bringing out factors that maintain health issues. • The effect of the client's condition and sensitivity to the process. Contra-indications. Referring client to another specialist. • Conducting a therapeutic conversation: setting a goal of the conversation and keeping the focus, skilful use of verbal techniques. Techniques of interviewing, listening and influencing. • Drafting a genogram. • Knowing the process of the holistic journey and having skills to lead it. • Preparation and documentation of the holistic journey. • An altered state of consciousness and techniques to influence its dynamics. • Creating a connection (bridge) between the present moment and past events. • Balancing the energy system. • Client's feelings and needs, processing blocked feelings. • Supervising a client in experiencing and expressing needs, feelings and body reactions. The principals of releasing energy blockages. • Bringing from the altered states of consciousness back to the normal state of consciousness. • Ending of a session and preparing a client for the independent work. • Gathering and assessing feedback. • Guiding a client in understanding and integrating the new information.

	Types and basic schemes of holistic journeys. Integration of an inner child, a journey to the client's past, processing traumatic situations and relationship problems. Therapy schemes with regard to body symptoms and health problems. Therapy techniques with regard to a client with deep psychological trauma. Prenatal and perinatal process, working methods with regard to the issues related to pregnancy and abortion. Processing sexual problems, balancing masculinity-femininity. Finding and implementing positive resources. Practising primary schemes of the holistic journey in practica.
	Specific techniques used in therapy processes.
Independent study	Revising required reading. Completing homework described in the study materials.
Methods	Lectures, joint discussions of required reading, group work, practical exercises to acquire skills. Practica to practise therapy sessions, demonstrations, watching videos about a therapist working with clients, analysing those videos. Watching and analysing films.
Pass requirements	Participation in 80% of the lectures and all practica. Engagement in discussions and group work. Completion of written homework. Examination: multiple-choice test. Observation of HRT practica, assessment and feedback from a trainer.
Study material	Eberth, Marina P. Holistic Regression Therapy. Modules 1 – 12. Study material. Eberth, Marina P. Free from the Prison of Co-dependency! Study material. Bolton, Robert. People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts. (First published 1979.) Chopra, Deepak. Life After Death. The Burden of Proof. (First published 2006.) Dethlefsen Thorwald. Voices from Other Lives: Reincarnation As a Source of Healing (First published 1976.) Hellsten, Tommy. Elämän lapsi: vastuulliseen aikuisuuteen. Kirjapaja, 1993. (In Finnish) / Elu laps: Vastutustundliku täisea poole. Pilgrim, 2007. (In Estonian) Ingerman, Sandra. Soul Retrieval: Mending the Fragmented Self. (First published 1991.) Mellody, Pia. Facing Codependence: What It Is, Where It Comes from, How It Sabotages Our Lives. (First published 1989.) Norwood, Robin. Women Who Love Too Much: When You Keep Wishing and Hoping He'll Change. (First published 1985.) Tepperwein, Kurt. Die Botschaft Deines Körpers: Die Sprache der Organe. MVG, 2003. (In German) / Sinu keha sõnumid: Mida organid räägivad? Ersen, 2011. (In Estonian) Siegel, Bernie. Love, Medicine & Miracles. (First published 1986.)

ETH	HOLISTIC REGRESSION THERAPY ETHICS	
Volume	20 hrs contact learning + 30 hrs independent study	Total 50 hours
Objective	The student knows therapist ethics and ethical issues, different codes of ethics, transfers and contra-transfers, can analyse their weaknesses and problems as a therapist.	
Learning outcomes	<ul style="list-style-type: none"> Has an overview of the concepts and problems of ethics, various codes of ethics. Understands the enhanced requirements for therapy where a client is in the altered state of consciousness. 	

	<ul style="list-style-type: none"> • Can consider transfer and counter-transfer. • Can analyse their and therapist's weaknesses and problems. • Is aware of the traps of ethical misconduct and knows how to avoid them.
Topics to be covered	<p>Key concepts: values, ethics, morality, moral principles. Professionalism and ethical conduct. Code of ethics. Client's informed consent.</p> <p>'ABC' of therapist ethics: Time and place as therapist's safe frames. Paying for therapy. Acceptance as the basis of contact. Confidentiality. Role and clear boundaries.</p> <p>Holistic Regression Therapy ethics. Client's special needs in the altered state of consciousness. Problems related to informed consent. Touch in therapy. Cognitive dissonance. Transfer and contra-transfer. Model of therapist's risks. Ethical challenges (neglect of a client, burnout of a helper, ignorance of the traps, underestimation of the impact of the altered state of consciousness, transfer and counter-transfer). The keys to ethical behaviour (genuine care, desire to explore one's motives, telling the truth, asking for help and learning, acknowledging one's defences). Consequences of ethical misconduct. Prevention of misconduct.</p>
Independent study	Revising reading material, filling in self-observation questionnaires, writing a paper and preparing a presentation.
Methods	Lectures, group discussions on ethical dilemmas, exercises and role-plays, listening to the presentations of term papers, joint discussions.
Pass requirements	Participation in 80% of the lectures, writing and presenting a paper, engagement in the discussions and role-plays, filling in self-observation questionnaires.
Study material	Kylea Taylor. The Ethics of Caring. 1995.

META	FUNDAMENTALS OF METAHEALTH
Volume	32 hrs contact learning + 32 hrs independent study Total 64 hours
Objective	The student understands the formation mechanism of symptoms and diseases, their course and the possibility of recovery based on the principles of MetaHealth (MetaMedicine).
Learning outcome	<ul style="list-style-type: none"> • Has an overview of the key focus of MetaHealth. • Understands the formation mechanism of diseases in the light of the MetaHealth principles. • Can analyse their physical symptoms based on the MetaHealth approaches. • Can analyse the physical symptoms of clients.
Topics to be covered	<p>Introduction to MetaHealth (history, principles, models and techniques). Integrative medicine and health beliefs.</p> <p>Stress triggers.</p> <p>The main phases and points of the healing process in MetaHealth.</p> <p>Different organ reactions and embryological relationships.</p> <p>The brain as a central control system, connections with emotions and organs.</p> <p>Brainstem and cerebellum: connections with emotions, beliefs and organs.</p> <p>MetaHealth analysis process: monitoring a client, determining the dominant party.</p> <p>Cerebrum and cerebral cortex: connections with emotions, beliefs and organs.</p> <p>The contribution of microorganisms to the healing process.</p> <p>MetaHealth analysis process: 12 questions of the analysis process.</p>

	Awareness and broadening of consciousness. The pillars and keys of self-healing. Levels of healing and integrative therapies. Releasing emotions and changing beliefs. Soul level awareness.
Independent study	Revising study material. Analysis of body symptoms and writing reports.
Methods	Lectures, practical exercises, group work.
Pass requirements	Participation in 80% of the lectures, engagement in discussions and group work, submission of a report of an analysis of body symptoms. Examination: multiple-choice test.
Study material	MetaHealth: Overview of Diseases. Course material. Trine Helgerud, Bent Madsen, Dagfrid Kolås. Metamedisin: fra kreft til kraftin: fra kreft til kraft. Kolofon Forlag AS, 2007 (In Norwegian) / Metameditsiin: Loodusseadused ja loomulik tervenemine. Menu, 2009 (In Estonian) Rob van Overbruggen. Healing Psyche: Patterns and Structure of Complementary Psychological Cancer Treatment. (First published 2006.)

SYS	SYSTEMATIC APPROACH TO FAMILY
Volume	40 hrs contact learning + 30 hrs independent study Total 70 hours
Objective	The student understands the important role of the family in human development and is able to carry out an individual family constellation.
Learning outcome	<ul style="list-style-type: none"> • Knows the key topics and concepts of systemic family therapy. • Understands the phases of family development and the specific characteristics of development. • Knows the patterns of family formation and functioning in the light of the principles of the family constellation. • Can analyse a client's problem in relation to their family background. • Can use individual family constellation techniques.
Topics to be covered	The fundamentals of family therapy: family is a system. Key concepts of systems theory applied in family therapy. Approach to pathology in systemic family therapy: the system as a sustainer of pathological behaviour. Axioms of family therapy on communication. Possibilities for family research. Structural family therapy. Systems and subsystems. Family myths. Family therapy techniques. The family as an evolving system: formation and developmental phases. Types of dysfunctional families.
	History of family constellations and phenomenological bases of their formation. Laws of systemic order in the family system, according to B. Hellinger and the consequences of their disregard. Forces working in the family system.
	Principles of conducting family constellations. Individual constellation technique. Practices.
Independent study	Revising the study material.
Methods	Lectures, practical exercises, group work. Constellations. Practica.
Pass requirements	Participation in 80% of the lectures, engagement in the discussions and group work. Participation in the family constellations. Participation in individual constellation practica. Oral report.

Study material	Boltzmann, Tiiu. Perekonna varjatud seadused. Suhete käsiraamat sünnist surmani. Väike Vanker OÜ, 2013. (In Estonian) Hellsten, Tommy. Vanhemmuus: vastuullista vallankäyttöä. Kirjapaja, 2009. (In Finnish) / Olla lapsevanem. Pilgrim, 2007. (In Estonian) Nelles, Wilfried. Die heilende Kraft der Wirklichkeit (in German) / Tegelikkuse tervendav jõud. Väike Vanker OÜ, 2013. (In Estonian)
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HELP	PSYCHOLOGICAL HELP FOR TRAUMAS AND CRISES
Volume	8 hrs contact learning + 4 hrs independent study Total 12 hours
Objective	The student knows the principles of crisis assistance and is able to help a client in a psychological crisis.
Learning outcomes	<ul style="list-style-type: none"> • Knows the principles of crisis assistance. • Understands the specific characteristics of the functioning of the psyche of a client in a psychological crisis and is able to help them.
Topics to be covered	<ul style="list-style-type: none"> • Definition and purpose of crisis assistance. Typology of crises. Traumatic crises. • Disasters and accidents; their impact on the human psyche. Types of victims. • Basic rules of psychological crisis management. • Normal reactions in the crisis. Shock reactions. • Specific characteristics of communication with people in crisis. • How to help a person immediately after an accident and what is the help after an emotionally-challenging event. Behaviour with a person in a panic. • Helping yourself when being part of an accident or a disaster. • Post-traumatic stress disorder (PTSD).
Independent study	Revising the study material.
Methods	Lectures, discussions, group work, practical exercises.
Pass requirements	Practical work in solving cases. Participating in at least 80% of classroom study. Engagement in discussions, group work.
Study material	Ene Talvist. Helping a Person in a Psychological Crisis. Study material. Babette Rothchild. 8 Keys to Safe Trauma Recovery: Take-Charge Strategies to Empower Your Healing. (First published 2009.)

TRANS	TRANSPERSONAL PSYCHOLOGY & THERAPY
Volume	20 hrs contact learning + 60 hrs independent study Total 80 hours
Objective	The student knows the key principles and methods of Transpersonal Psychology & Therapy and is able to analyse them critically.
Learning outcome	<ul style="list-style-type: none"> • Knows the concepts, key principals and methods of Transpersonal Psychology & Therapy (TP). • Knows the most important representatives of the transpersonal direction. • Knows the strengths and weaknesses of the transpersonal direction. • Can compare Holistic Regression Therapy with transpersonal therapies.
Transpersonal psychology and therapy	Causes of Transpersonal Psychology & Therapy and relationship with other sciences and philosophies. Main predecessors of TP: James, Jung, Assagioli, Maslow. TP as science and philosophy: Wilber, Grof.

	<p>TP research objects: consciousness, states of consciousness, development stages of consciousness, ego transcendence, development, death, the importance of mental development, human abilities, body-mind relations, changes in people's world of thought and behaviour.</p> <p>The most important representatives of TP, their main views and contribution to the development of transpersonal psychology: Walsh, Tart, Wilber, Grof et al.</p> <p>TP application area: different types of therapies, therapeutic techniques, other techniques and procedures. Differences in TP practices compared to other therapies.</p> <p>TP organisations, schools, learning opportunities.</p> <p>TP criticism and weaknesses.</p>
Independent study	Revising required reading. Discussions in small groups + writing a paper and presenting it in the classroom.
Methods	Lectures, joint discussions of reading material, group work.
Pass requirements	Preparation and presentation of a presentation. Participation in 80% of the lectures, engagement in the discussions and group work. Examination with a test.
Study material	<p>Required:</p> <p>Textbook of Transpersonal Psychiatry and Psychology. Scotton B.W., Chinen A.B., Battista J.R. (First published 1996.)</p> <p>Walsh, Roger and Vaughan, Frances. Paths Beyond Ego: The Transpersonal Vision. (First published 1980.)</p> <p>Wilber, Ken. A Brief History of Everything. (First published 1996.)</p> <p>Metzner, Ralph. Alchemical Divination: Accessing Your Spiritual Intelligence for Healing & Guidance. (First published 2009.)</p> <p>Metzner, Ralph. Mind Space & Time Stream: Understanding & Navigating Your States of Consciousness. (Published 2010)</p> <p>Recommended:</p> <p>Tart, Charles. States of Consciousness. (First published 1975)</p> <p>Wilber, Ken. Grace & Grit: Spirituality & Healing in the Life & Death of Treya Killam. (First published 1991.)</p> <p>Grof, Stanislav. Psychology of the Future: Lessons from Modern Consciousness. (First published 2000.)</p> <p>Robert Lanza and Bob Berman. Biocentrism: How Life and Consciousness are the Keys to Understanding the True Nature of the Universe. (First published 2009.)</p>

HAPHY	Human Anatomy & Physiology	
Volume	40 h contact learning + 40 h independent study	Total 80 hours
Objective	The student understands the physiological reactions of the processes taking place in the body in terms of holistic organ system cooperation.	
Learning outcome	<ul style="list-style-type: none"> • Knows the function and cooperation of all organ systems. • Understands the development of the organism into a complete system. • Knows the functioning of the nervous system and essential aspects of emotional functioning in the formation of emotions. • Can approach reactions in the body either holistically or comprehensively. 	

Topics to be covered	Functions of organ systems. Tissue function: muscle tissue, glands, nerve tissue. Musculoskeletal system. Cardiovascular system. Respiratory system. Endocrine glands. Digestive and metabolic system. Reproductive system, embryology, human life cycle. Skin sensitivity system. Immune system. The nervous system, sensory function: sight, hearing, sense of smell and taste. Reception. Limbic system. Cranial nerves. Spinal nerves. Synapses. Integrative brain functions.
Methods	Lectures, watching educational films, discussions, reviewing the reading material, writing a paper, presentation.
Independent study	Reading the required materials, writing a paper and preparing a presentation.
Pass requirements	Submission of a written paper and oral presentation on this topic. Participation in 80% of the lectures.
Study material	Kingissepp, P-H. Human Physiology. Watson, C., Kirkcaldie, M., Paxinos, G. The Brain: An Introduction to Functional Neuroanatomy. Elsevier Inc, 2010.

PAT	PSYCHOPATHOLOGY
Volume	40 hrs contact learning + 20 hrs independent study Total 60 hours
Objective	The student has an overview of the most important mental disorders and medicines to treat them. Knows the organisation and principles of psychiatric care.
Learning outcome	<ul style="list-style-type: none"> • Knows psychiatric symptomatology, understands the principles of diagnostics and the general structure of International Classification Of Diseases (ICD-10). • Has an overview of legislation of organisation and the principles of psychiatric care in Estonia. • Knows the main groups of psychiatric diseases and their primary symptomatology. • Knows the main groups of drugs used to treat mental disorders.
Topics to be covered	<p>Classification of mental disorders, diagnostics (medical history, assessment of the condition).</p> <p>Psychiatric symptomatology.</p> <p>Mood disorders: a) Depression b) Bipolar disorder</p> <p>Suicidality.</p> <p>Legislation and organisation of psychiatric care in Estonia, involuntary treatment.</p> <p>Schizophrenia and other psychotic disorders:</p> <ol style="list-style-type: none"> Psychopathology Diagnostics Epidemiology and aetiology Progress and prognosis Different treatment options

Topics to be covered	Eating disorders. Addictive disorders. Attention Deficit Hyperactivity Disorder (ADHD). Autism spectrum disorders. Anxiety disorders. a) Panic disorders b) Social phobia c) Specific (simple) phobia d) Generalised Anxiety Disorder (GAD) e) Obsessive-compulsive spectrum disorders (OCD) f) Causes and treatment of anxiety disorders Somatisation disorder. Burnout syndrome. Personality disorders. Organic mental disorders – dementia. A little introduction to medicines for mental disorders.
Pass requirements	Participation in 80% of the lectures. Passing an assessment.
Study material	ICD-10 or the 10th revision of the International Statistical Classification of Diseases and Related Health Problems https://icd.who.int/browse10/2019/en#/V Psykiatria. Jouko Lönnqvist, Martti Heikkinen, Markus Henriksson, Mauri Marttunen, Timo Partonen. Duodecim. 2007 (In Finnish) / Psühhiaatria. Medicina kirjastus, 2000. (In Estonian)

FGP	FUNDAMENTALS OF GENERAL PSYCHOLOGY
Volume	32 hrs contact learning + 36 hrs independent study Total 68 hours
Objective	The student knows the general universal regularities of human psyche and behaviour.
Learning outcome	<ul style="list-style-type: none"> Has an overview of the main topics that the modern scientific psychology is dealing with. Understands the fundamental laws of the functioning of the human psyche and their relation to environmental factors. Associates scientific psychology with applied outputs. Is able to analyse themselves and the world around them based on the principles and approaches of general scientific psychology. Can compare modern general scientific psychology with a holistic view of the world and people.
Topics to be covered	<p>General issues of psychology:</p> <ul style="list-style-type: none"> The subject matter, methods, principles, structure. History of development. A scientific approach to the evolutionary origin and development of the psyche. Neuroscience foundations of the psyche and ontogenesis. Needs and motives. <p>Cognitive processes: sensations, perception, memory, imagination and fantasy, thinking, language and speech, will, feelings and emotions, attention and states of consciousness.</p> <p>Personality and social relations.</p> <p>Positive psychology.</p>
Independent study	<p>Revising required reading. A written essay about one's needs and motives.</p> <p>Conducting experiments and writing reports:</p> <ul style="list-style-type: none"> Developing an experimental scheme for easy measurement of response time

	<p>in groups of three to five people. Conducting experiments and comparing results.</p> <ul style="list-style-type: none"> Recording a conversation between a mother and a 2-3-year-old child and analysing the recording.
Methods	Lectures, joint discussions of required reading, group work: linking and comparing general psychology with a holistic view of the world and people, conducting experiments.
Pass requirements	Examination: multiple-choice test. Participation in 80% of the lectures, engagement in discussions and group work, submission of a report of the results of the experiments.
Study material	Bachmann, T., Maruste, R. Psühholoogia alused. 2003. Tallinn: Ilo. (In Estonian) Seligman, M. Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Deep Fulfilment. (First published 2003.)

LAW	LEGISLATION RELATED TO THE FIELD OF COMPLEMENTARY MEDICINE
Volume	8 hrs contact learning + 4 hrs independent study Total 12 hours
Objective	The student has an overview of the legislation regulating the field of complementary medicine.
Learning outcome	<ul style="list-style-type: none"> Knows the legislation regulating the field of complementary medicine. Knows the limits of their professional activity, their rights and obligations. Can avoid incidents related to sharing the responsibilities in their professional work.
Topics to be covered	<ul style="list-style-type: none"> Fundamentals of providing service: Health services organisation acts and problems encountered in practice in the provision of services in this field (incl. scope of professional activities, obligation to refer, etc.). Contract law issues – relevant legislation (incl. Law of Obligations Act). Conclusion of the agreement, restrictions, amendment and termination of the agreement. The primary obligation under the agreement is the obligation to seek informed consent: what to inform, how to inform, who to inform (especially in the case of minors), the obligation to document, the obligation of confidentiality and data protection. Liability - bases and preconditions of liability, division of responsibility, settlement of disputes. <p>The written material contains a list of legal acts and references to court decisions for each topic.</p>
Independent study	Revising the reading material. Research of court decisions.
Methods	Lectures, joint discussions of reading material, group work.
Pass requirements	Participation in 80% of the lectures, completion of homework, engagement in the discussions, group work. The examination uses a multiple-choice test.
Methods	Lectures, joint discussions of reading material, group work. Discussion groups.
Pass requirements	Participation in 80% of the lectures, completion of homework, engagement in the discussions and group work. Preparation and presentation of a paper. A written report of the discussion group. Examination with a multiple-choice test.
Study	Written material from the lecturer.

material	<p>Luik-Tamme, I. Teavitamine kuld, vaikimine ...? SA Tartu Ülikooli Kliinikumi Leht, 2011. (In Estonian)</p> <p>Luik-Tamme, I. Patsiendiseaduse eelnõust. SA Tartu Ülikooli Kliinikumi Leht, 2011. (In Estonian)</p> <p>Luik-Tamme, I. Kes teavitaks arsti ravimiuuringutega kaasnevatest võimalikest (juriidilistest) kõrvalnähtudest? Lege Artis, 2011. (In Estonian)</p> <p>Luik-Tamme, I. Kogu Euroopas on arstid mures hagide kasvu pärast. Meditsiiniuudised, 2011. (In Estonian)</p>
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DTT	DIFFERENT TYPES OF THERAPY
Volume	40 hrs contact learning + 4 hrs independent study Total 44 hours
Objective	The student has an overview of different types of therapies and assistance options, the history of therapies and the therapy scene today.
Learning outcome	<ul style="list-style-type: none"> • Has an overview of the key principles and methods of different therapies. • Can compare different therapies, knows their strengths and weaknesses. • Knows the position of Holistic Regression Therapy in the scene of therapy.
Psychotherapy	<p>Pre-psychotherapy history. The origin and the beginning of psychotherapy. Three main development trends of psychotherapy: dynamic, behavioural psychological and experiential direction.</p> <p>An overview of different classical schools of psychotherapy and their comparison: how to describe the essence of human problems; where the treatment process takes place and what causes a change; what the therapist-client relationship is like; what are the main treatments.</p> <p>Postmodernist trends: integrative and narrative therapy.</p> <p>Individual psychotherapy and group therapy.</p>
Complementary and alternative medicine and therapies	<ul style="list-style-type: none"> • Traditional Chinese medicine: key principles, key concepts, human approach, health approach, mechanisms of action. • Traditional Tibetan medicine: key principles, key concepts, human approach, health approach, mechanisms of action. • Homoeopathy: key principles, key concepts, human approach, health approach, mechanisms of action. • Estonian natural therapy: key principles, key concepts, human approach, health approach, mechanisms of action.
Independent study	Revising required reading.
Methods	Lectures, joint discussions of reading material, group work.
Pass requirements	Participation in 80% of the lectures, engagement in the discussions and group work. Examination with a multiple-choice test.
Study material	<p>Required:</p> <p>Karasu, Tokosz. Psychotherapies: An overview. American Journal of Psychiatry, 1977, 134 (8), 851 – 864.</p> <p>Recommended:</p> <p>Corey, Gerald. Case Approach to Counselling and Psychotherapy. (First published 1982.)</p>

PRAX 1:	PRACTICUM 1: CARRYING OUT THE SESSIONS OF DEVELOPMENTAL DIALOGUE
Volume	60 hrs practice + 6 hrs independent study Total 66 hours
Objective	The student can use conversational techniques and, in the role of a therapist, manage the process of empowering a client. As a client, the student experiences the impact of empowerment on themselves and on their life.
Learning outcome	<ul style="list-style-type: none"> • Masters conversational techniques (listening, asking questions, reflecting, summarising). • Can create and manage contact in communication, motivate, resolve conflicts. • Knows the principles of goal setting and can assist a client in setting goals. • Knows the internal and external obstacles on the way to the goal, can assist a client in discovering and eliminating these obstacles, promoting client empowerment. • Can notice and reflect the positive resource of a client. • Can compile an action plan necessary to achieve the goal and assist a client in compiling an action plan. • Can make summaries.
Independent study	Revising the study material and preparing for practice sessions. The practice of developmental dialogue takes place in fixed groups of three. After the troika meeting, the student writes a report on their experience as both a therapist and a client. Reports written according to the instructions are sent to the supervisor.
Methods	Structured conversation. Imagination exercises, meditative exercises.
Pass requirements	Completion of the practice in full. The student conducts the developmental dialogue process (a total of at least four sessions with one client during the academic year) and submits a written report for each developmental dialogue session.
Study material	Practice 1: Eberth, Marina Paula. ATV kolmele: Juhend arengut toetava vestluse harjutamiseks, 2011. (In Estonian) Study material.

PRAX 2:	PRACTICE 2: DEVELOPMENTAL DIALOGUE IN THE PROCESS OF INTRODUCING ARCHETYPES
Volume	60 hrs practice + 36 hrs independent study Total 96 hours
Objective	The student knows the archetypes related to human development and is able to lead a conversation that supports development in the introduction of these archetypes. As a client, the student gains experience in introducing archetypes with the help of developmental dialogue.
Learning outcome	<ul style="list-style-type: none"> • Knows the archetypes related to human development and life cycle. • Can analyse their psyche and behaviour from the point of view of archetypes. • Can assist a client in introducing archetypes: choosing a suitable goal, drawing up an action plan. • Can assist a client in detecting and removing internal and external obstacles.
Independent study	Revising the study material and preparing for the practice sessions. The practice of developmental dialogue takes place in fixed groups of three. After the troika meeting, the student writes a report on their experience as both a therapist and a client. Reports written according to the instructions are sent to the supervisor.

Methods	Structured conversation. Imagination exercises, meditative exercises.
Pass requirements	Completion of the practice in full. The student has conducted the developmental dialogue process (a total of at least four sessions with one client during the academic year) and has submitted a written report for each developmental dialogue session.
Study material	Eberth, Marina Paula. ATV kolmele kangelasele: Arengut toetav vestlus arhetüüpide juurutamise protsessis. (In Estonian) Study material, 2014. Pearson, Carol. Awakening the Heroes Within: Twelve Archetypes to Help Us Find Ourselves and Transform Our World. (First published 1991.)

PRAX 3	PRACTICE 3: HOLISTIC REGRESSION THERAPY
Volume	Practising Holistic Regression Therapy 160 hours.
Objective	The student is able to carry out Holistic Regression Therapy with a client.
Learning outcome	Knows the competencies described in the professional standard and applies them in practice. <ul style="list-style-type: none"> • Reflects on their activities as a therapist and can evaluate it. • Shows a sense of responsibility and follows ethical principles in their work.
Independent study	Preparing for sessions. Writing a practice diary.
Pass requirements	Completion of the practice in full. To assess the volume of the practice, the student fills in the Private Practice form and submits it by the deadline. Written positive feedback from clients. At the end of the therapy process, the student gives each client a feedback form to complete, in which the client evaluates the results of the therapy and the work of the therapist. The feedback first goes to the supervisor and is the basis for individual supervision.

SUP	SUPERVISION
Volume	Year 1 developmental dialogue supervision (10 hrs). Year 2 developmental dialogue supervision (10 hrs) + HRT supervision (20 hrs). Year 3 HRT supervision (30 hrs). Year 4 HRT supervision: 72 hrs of group supervision and two individual supervisions. Total of 150 hours.
Objective	The student can work with different clients, following professional ethics.
Learning outcome	<ul style="list-style-type: none"> • Can analyse their work, the reasons for their successes and failures. • Can find constructive solutions to problems that have arisen during therapy and use the help of colleagues to find solutions. • Can notice ethical dilemmas and values ethical behaviour. • Can maintain good work performance and use personal energy recovery techniques.
Independent study	Revising the study material. Analysing clients' stories and preparing presentations.
Methods	Listening and analysing clients' stories, discussions, group work, practical training of therapist skills.
Pass requirements	Presentation of clients' stories in a form that meets the requirements. Participation in 80% of the supervision in the 3rd academic year. Participation in 100% of the supervision in the 4th academic year.

i-THR	INDIVIDUAL THERAPY
Volume	16 hrs before the beginning of the training Level 1: 16 hrs Level 2: 16 hrs every academic year, 48 hrs total during the three academic years Total: 80 hrs
Therapists	Practising Holistic Regression Therapists who cooperate with the Holistic Institute (the student can choose the right therapist for themselves from amongst them).
Objective	The student knows the work of a Holistic Regression Therapist through personal therapy experience and experiences the impact of the method on their problem solving and self-development.
Learning outcome	Solves personal, environmental and relationship issues and makes changes in themselves and their life.
Pass requirements	Carrying out individual therapy sessions in the required extent. At the end of each academic year, the student submits a Self-Therapy folder, which states the time and topic of the therapy sessions.

CWRK	COURSE WORK
Year 1	In the first academic year, the student writes an essay, which is also the final paper of holistic training. Holistic training teaches how to combine spirituality with everyday life. If spirituality is a natural part of our daily lives, it is more helpful. During the academic year, the principles of self-development, empowerment and mindfulness are studied and the essay reflects how the student can apply what they have learned in their life. In writing, the student can analyse their experiences and changes in life. An essay is just the right format for this because an essay is a text with a personal world of thought and use of language, in which the author presents their vision of a problem or phenomenon without scientifically substantiating it. The trainer gives feedback on the essay.
Year 2	In the second academic year self-analysis, "The therapist's diary". The analysis consists of two parts: A. A summary of the student's development as a therapist. It is based on an analysis of the sessions they have conducted in practica as a therapist. B. A summary of the student's personal development during the academic year and analysis of the student's individual therapy sessions. The trainer gives the student written feedback.
Year 3	In the third academic year written work, "Analysis of the session recording". Analysis of the write-up of one session of a therapy cycle, based on a given scheme. The work provides an opportunity to get an accurate overview of the student's therapeutic skills and techniques used, as well as their abilities to make contact with a client, conduct a holistic journey, etc. The trainer provides oral feedback to each student individually.

EXAM	FINAL EXAMINATION / OCCUPATIONAL QUALIFICATION EXAMINATION
Year 4	<p>In the fourth academic year, the student submits a written case analysis prepared in accordance with the requirements of the Holistic Regression Therapist Level 6 valuation standard for the occupational qualification examination.</p> <p>The training ends with the passing of the occupational qualification examination. The occupational qualification examination is conducted, and the final papers are evaluated by assessors appointed by the Occupational Qualifications Committee for Holistic Regression Therapy, working under the authority of the Qualifications Authority of Complementary and Alternative Medicine. Assessors are Holistic Regression Therapists, Level 6 certified therapists.</p>

7. LEARNING ARRANGEMENTS, AND PREMISES AND RESOURCES NEEDED TO COMPLETE THE CURRICULUM

Teaching takes place in the training rooms of the Holistic Institute in Tallinn, at Endla 15, 4th floor. Summer camps take place outside Tallinn in some tourist farms or recreation centres.

Level 1 of the training

- The study lasts one year and two months. A fee is charged for the tuition.
- We open new groups all year round, in the first half of the year two groups and the second half of the year two additional groups. We will publish information about the opening of each new group and the dates of the training on our website at least two months before the start of the new training group.
- The academic year consists of eight modules, which are usually four days long, i.e. the study takes place on four consecutive days: Thursday, Friday, Saturday and Sunday. Module 8 lasts five days, from Wednesday to Sunday. The summer camp takes place in either July or August and lasts for six days, usually from Sunday to Friday.
- All training days start at 10 am and end at 6 pm. There is a 1-hour lunch break in the middle of the day. Shorter breaks of 10-20 minutes are taken in the morning and afternoon.
- The study group has a maximum of 24 students.
- Teaching is in Estonian.
- The share of independent study is about 45% of the training volume.

Level 2 of the training

- The study lasts three years. The training contract is concluded separately for each year. A fee is charged for the tuition.
- We open new groups once a year. Teaching begins in September each year and ends in August of the following year.
- The study modules are four days or two days long. In the case of the 4-day module, studies take place from Thursday to Sunday and, in the case of the 2-day module, on Saturday and Sunday. The length of the summer camp is 5-6 days, depending on the academic year.
- All training days start at 10am and end at 6pm. There is a 1-hour lunch break in the middle of the day. Shorter breaks of 10-20 minutes are taken in the morning and afternoon.
- The study group has a maximum of 24 students.
- Teaching is in Estonian and Russian.
- The share of independent study is about 50% of the training volume.

Premises and resources necessary for the completion of the curriculum

Training rooms for lectures, chairs and tables for writing, tools for showing slide presentations and videos (data projector, computer, speakers), internet connection, flipchart, markers and pencils, multi tack or tape for attaching information material, a stereo system, paper for taking notes.

Therapy rooms for conducting practica and client practice. Each office has a table and chairs, a couch, blankets, pillows, the possibility to adjust the temperature and light, the possibility to use the toilet nearby and the possibility to make copies to copy manual notes taken during sessions.

Both lecture rooms and therapy rooms are used for group work.

8. REQUIREMENTS FOR GRADUATION FROM THE SCHOOL

1. **Level 1:** The student has completed the training at Level 1 and will receive a certificate if they have;
 - participated in at least 80% of classroom studies,
 - completed individual therapy carried out outside the study days in the extent required: four Holistic Regression Therapy sessions upon admission and at least four Holistic Regression Therapy sessions during the academic year and have submitted an individual therapy folder by the deadline set out in the training agreement,
 - completed the required amount of practice outside the study days and submitted reports for each practice session by the deadline. The volume of the practice is four developmental dialogues; four reports must be submitted for evaluation,
 - presented the final paper on time and it meets the requirements.

Document issued on completion: Level 1 certificate of the Holistic Institute and a certified statement attached to it, which reflects the results of the completion of the curriculum. In case the student has not met all the requirements for graduation, they will be issued a certificate of participation in the training.

2. **Level 2:** The student has completed the training at Level 2 and will receive a certificate if they have;
 - participated in at least 80% of classroom studies, except for supervision in the fourth academic year, which must be completed in full,
 - have completed all practica during the study modules where the holistic journey is practised,
 - submitted written works of speciality subjects by the deadline set by the lecturers and passed tests and assessments,
 - submitted all coursework on time and at the required level,
 - completed individual therapy carried out outside the study days in the extent required (at least four 3-hour long Holistic Regression Therapy sessions for each academic year, a total of 16 sessions over four academic years) and have submitted an individual therapy folder by the deadline set out in the training agreement,
 - completed the developmental dialogue practice to the required extent outside the study days and submitted a report for each practice session by the deadline specified in the training agreement,
 - completed Holistic Regression Therapy client practice outside the study days to the required extent and submitted feedback forms filled in by clients,
 - Submitted the work "Written Case Study" for the final exam / occupational qualification examination on time, it has passed at the required level and received a positive assessment in the exam.

Documents issued on completion:

1. Level 2 certificate of the Holistic Institute and a certified statement attached to it (in Estonian and English), which reflects the results of the completion of the curriculum. In case

the student has not met all the requirements for graduation, they will be issued a certificate of participation in the training.

2. Holistic Regression Therapist, Level 6 occupational qualification certificate issued by the board of Estonian Council for Complementary and Alternative Medicine established at the Occupational Qualifications Committee for Holistic Regression Therapy.

9. QUALIFICATION REQUIREMENTS OF TRAINING PROVIDERS

Code	Subject Name	Qualification requirements
HT	Implementation of the holistic approach to the world and human in self-development	Holistic Regression Therapist, Level 6 qualification, completed the Level 1 training and supervision by the Holistic Institute.
HOL	The holistic study of human 1	Holistic Regression Therapist, Level 6 qualification, completed the Level 1 training by the Holistic Institute.
HOL	The holistic study of human 2	Holistic Regression Therapist, Level 6 qualification, completed the Level 2 training and supervision by the Holistic Institute, has at least three years' experience as a trainer at the Level 1 of training.
HRT	Holistic Regression Therapy method and techniques	Holistic Regression Therapist, Level 6 qualification, completed the Level 2 training and supervision by the Holistic Institute, has at least three years' experience as a trainer in the Level 1 of training.
ETH	Holistic Regression Therapy ethics	Holistic Regression Therapist, Level 6 qualification, at least five years of experience as a therapist, experience as a trainer
META	Fundamentals of MetaHealth	Certified META-Health Master Practitioner
SYS	A systematic approach to family	Family therapist
HELP	Psychological help for traumas and crises	Psychologist, crisis specialist
TRANS	Transpersonal Psychology & Therapy	Psychologist, preferably Holistic Regression Therapist, qualification Level 6
HAPHY	Human Anatomy & Physiology	Medical doctor (MD), work experience as an MD or as a trainer
PAT	Psychopathology	Psychiatrist
GEN	General Psychology	Psychologist, master level
LAW	Legislation related to the field of complementary medicine	Lawyer, preferably expert in legislation in the field of health care.
DTT	Different types of therapy	Psychotherapist, a specialist in traditional Chinese medicine, a specialist in traditional Tibetan medicine, a specialist in Estonian natural therapy, homoeopath.
PRAX 1:	Practicum 1 developmental dialogue: Carrying out sessions of developmental dialogue	Holistic Regression Therapist, Level 6 qualification, completed the Level 1 training and supervision by the Holistic Institute.
PRAX 2:	Practicum 2 developmental dialogue: Developmental dialogue in the process of introducing archetypes	Holistic Regression Therapist, Level 6 qualification, completed the Level 2 training and supervision by the Holistic Institute, has at least three years of experience as a trainer in the Level 1 of training.
PRAX 3:	Practicum 3 HRT: Carrying out Holistic Regression Therapy sessions	Holistic Regression Therapist, Level 6 qualification, completed the Level 2 training and supervision by the Holistic Institute, has at least three years of experience as a trainer in the Level 1 of training.
SUP	Supervision	Individual supervision: Holistic Regression Therapist, Level 6 certified therapists. The group supervisor must also have experience as a trainer.
i-THR	Individual therapy	Holistic Regression Therapist

ANNEX 1: Admission standards and the implementation of RPL at the admission to Level 2 of training

Admission to Level 2 takes place after the completion of Level 1 ‘Holistic Training’ following the requirements.

Education: the basis of Level 2 of the training is higher education corresponding to Bachelor's level in one of the following fields: health care, psychology, pedagogy, social work. Even if you have higher education in another area, but you have enough work experience with people, you can start studying with us.

We recommend that you read our admission standards because we take into account previous study and work experience (RPL*) when admitting students.

Language skills: English language proficiency Level B1. Some of the study material is in English.

** **What does taking account of ‘RPL’ (or ‘Recognition of Prior Learning’) mean?***

It is a process that is increasingly being applied in today's education and working life, which means that previous study and work experience is taken into account when entering educational institutions and completing curricula. Learning is not limited to when we receive an academic education, we learn in many different life situations. The aim of RPL is to value all human knowledge and skills wherever they are acquired and make them visible.

A. ADMISSION STANDARDS

The Holistic Institute has developed three standards for the admission of students to Level 2 of the training.

Admission Standard 1

1. The applicant has a higher education corresponding to Bachelor's level in one of the following fields: health care, psychology, pedagogy, social work. For example, a psychologist, pedagogue, doctor, nurse, midwife, teacher, social worker, physiotherapist, etc.
2. Completed Level 1 training, ‘Holistic Training’, following the requirements.
3. English proficiency is B1.
4. The applicant has passed the interview and shown sufficient personal maturity.

Admission Standard 2

If the applicant has a higher education corresponding to the Bachelor's level, but it is not in one of the following fields: health care, psychology, pedagogy, social work, etc., they can apply for admission based on Admission Standard 2, the requirements of which are as follows:

1. The applicant has a higher education corresponding to Bachelor's level.

2. At least two years' experience of working with people in occupations where they have been responsible for the welfare or well-being of people or have interacted with people by helping, motivating or mentoring them.
For example, teaching, caring for the sick or elderly in the field of health or social work, personnel work, crisis assistance, helpline, coach, management consultant.
Working as a private practitioner in some areas is also working with people, for example, as a complementary and alternative medicine therapist specialising in homoeopathy, traditional Chinese medicine, reflexology, etc.
Other experience of working with people is also taken into account. For example, voluntary work in the social sphere, work or life experience abroad, student exchanges with other countries, individual therapy either in groups or individually, supervision in connection with work in some profession, etc.
3. Has completed Level 1 training 'Holistic Training' following the requirements.
4. English proficiency is B1.
5. The applicant has passed the interview and shown sufficient personal maturity.

Admission Standard 3

Suppose the applicant has neither a higher education nor applied higher education corresponding to Bachelor's level but has sufficient work experience with people and personal prerequisites. In that case, they can apply for admission based on Admission Standard 3.

1. The applicant has a secondary education OR an incomplete higher education.
2. At least five years' experience of working with people in occupations where they have been responsible for the welfare or well-being of people or interacted with people by helping, motivating or mentoring them.
For example, teaching, caring for the sick or elderly, work in the field of health or social work, personnel work, crisis assistance, helpline, coach, management consultant.
Working as a private practitioner in some areas is also working with people, for example, as a complementary and alternative medicine therapist specialising in homoeopathy, traditional Chinese medicine, reflexology, etc.
Suppose there is little work experience with people. In that case, other work experience with people is also taken into account, for example, voluntary work in the social sphere, work or life experience abroad, student exchange with other countries, or supervision in connection with work in some profession, etc.
3. They have participated in further training in relevant topics. Further training where the competencies necessary for therapeutic work have been taught are taken into account.
4. Experience of self-development through individual therapy either in groups or individually.
5. Completed Level 1 training 'Holistic Training' following the requirements.
6. English proficiency is B1.
7. The applicant has passed the interview and shown sufficient personal maturity.

B. EXEMPTION FROM SUBJECTS ON SUBMISSION OF DOCUMENTATION

In Level 2 of training, the following general subjects are studied:

1. **Human Anatomy & Physiology** – elementary level.
2. **Psychopathology** – elementary level.
3. **General Psychology** – elementary level.

4. **Different types of therapy** – general knowledge.

Suppose the student has already studied the subjects listed above during their previous studies. In that case, they have the opportunity to apply for an exemption from these subjects if they submit the relevant documents as proof.