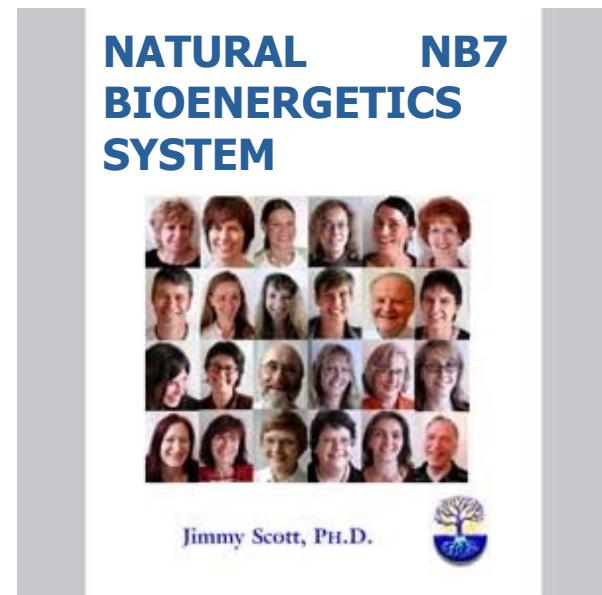


# Natural Bioenergetics 7

## Classroom Manual



Instructor:

Natural Bioenergetics Institute

Nov 2019

This document is originally composed by Linda Orr Easthouse to replace the old HK7 manual for Health Kinesiology by

**Dr Jimmy Scott, PH.D**

This has been prepared with approval as the Classroom Manual  
by Linda Orr Easthouse for Natural Bioenergetics Institute, Canada Sept 2019

Natural Bioenergetics Institute courses are the revised and updated versions of Dr. Jimmy Scott's Health Kinesiology Studies courses and techniques.

The Natural Bioenergetics Institute is the teaching arm of Natural Bioenergetics for North America and will be delivered in live webinar and online courses with local mentoring practicums around North America and available to other parts of the world on demand.

These courses assist your development in becoming a true professional body-mind-spirit bioenergetic practitioner. NBI offers Teaching Authorization and Practitioner Certification through Jimmy Scott and the NB/HK International system.

Class attendance certificates are provided for each student through the NBI for students studying under the NBI program.

**NOTE: by possession of this manual you explicitly agree by Contract to uphold the copyright agreement**

All Health Kinesiology™ / Natural Bioenergetics™ materials are copyrighted by Jimmy Scott, PhD and may not be translated, reproduced, copied in whole or in part without written approval from NB/HK International. All rights reserved.

All Natural Bioenergetics™ supplementary classroom materials are copyrighted by Linda Orr Easthouse, MA and may not be translated, reproduced, copied in whole or in part without written approval from NBI. All rights reserved.

This manual is provided in cooperation with Natural Bioenergetics/HK International and the Natural Bioenergetics Institute.

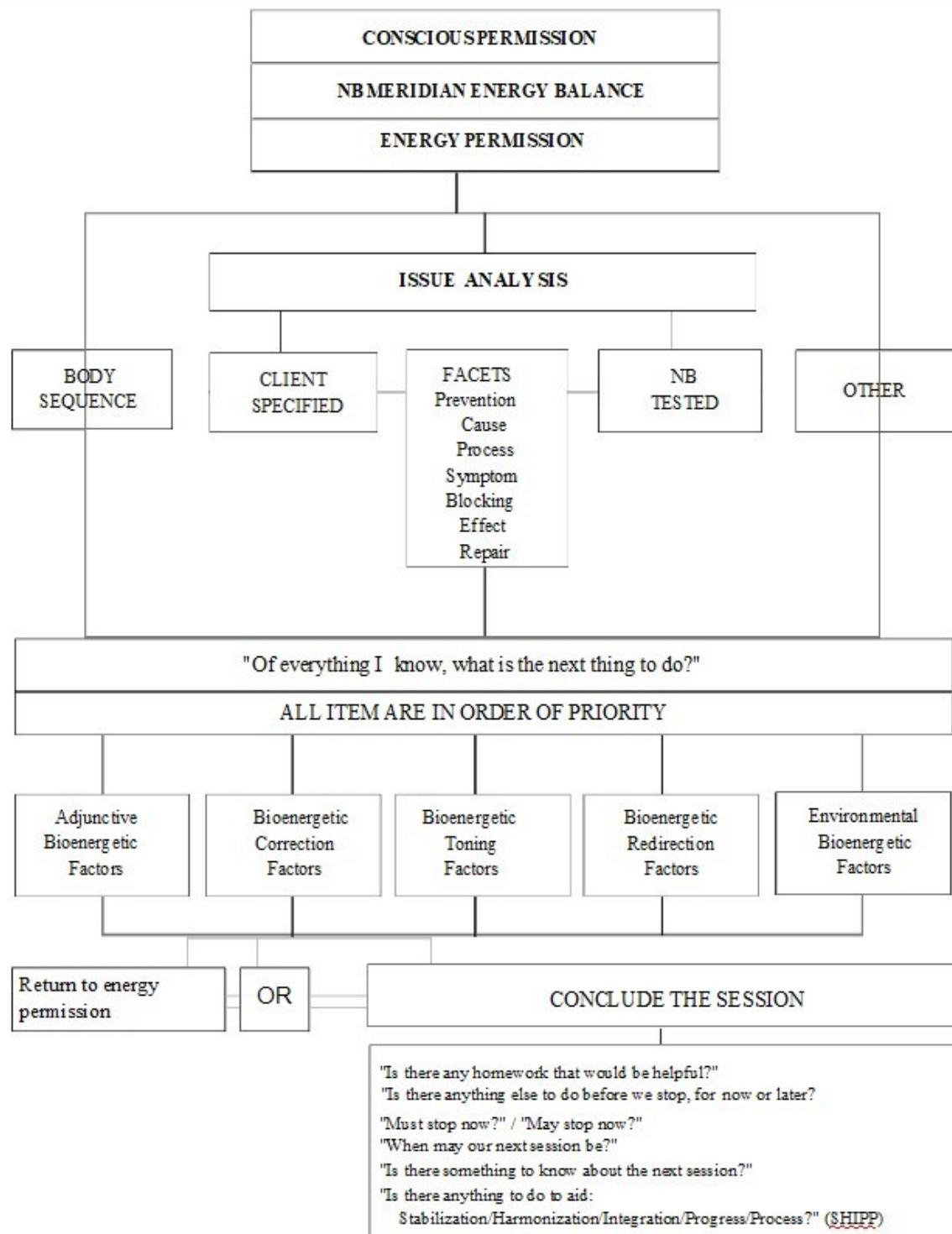
## Table of Contents

<b>SESSION FLOW CHART NB 7.....</b>	<b>5</b>
<b>NB 7 Menu (new to 7).....</b>	<b>7</b>
<b>BIOENERGETIC CORRECTION FACTORS.....</b>	<b>7</b>
<b>NB 7 STUDY TOPICS.....</b>	<b>9</b>
<b>MUSCLES in NB 7.....</b>	<b>10</b>
<b>META-ANALYSIS.....</b>	<b>11</b>
<b>META – ANALYSIS MATRIX.....</b>	<b>12</b>
<b>SUBTLE ENERGIES.....</b>	<b>12</b>
Exercise 1: <i>Meta-Analysis of the Quality in a Subtle Body.....</i>	<i>14</i>
Exercise 2: <i>Meta-Analysis of the Quality between Subtle Bodies.....</i>	<i>15</i>
Exercise 3: <i>Meta-Analysis of an Issue.....</i>	<i>16</i>
<b>META-ANALYSIS PROTOCOL.....</b>	<b>17</b>
Sample Meta Analysis Issue.....	17
<b>THE SUBTLE BODIES: THEORY.....</b>	<b>19</b>
<b>NB SUBTLE ENERGY BODY RELATIONSHIPS.....</b>	<b>20</b>
<b>CELLULAR DYNAMICS FACTOR.....</b>	<b>22</b>
SAMPLE CELLULAR DYNAMICS ITEMS FROM ACTUAL SESSIONS.....	24
<b>BCF: SYSTEMS PATTERN.....</b>	<b>26</b>
<b>PROCEDURE: System Pattern.....</b>	<b>28</b>
Sample System Patterns:.....	28
<b>Ψ CRITICAL LIFE CONCEPTS.....</b>	<b>30</b>
ADULT NEEDS.....	31
ASSUMPTIONS.....	31
AUTHORITATIVE PRINCIPLES.....	32
BLOCKS TO LIFE.....	32
CONSCIOUS SHAME.....	33
EQUALITY SMOTHERED EMPOWERMENT.....	33
EXPRESSED PARALYSING DISEMPowerMENT.....	34
FALLIBLE ATTITUDES.....	34
FROZEN PRINCIPLES.....	35
HIDDEN WISDOM.....	35
ILLUSIONS OF TRADITION.....	36
INTUITIVE SENSE OF EMPOWERMENT.....	36
ISOLATION RESOLUTION.....	50
LIBERATING WOUNDS.....	50
OBSESSIVE WORRY.....	54
PRINCIPLES OF BEHAVIOR.....	55
SELF ISSUES.....	55
INDEX OF SOME SELF ISSUES.....	56
SELF ISSUE CORRECTIONS.....	57

## NB 7 Classroom Manual

<i>SEPARATION FROM.....</i>	58
<i>TRANSCENDENTAL BELIEF.....</i>	58
<i>CRITICAL LIFE CONCEPTS SUMMARY TABLE.....</i>	59
<b><i>Ψ STRUCTURES: GERUNDS.....</i></b>	<b>61</b>
<b><i>Ψ STRUCTURES: PHRASES.....</i></b>	<b>62</b>
<b><i>PREPOSITIONAL PHRASE.....</i></b>	<b>63</b>
<b><i>ADJECTIVE PHRASE.....</i></b>	<b>64</b>
<b><i>ADVERB PHRASE.....</i></b>	<b>64</b>
<b><i>Ψ (SPOKEN) WORD VIBRATIONS (Ψ: WV).....</i></b>	<b>65</b>
<b><i>TIME: THEORY.....</i></b>	<b>70</b>
<b><i>BCF: TIME.....</i></b>	<b>71</b>
<i>TIMED SEQUENCE.....</i>	73
<i>TIME SYNCHRONIZING "CLOCKS".....</i>	77
<i>ORGAN SYNCHRONIZING.....</i>	77
<i>(This has to do with Alternate Dimensions).....</i>	77
<b><i>ADJUNCTIVE FACTORS: ACTIVITIES.....</i></b>	<b>78</b>
<i>ADJ: ACTIVITIES SEX.....</i>	78
<b><i>ADJUNCTIVE FACTORS: INFORMATION.....</i></b>	<b>79</b>
<i>ADJ: PATTERN MATCHING.....</i>	79
<i>GEOGRAPHICAL LOCATION.....</i>	80
<i>WORK.....</i>	81
<i>RELATIONSHIPS.....</i>	82
<b><i>ADJ: TOOLS.....</i></b>	<b>84</b>
<i>ADJ: LIGHT: Cold Laser.....</i>	84
<i>How does cold laser therapy work?.....</i>	84
<i>BIOENERGY TOOLS: SOUND THERAPY.....</i>	88
<b><i>BIOENERGY TOOLS.....</i></b>	<b>93</b>
<b><i>Color and Light Frequencies Reference Chart.....</i></b>	<b>94</b>
<b><i>NB Quotation Release Form.....</i></b>	<b>96</b>

## SESSION FLOW CHART NB 7



## NB 7 Menu (new to 7)

### BIOENERGETIC CORRECTION FACTORS

#### AGE IDENTITY

#### BIOENERGY CONTROL SYSTEM

ALIGNMENT  
BBEI  
BSE  
CHAKRA CELL SPIN (CCS)  
COMBINED SYNERGETIC  
EXPRESSION  
ELECTRIC CURRENT (EC)  
ELECTRO-MAGNETIC FIELD (EMF)  
MEMBRANE CONFIGURATION (MC)  
PAIN  
PHANTOM SENSATIONS  
SCAR  
SPIN  
OTHER (like... or POM)

#### BIOENERGY FLOW BALANCE (BFB)

##### BODY POSITION MEMORY (BPM)

**CHAKRA** Single / Multiple Chakra  
**C-SEI**

##### FOREGROUND/BACKGROUND

Focus / Distraction  
Feeling/Touching  
Listening/Hearing  
Seeing/Looking  
Speaking/Talking

##### THINKING PROCESS: TOPICS

Focused Topic  
Learning  
Modes  
Remembering  
Understanding

#### SENSORY ENERGY FUNCTION (SEF)

##### External

Audition	Olfaction
Cutaneous	Vibration
External Magnetic	Vision
Gustation	

#### SENSORY ENERGY FUNCTION con't

##### Internal

Kinaesthetic  
Sensory Feedback

#### CELLULAR DYNAMICS

#### INTEGRATION OF TEMPERAMENT

#### LIFE-TRANSFORMER™

#### POINTS OPERATION MATRIX (POM)

#### Ψ PSYCHOLOGICAL

BEING/NOT BEING/BEING NOT(B/NB)  
BODY PARTS

CONCEPT/EXPERIENCE  
ESR  
FEARS  
FOCUSED THEME  
GERUNDS  
I FEEL / I AM  
"I" OTHER / NV "I" ITEMS  
IMPERATIVES  
LIFE TRANSFORMERS  
LINKED OPPOSITES  
MISC CONCEPTS  
NAMED PEOPLE / PLACES  
PEOPLE / ME  
PHOBIA  
PHRASES  
PSR  
SELF-ISSUES  
SENTENCES: Statements/Questions  
WORD VIBRATIONS

#### Ψ CRITICAL LIFE CONCEPTS

Adult Needs  
Assumptions  
Authoritative Principles  
Blocks to Life  
Conscious Shame  
Equality Smothered Empowerment  
Expressed Paralyzing Disempowerment  
Fallible Attitudes  
Frozen Principles  
Hidden Wisdom  
Illusions of Tradition  
Intuitive Sense of Empowerment  
Isolation Resolution  
Liberating Wounds  
Obsessive Worry  
Principles of Behaviour  
Separation from.....  
Self-Issues  
Transcendent Beliefs

#### PSYCHO-PHYSIOLOGICAL

**SET** SYNERGY / DETOX  
TOLERANCE

#### SYSTEM PATTERNS

**TAPPING** Synergy / Tolerance

#### TIME PATTERNS

Phase, Connection, Multi-verse  
Time sequence  
Clock synchronization  
Organ synchronization

#### TISSUE ENERGY BALANCE (TEB)

#### SUBTLE BODY INTEGRATION (SBI)

## BIOENERGETICS ADJUNCTIVE FACTORS

### ACTIVITIES:

Work/Rest/Sleep/ Play  
Laughter/Nutrition/Sex  
Magnets  
Attitude or Habit Change

### TOOLS:

Demagnetize  
Exercise  
Vital Energy

[Color](#), Essential Oils, Essences, LTs,  
Homeopathics, Laser, [Light](#),  
[Music](#), [Sound](#), Woods,

**INFORMATION:** Index/Pattern matching: Geo, Relationships, Work

## BIOENERGETIC REDIRECTION FACTORS

ENERGY REACTIVATION INTEGRATION  
ENERGY REACTION TRANSFORMATION

FOCUSED ENERGY REDIRECTION  
TISSUE ENERGY MODULATION

## BIOENERGETIC TONING FACTORS

AFFIRMATIONS  
AFFORMATIONS  
AURA SWEEP  
EMOTIONS TRAINING

ENERGY TONING  
MOVEMENTS  
ESSENTIAL OILS  
LIFE TRANSFORMERS

MERIDIAN TRACING  
REACTIVATION  
VISUALIZATION

## BIOENERGETICS TOOLS

[COLOR](#)      [LIGHT](#)      [MUSIC](#)      [SOUND](#)

## ENVIRONMENTAL FACTORS

TOXICITY      GEOPATHIC STRESS      INTRUSIVE ENERGIES

- Is there anything we need to know about the next session?
- Is there anything we need to do before we stop to aid Stabilization / Harmonization / Integration / Progress or Process?
- Is there anything else we need to do or test for you before you leave this session?
- **ENERGY PERMISSION TO STOP?**

## NB 7 STUDY TOPICS

### General NB Skills

Muscles Monitoring Skills  
Neck Extensors  
Neck Flexors  
Subscapularis

Issue Analysis  
Meta-Analysis  
Theory of Subtle Bodies

### New Energy Skills and Correction Factors

1. BIOENERGY TOOLS  
Sound / music  
Light / color
2. CELLULAR DYNAMICS
3. SYSTEM PATTERNS
4. TIME PATTERNS
5. ADJUNCTIVE  
TOOL: Laser, micro-current, sound  
ACTIVITIES: Sex  
INFORMATION: Pattern matching
6. PSYCHOLOGICAL CORRECTIONS  
Structures  
More Gerunds  
Phrases  
Critical Life Concepts

Adult Needs	Illusions of Tradition
Assumptions	Intuitive Sense of Empowerment
Authoritative Principles	Isolation Resolution
Blocks to Life	Liberating Wounds
Conscious Shame	Obsessive Worry
Equality Smothered Empowerment	Principles of Behaviour
Expressed Paralyzing Disempowerment	Separation from Parents
Fallible Attitudes	Self-Issues
Frozen Principles	Transcendent Beliefs
Hidden Wisdom	

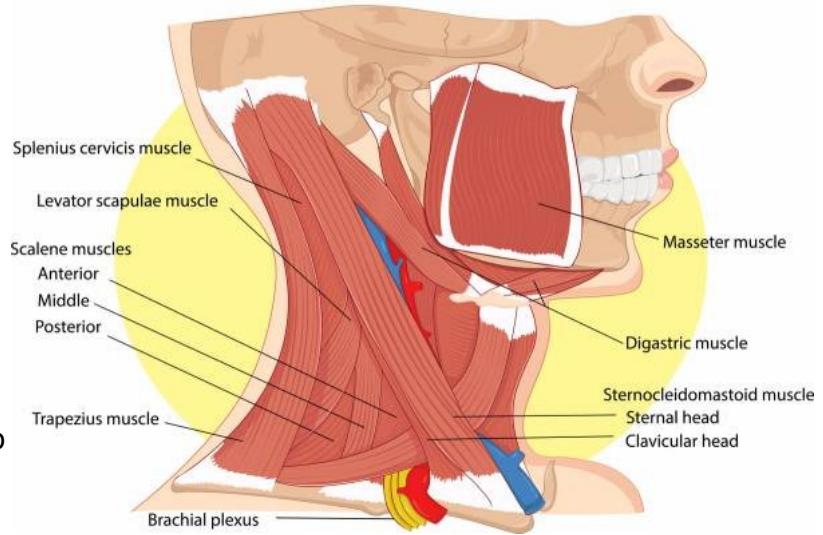
## MUSCLES in NB 7

Please see the Muscle Manual for the full information.

### Neck Extensors: trapezius, splenius muscles, and semispinalis muscles

These muscles pull your head back. If you tilt your head back so you can look up to see the sky you are using the neck Extensor muscles. Conversely, look down you use the neck flexors. As a rule of thumb, flexor and extensor muscles always work in opposition and generally occur in a plane that is perpendicular to the body. Both the deep neck flexors and extensors have to work in concert to control the head position.

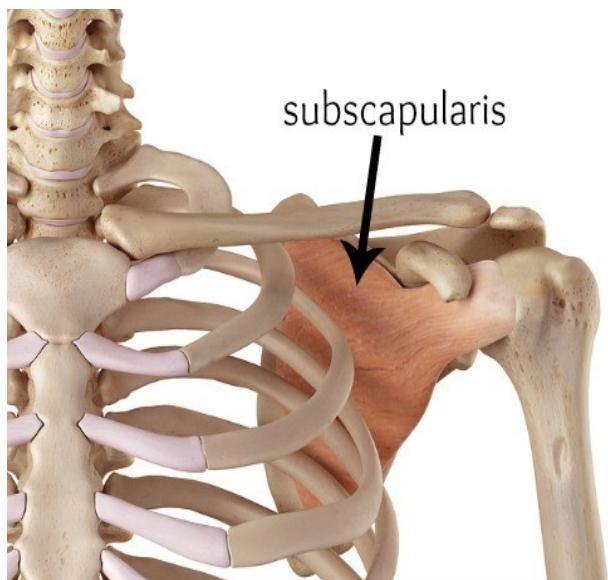
## Neck-muscles



### Neck Flexors

The deep neck flexors the group of muscles on the front of your neck that function to perform simple movements such as nodding and turning the head. However, poor posture over a long period of time weakens these muscles and allows the head to move forward. This forward head posture can result in chronic neck pain when uncorrected. The Sternocleidomastoid muscle is the primary one.

### Subscapularis



The movement of the upper arm and shoulder is controlled by a group of four muscles that make up the **Rotator cuff**. The largest and strongest muscle in this group is the Subscapularis muscle. It is a triangle shaped muscle that begins on the underside of the shoulder blade, and extends up to the front of the humerus. The muscle stabilizes and rotates the shoulder joint to allow the arm to turn inward. It also prevents the dislocation of the head of the humerus. The subscapularis muscle is the most-used muscle in the shoulder. It is the primary muscle used in pitching, hitting, swimming, and all racket sports. As a result, it is commonly injured by athletes.

## **META-ANALYSIS**

meta-.

1. a. Later in time. b. At a later stage of development.
2. Situated behind.
3. a. Change; transformation. b. Alternation.
4. a. Beyond; transcending; more comprehensive. b. At a higher state of development.

[Greek, from *meta*, beside, after.]

(Excerpt, American Heritage Dictionary.)

How appropriate, this definition. It fits the topic itself as well as the location of the topic in the training sequence and the development of NB skills through the NB training program.

Meta-Analysis is on par with Body Sequence and Issue Analysis in our NB Flow Chart. It is a self contained way to approach our client's functioning just as much as any other way of looking at energy patterns. In the other approaches our perspective is primarily on the physical body and its functioning (even though other aspects of life are involved). In Meta-Analysis we use the subtle energy bodies to determine what we do with our client. In actual practice we switch approaches as indicated by our muscle testing, but we could, in practice, use only (any) one of the approaches exclusively and still obtain excellent results.

We muscle test to determine how the subtle energy bodies are out of balance and we use our standard techniques to balance the energy bodies appropriately. You will soon discover that you have been doing such already, but named as something else rather than subtle energies.

## META – ANALYSIS MATRIX

### SUBTLE ENERGIES

<b>SUBTLE ENERGY BODY COMPONENTS</b>							
<b>Subtle</b>	<b>BODY</b>	<b>ETHERIC</b>	<b>ASTRAL</b>	<b>MENTAL</b>	<b>CAUSAL</b>	<b>BUDDHIC</b>	<b>MONADIC</b>
<b>Quality</b>	<b>BODY</b>	<b>FEELINGS</b>	<b>EMOTIONS</b>	<b>MIND</b>	<b>BEHAVIOR</b>	<b>ENERGY</b>	<b>SPirit</b>
ACTIVATE							
BLOCKING							
COHERENCE							
CONNECTED							
FLOW							
FUNCTIONING							
INTEGRATION							
LEVEL							
ORGANIZE							
STABILITY							
STRENGTH							
SYNCHRONIZED							
VISCOSITY							

The Meta-Analysis is a stand alone analysis of how energy enters the Subtle body and flows from the outer layers into the physical body. It is a way of looking to see where there are disturbances in the movement of energy into the system and through the subtle bodies and finally into the meridian system.

Each subtle body has many energy qualities or characteristics we can analyse and index. Some of the most common are:

- **Blocking:** Refers to how much the energy flow within that subtle body is blocked or dammed up. An Index of "0" is ideal here, as we do want the energy to flow freely.
- **Functioning:** Indicates how well the energy is flowing and transporting its information from one location to another. An Index of "100" is ideal here, as we do want the energy to always flow appropriately. Is the function sporadic. What is not functioning?
- **Integration:** Is a measure of how well the energy within the subtle body is functioning smoothly and how well the energy is properly interacting with other components of the energy body. Subtle bodies have complex structures (more than

described here) and all parts have to be working properly together for this measure to be high. An Index of "100" is ideal here, as we do want the energy to be highly integrated with the entire subtle body structure.

- **Stability** : Means how stable and reliable the energy flow is. An unstable energy body will change under stress, and may not function well under some circumstances even though it appears OK under other circumstances. An Index of "100" is ideal here, as we do want the energy to be predictable and always flow appropriately even with stressful conditions.
- **Strength**: Tells us how much resilience the energy body has. How much can it be stressed without breaking down or becoming unstable. An Index of "100" is ideal here, as we do want the energy to be predictable and always flow appropriately even under much stress.
- **Coherence**: Is opposite of turbulent, churning, confused energy which flows in a chaotic manner. All parts of the energy flow should be flowing in unison, not randomly. An Index of "100" is ideal here, as we do want the energy to be flowing smoothly and uniformly.
- **Synchronized**: Energy is doing the right thing at the right time, coordinated with other energies or events. It is following the correct sequence. An Index of "100" is ideal here, as we do want the energy to be synchronized precisely.

Jimmy has referred to these as "Material" in the past. Quality is a better descriptor so we are using that now.

There may be numerous other qualities which can be indexed. Using the words lists can be helpful if you have a situation and the above are not sufficient but you need other qualities. Obviously, the various components above interact with each other considerably.

However, some components are like road-blocks to others. If strength seems low it may be due to the blocked energy flow. We should test the Indexes for the person's usual state and also as a result of a stress state.

See other words on the BioEnergy Measures Chart for Definitions and options.

Note there is a blank space at the end of the chart to accommodate Other or another quality if that comes up. This list of qualities is not exclusive.

## Exercise 1: Meta-Analysis of the Quality in a Subtle Body

This is an exercise to introduce you to testing the Subtle bodies. This is not how you will do it for a full analysis.

1. With a partner Test which of the Qualities is weakest for each subtle body and then index it. Write it in the second box of that column. You will end up with one number under each of the subtle bodies on the chart. Two examples are marked on the chart.
2. Using a different color of pen, Test which of the Qualities is strongest for each subtle body and then index it. Mark it in the second column as well.
3. Using the index numbers from the weakest one for each body. Prioritize which subtle body is the highest priority to correct. Put a 1 in a triangle in the box to the left of the index. Continue prioritizing all the bodies.

SUBTLE ENERGY BODY COMPONENTS							
<i>Subtle</i>	<i>BODY</i>	<i>ETHERIC</i>	<i>ASTRAL</i>	<i>MENTAL</i>	<i>CAUSAL</i>	<i>BUDDHIC</i>	<i>MONADIC</i>
<i>Quality</i>	<i>BODY</i>	<i>FEELINGS</i>	<i>EMOTIONS</i>	<i>MIND</i>	<i>BEHAVIOR</i>	<i>ENERGY</i>	<i>SPIRIT</i>
ACTIVATE							
BLOCKING							
COHERENCE	67						
CONNECTED							
FLOW							
FUNCTIONING							
INTEGRATION							
LEVEL							
ORGANIZE		72					
STABILITY							
STRENGTH							
SYNCHRONIZED							
VISCOSITY							

## **Exercise 2: Meta-Analysis of the Quality between Subtle Bodies**

This is an exercise to introduce you to testing the Subtle bodies. This is not exactly how you will do it for a full analysis.

1. Identify an issue your partner would like to address.
2. Identify how many Subtle Body Priorities the body needs to address it? (1-4 are common)
3. For the first Priority, test how many Subtle bodies are involved. (at least 1, 2, 3, etc)
4. Identify which Quality you are working on first. (test down the list and stop at the first weak one)
5. Identify which Subtle bodies will be used in which order.

"The \_\_\_\_\_ (eg: Coherence) will be corrected between \_\_\_\_\_ and \_\_\_\_\_ (and) \_\_\_\_\_".

6. For this priority, how many groups of work (off the menu) will we do? \_\_\_\_\_
7. Repeat steps 3-6 for each of the Priorities identified.

**Exercise 3: Meta-Analysis of an Issue**

1. Identify and Name the topic being explored.
2. Test how many subtle bodies are involved. (At least 1, at least 2, at least 3, etc.)
3. Test which body/bodies. "The disturbance is located in/between (body) and (body) and (body)"? Two to four bodies is common.
4. Test which Quality to find the first priority. Place a small 1 in a triangle in the left side of the corresponding box of the first body identified above.
5. Index the Quality for that body and write it in the right side box beside the priority #.
6. Continue choosing priorities by repeating steps 2-5 and marking them on the chart until the body indicates no more priorities for this topic.
7. For each priority work off the menu to find the corrections needed. There may be more than one correction for each priority.
8. When the work is complete, go back and re-index each priority to see the improvements. Test that all the priorities are complete and robust.

SUBTLE ENERGY BODY COMPONENTS							
<i>Subtle</i>	<i>BODY</i>	<i>ETHERIC</i>	<i>ASTRAL</i>	<i>MENTAL</i>	<i>CAUSAL</i>	<i>BUDDHIC</i>	<i>MONADIC</i>
<i>Quality</i>	<b>BODY</b>	<b>FEELINGS</b>	<b>EMOTIONS</b>	<b>MIND</b>	<b>BEHAVIOR</b>	<b>ENERGY</b>	<b>SPirit</b>
ACTIVATE							
BLOCKING							
COHERENCE							
CONNECTED							
FLOW							
FUNCTIONING							
INTEGRATION							
LEVEL							
ORGANIZE							
STABILITY							
STRENGTH							
SYNCHRONIZED							
VISCOSITY							

This form is a teaching tool to help you learn the energy of the qualities and disturbances. You do not need to use it each time you work out a Meta Analysis. You can simply test which bodies from the list of bodies and which quality from the list and then index the energy on that pathway.

## META-ANALYSIS PROTOCOL

1. Identify and Name the topic being explored.
2. Test how many Priorities are needed for this topic.
3. For the first Priority, test how many subtle bodies are involved. (At least 1, at least 2, at least 3, etc.)
4. Identify which body/bodies. "The disturbance is located in/between (body) and (body) and (body)"? One to four bodies is common.
5. Identify which Quality is involved for the first priority.
6. Index the Quality for that pathway.
7. Work off the standard menu to find the groups of corrections needed. There may be more than one group of corrections for each priority. There may be multiple items in each group.
8. Continue choosing priorities by repeating steps 3-7 and doing the corrections as you work it up.
9. When the work is complete, go back and re-index each priority to see the improvements. Test that all the priorities are complete and robust.

### Sample Meta Analysis Issue

#### Meta-Analysis: Calming the frenzy from the brain

1 Energy to Mental to physical: Coherence I=46

① BFB: CSEI: Cutaneous

F5 – 5 Lt finger pads on heart

② P/OM

– Rt on left shoulder

– Aura quartz-Tanzanite on heart +angel quartz on solar plex

– Sunring on navel

– Thought: I regulate my energy system naturally

③ BRF: FER

N3,6 – aortic arteries/rt hand on lt artery



2 Causal to Etheric: Organize

I= 51

①BFB: Cutaneous



3 – Lt hand on rt side head+C6,7

To be continued next session with priory 3

NOTE: diamond shape with number indicates a pyramid was used and the number is the element chosen

## **THE SUBTLE BODIES: THEORY**

Please read the resource article Energetic Anatomy by Cindy Dale in the Resource file. Use with Permission.

<b>NB SUBTLE ENERGY BODY RELATIONSHIPS</b>								
COPYRIGHT © 1990 - 2010 ALL RIGHTS RESERVED								
HELPFUL CONCEPTS	BODY	FEELINGS	E MOTIONS	M IND	B EHAVIOR	E ENERGY	S PIRIT	??
PROCESS	SUBTLE ENERGY	P HYSICAL	E THERIC	A STRAL	M ENTAL	C AUSTRAL	B BUDDHIC	M ONADIC
ACUPOINTS								
EP								
NL								
NV								
SEDATION or ACTIVATION								
BODY ORIENTATION	Standing							
	Sitting							
	Lying down							
CRYSTALS								
	Essence							
	Potencies							
METAL CRYSTALS								
	Essence							
	Potencies							
COLORS								
	Essence							
	Potencies							
SOUNDS								
	Essence							
	Potencies							
VIBRATION								
	Essence							
	Potencies							

## NB 7 Classroom Manual

HELPFUL CONCEPTS	BODY	FEELINGS	MOTIONS	IND	BEHAVIOR	ENERGY	SPRIT	??	
PROCESS	SUBTLE ENERGY	P <sub>HY</sub> SICAL	E <sub>TH</sub> ERIC	A <sub>STR</sub> AL	M <sub>EN</sub> TAL	C <sub>AU</sub> SAL	B <sub>UDD</sub> HIC	M <sub>ON</sub> ADIC	??
AROMA									
Essence									
Potencies									
NUTRIENTS									
Essence									
Potencies									
CELL SALTS									
Essence									
Potencies									
WOODS									
Essence									
Potencies									
FLOWERS									
Essence									
Potencies									
MAGNETS									
Essence									
Potencies									
PLANTS									
Essence									
Potencies									
SYMBOLS									
Essence									
Potencies									
HOMEOPATHIC									
RADIATION									
ELECTROMAGNETIC FIELDS									
GEOBIOLOGY ENERGIES									
COSMIC BATTERIES									
LIFE TRANSFORMERS									

UPDATED: 10 July 2010

## CELLULAR DYNAMICS FACTOR

The Cellular Dynamics Factor superficially appears similar to the Psychological Factor in that the person thinks about a particular topic, albeit only in certain specific categories. Although many of the items may seem similar, *how* the CD Factor works is quite different. First of all, Psychological Factor corrections operate primarily through the meridian energy system, whereas Cellular Dynamics corrections operate primarily in the BioEnergy Control system. Even so, Cellular Dynamics is itself a Factor, not part of the BioEnergy Control System Factor. This is partly because only the tissue side (cellular level) of the BioEnergy Control system is involved—the coupling in (C-I), strength (S), & coupling out (C-O) components. The other reason Cellular Dynamics is a Factor on its own is that it seems to be related to an innate, genetic, or perhaps a miasmic imperfection within the DNA in the nucleus of the cell. It may be that this imperfection is the reason the BioEnergy Control system becomes perturbed. Or is it the other way around? On one level they may mean exactly the same thing. In other words, the CD corrections help repair the metabolism within the cell. In addition to the functions within the nucleus of the cell, CD operates to repair metabolic functions throughout the cell, including the dozen or so categories of organelles such as mitochondria, lysosomes, ribosomes, microtubals, etc.

What happens when Cellular Dynamics corrections are done? The process of energy correction restores or “resets” the energy blueprint so that proper functioning can be achieved. Corrections can be effected either by holding the reflex points or by using Cosmic Batteries. Since there are seven elements and nine sub-categories of Cellular Dynamics, there are 63 different sets of points which might be needed—a good argument for using Cosmic Batteries!

The name, *Cellular Dynamics*, was indicated by the nature of many of the items. These are the demands made on a person by the culture. These tend to be powerful, subtle, deeply ingrained, societal “requirements” imposed on a level below the usual psychological process. They are often so much a part of our culture that we are unaware of them. The “it’s just how things are” attitude usually keeps us unconscious of these demands. Items such as “Girls are supposed to grow up, get married, and have children” or “Big boys don’t cry” are borderline—perhaps Psychological, perhaps Cultural Demands, perhaps both. Most of us are aware of such attitudes, and Cellular Dynamics items tend to be deeper and less obvious. Not all CD items are manifestly cultural, but they do operate at a very deep bioenergetic and metabolic level.

As an example of the deep level Cellular Dynamics operates, the ancient Celts had no concept of one person belonging to another. They did not refer to “my” wife or “my” children, as that implies ownership. In our culture, however, it sounds awkward not to use such sentence construction. If one were to say “I went out with the wife” some wit would even quip “Who’s wife?”

The nine Cellular Dynamics sub-categories introduced in this class are: *Belong, Control, Empower, Experience, Feel, Integrate, Lose, Understand, & Value*. Notice the great similarities to the MC categories (Behaving, Controlling, Defending, Experiencing, Feeling, Knowing). This suggests that there may be yet other categories in both the MC and CD factors, as they may

parallel each other. You will note that in the Practitioner Reference Manual there are many more. Once you understand the process and the energy of this correction you can use any of the other sub-categories in the same way.

The broader overview of metabolic bioenergetic corrections shows how the different Factors work together to achieve the necessary results. The phrase “among other things” applies to each of the Factors described below. Bioenergy carries the operational commands / information to the individual cells. TEB activates this bioenergy flow. Unless the bioenergy is flowing then repair and normal functioning is not possible. MC cleans out the receptor sites on the cell membrane, allowing the proper molecules to trigger molecular entrance to or exit from the cell. SET repairs the channels through the cell membrane, allowing the proper molecules passage through the cell membrane. CD repairs metabolic functions within the cell. As you can understand, any or all of these Factors might need to be used for corrections in order to restore proper cellular function. Then, of course, the proper molecules must be available within the body. Nutrition and digestive processes supply these raw materials.

### **Doing CD Corrections**

The usual procedure apply in determining Cellular Dynamics items:

1. CD is Cellular Dynamics the next priority?

For first items:

2. Which sub-category?
  - Belong
  - Empower
  - Feel
  - Lose
  - Understand
  - Value
  - Resonate
  - Integrate
  - Experience
  - Control
3. What is the exact item? Use the usual NB questioning procedure
4. Can Cosbats or Pyramids be used for the corrections?

Repeat the previous three steps to determine each item.

5. Do the corrections with points or Cosbats or Pyramids
6. Retest

It is typical that different items within a CD group have different sub-categories and different elements and therefore use different reflex points / Cosbats in the same way that MC corrections use separate points for each category.

**SAMPLE CELLULAR DYNAMICS ITEMS FROM ACTUAL SESSIONS****BELONG** "to own", attached to, accept, be responsible

In the marriage	Sorrow
Out of "the light"	To another person
Perfect	To my Dad
Play	To the Present
Responsible	With the world

**CONTROL** be *in charge of, regulate, manage*

Memory	My Emotions
Opportunity	Choices
Consciousness	Malice
Neglect	My marriage
Jealousy	

**EMPOWER** give priority to, take charge, activate / allow, make strong

Maturity	Choice
Responsibility	Opportunity
Neediness	Openness
Equality	Misery
Adequacy	Victory
Relationships	

**EXPERIENCE** deeply, fully, completely, participate

Breakdown	Responsibility
Child	Safety
Desires	Strangeness
Dignity	The cultural demand for a woman's
Life	role in the culture
Missing	

**FEEL** sense, perceive, notice, observe

Tingly	Closed in
Jittery	Trapped
Obedient	Excited
Disobedient	Lethargic
Anxious	Stimulated
Cold	Tired

**INTEGRATE** to make a part of self, blend in, merge

Bonding	Responsibility
Caring	Strangeness
Certainty	Talent
Expectations	The expectations of what I am supposed
Harmony	to do with what I am doing
Positively	What I have by getting married

**LOSE** *to give up, to let go, take away from*

Being Charming	Sleep for work
Benevolence	Spirituality
Control	Strangeness
My femininity	Trust
My friendship	What I need by getting
Responsibility	married
Security	Worry

**RESONANT** *to connect with, relate to, synchronize with* [Points not yet available]

Silence	Justice
Insecure	Maturity
Family	Karma
Partner	Stable
Homework	Responsibility

**UNDERSTAND** *deeply in your heart*

Altruism	That remembering to think is suppressed
Caring	That sorrow is part of our culture
My own irresolution about society	That to be forgiven is unnecessary
Obtaining	That worthless goals are helpful
Strangeness	The Present
That being reasonable is ridiculous	Tribulation

**VALUE** *to make important, give value to*

Centeredness	The family
Certainty	The philosophy of life /anger /fear
Freedom	
Responsibility	
Society	

As usual, you can use the NB Words List for finding new items in any category.

## **BCF: SYSTEMS PATTERN**

Our existence is filled with Systems Patterns.

### **SYSTEM**

1. a set of things working together as a mechanism or interconnecting network
2. a person's body or mind
3. Computing a group of related hardware Limits or Programs or both, especially when dedicated to a single application
4. an organized scheme or method
5. orderliness; method

### **PATTERN**

1. repeated decorative design.
2. a regular or discernible form or order in which a series of things occur: *working patterns*
3. a model, design, or set of instructions for making something
4. an example for others to follow
5. a model from which a mold is made for a casting
6. sample of cloth or wallpaper

Definition extracts from Oxford English Dictionary

### **What Systems are included?**

(There may be others)

Behavioral

Belief

BioEnergetic

Emotionally

Feedback

Philosophical

Physical

Physiological

J

Psychological

Social

Spiritual

Temperament

Every System has functions

**Definition: function**

1. an activity that is natural to or the purpose of a person or thing.
2. large or formal social event or ceremony.
3. a computer operation corresponding to a single instruction from the user.
4. mathematics a relation or expression involving one or more variables.
5. a variable quantity regarded as depending on another variable; a consequence:

When Systems Pattern comes up you first ask **What System?** See Defining the Issue from NB 3 for the System lists.

Depending on the System you may want to ask for more information. For example, if it is the Physiological System you can determine which system - nervous, endocrine, digestive, or so on. You might want to be even more specific: parasympathetic nervous system / respiration, for example.

Then you ask Which Function? Suppose it is Stabilize. You then know that the correction here would involve the stability of something in the respiratory system. Depending on circumstances, you might want to explore the Issue further.

**What Functions are included?**

(There may be others)

Activate  
Conform  
Congruent  
Connect  
Control  
Disrupt  
Flexible  
Integrate  
Mandate  
Nourish  
Organize  
Polarity  
Recognize  
Resonant  
Stabilize  
Strengthen  
Synchronize  
Template  
Other

## PROCEDURE: System Pattern

This structure has three components:

Phase 1, Pause, & Phase 2 (plus, of course, Reflex Points/Pyramids or Cosbats).

Each Phase always has different but an equal number of components. A Phase will usually look like a P-OM. There can be any number of components in a Phase, but most commonly one to three. Furthermore, whatever kinds of components are used in Phase 1 will not be used in Phase 2. Also, the Correction Points/ Cosbats used will be in proper place for the entire duration of the correction: Phase 1, Pause, and Phase 2.

**Phase 1** is a 'set-up' for the rest of the correction, and is put in place for a specified duration.

**Pause** means that all components from Phase 1 are removed and nothing is done for the specified duration of the Pause (except for the points or Cosbats). It is like ADJ: rest—body still and mind quiet

**Phase 2** is the 'action' Phase and continues until the full correction is completed. Is the same number of components as the first phrase, but will be different components. The correction will look something like this:

### Sample System Patterns:

#### Sample 1

(current issue)



Sys Pat: Physiological /Respiration. Stabilize

Phase 1

- Mag: NS/3rd eye
- Touch: Rt hand/CV 6
- Think: excited

do for 9 minutes

Pause      3 minutes

Phase 2

- Light: blue/thymus
- Sound: wolf howling
- Aroma: pineapple

Points: NV6 + EP2 or CB: Planetary Yellow

**Sample 2**

(current issue)

○ Sys Pat: Bioenergetic: Astral Body integration

Phase 1	Aroma:	cooked bacon
	Body Position:	arms stretched out facing wall
	-- Crystal:	Lapis/ CV 6
	-- Sound	Rolling Thunder
	-- Emotion:	Neglected
	do for 6 minutes	
Pause	2 minutes	
Phase 2	Mag:	SS/Sacrum
	Movement:	flex/ extend both feet alternately
	-- Food	blueberries/ Solar Plexus
	-- Flower	Red Rose/thymus
	-- Affirmation	I am at peace with my ancestors (Affirmations always done out loud, repeated)

Points: NL 1,3,5 + Act 1 or CB

## **Ψ CRITICAL LIFE CONCEPTS**

Critical Life Concepts, CLC's, are not Psychological Structures, like Gerund or Being/Not Being, but rather are constructs which describe some of our fundamental views of the world that we develop, generally at an early age, and which guide our behavior and thinking, whether adaptive or not. They represent our personal rules (or foundations) for living our life. In this sense they are similar to BBEI's, but BBEI's are part of the Energy Control System whereas CLC's are Psychological Issues. CLC's are not always Issues, as such, but may be Topics which then are analyzed for their component Issues or Item Sequence priorities.

There may well be hundreds of CLC's. It is important that as many of these Concepts be identified as possible, as they can be crucial keys to helping clients make significant life changes.

Self Issues were formerly considered as Psychological Structures, but they seem more appropriately defined as CLC's since the actual structure of the items is not specific, only the focus of their content. This is only a refinement of concepts, not any change in the idea of Self Issues.

Adult Needs

Assumptions

Authoritative Principles

Blocks to Life

Conscious Shame

Equality Smothered Empowerment

Expressed Paralyzing Disempowerment

Fallible Attitudes

Frozen Principles

Hidden Wisdom

Illusions of Tradition

Intuitive sense of Empowerment

Isolation Resolution

Liberating Wounds

Obsessive Worry

Principles of Behaviour

Self Issues

Separation From ...

Transcendental Belief

**NOTE:** In the Words List pages, there are sample words lists and examples for each. They are not duplicated here in the manual so please have the words lists available as you work through this section.

## ADULT NEEDS

If we cannot acknowledge and accept the needs we have as an adult, we shall remain stuck at earlier stages of development; we may act immature; we will not be contented and fulfilled in our lives; we will not be as tolerant of others; we will be more selfish and egotistical; etc. If we cannot recognize and understand our Adult Needs, how can we satisfy them? How can we be a "real" adult? These items may well also relate to issues of success, self-sabotage, and the like.

Guidelines:

- If I ... will my Adult Needs be achieved?
- Think how ... must satisfy my adult needs.
- How does ... help me meet / achieve my Adult Needs?
- Think how ... will help me meet / achieve my Adult Needs.
- When I can do ... , will my Adult Needs be met?
- Think how (being) ... stops me from having my adult needs met.
- Think how ... is an adult need.

## ASSUMPTIONS

Assumptions are rules for leading our life, but they are never questioned because "it is supposed to be that way." We rarely verbalize assumptions. Usually we are never directly told about these assumptions, but rather, because they are implicitly learned, we infer their "truthfulness" by our life experiences and our observations of those around us.

Because we have these assumptions we deal with others and our own lives as though they are true, whether or not that is objectively the case. In the first item shown below, for example, the person probably will unconsciously help create conflicts in various situations because they are "supposed" to be there. They will deny all responsibility, of course, because "it is just human nature" or other rationalization. Cultural Stereotypes are usually Assumptions.

GUIDELINES:

- Why is ... ?
- If ... , then.... .
- How is / are ... ?
- Think how ....
- Whenever I allow myself to ... then I ....
- If I can't be respected, then what does ... mean?
- Why is it that...?

## **AUTHORITATIVE PRINCIPLES**

These are similar to Fallible Attitudes, but are broader in scope, more general concepts, and are usually explicitly learned. They are the person's "Rules of ...." When doing the corrections the person thinks of the broad category. For example, the first item would not be just thinking of "look both ways before crossing the street," but rather the entire class of their own principles of safety. This includes not only the physical safety of the person but also the psychological or spiritual safety—"Don't reveal my innermost feelings to one I love," or "My inner peace can only be maintained if I do not let anyone become emotionally close."

### **GUIDELINES:**

Think how my principles of ... control my life.  
If I do not ... then how will my life be?  
How do my principles of ... guide me?  
What are my principles of ...?  
Why is ... a principle of my life?  
Think how ..... allows me to feel superior  
What are my principles of ...?  
Why is ... a principle of my life?  
Think how ..... allows me to feel superior.

## **BLOCKS TO LIFE**

How often have we told ourselves something like: "If only I could (make more money; lose weight; find a girlfriend; divorce my spouse; learn to scuba dive) then I would be (happy; beautiful; satisfied; successful)? Is it really true that our inner happiness depends on our income? Or is it a barrier we set up as an excuse not to be happy, a diversion to help keep us unaware of the ultimate source of our unhappiness? The item "If only ABC than I would be XYZ" can be directly used in this case, but the type of items illustrated below are more fundamental and effective in the overall issue.

### **GUIDELINES:**

Think how ... is a block to my life.  
Think how ... blocks my life.  
How is it that ... blocks my life?  
Why does ... block my life?  
Because ... (is possible), then I must ....

## **CONSCIOUS SHAME**

Shame n.

- 1a A painful emotion caused by a strong sense of guilt, embarrassment, unworthiness, or disgrace.
- 1b Capacity for such a feeling.
  - 1. One that brings dishonor, disgrace, or condemnation.
  - 2. A condition of disgrace or dishonor; ignominy.

The American Heritage Dictionary

Obvious from the name. People may be aware of shame, for example, but may not realize how much stress it causes them.

**GUIDELINES:**

Think how being \_\_\_\_ causes shame.

Think why \_\_\_\_ is shameful.

Think how \_\_\_\_ allows you to overcome shame.

How is it that\_\_\_\_?

Which shame is me?

If I am \_\_\_\_ then \_\_\_\_

## **EQUALITY SMOOTHERED EMPOWERMENT**

Empowerment which has been smothered is the obvious part. Smothered by Equality suggests that so long as there was some sort of hierarchy then empowerment was OK, but when equality came into the equation the stress was too great and empowerment was affected. This might apply in issues of Control, for example. Lack of control (equality) means, to the person, that there is no power, empowerment. The military might be a good example of this: if everyone is equally empowered, who makes the decisions or gives the orders? Some people prefer to be given orders (if they are empowered, in fact, they are insecure, and feel confused They do not want the responsibility).

If we do not feel equal, we are not empowered. In my view, we want people to be empowered regardless of the circumstances. Personal empowerment is not the same as authority. Lack of empowerment leads to inaction.

**GUIDELINES:**

Think how \_\_\_\_ smothers empowerment.

Think how smothered empowerment creates \_\_\_\_

When is \_\_\_\_ empowering?

How is empowering?

When do I \_\_\_\_?

## **EXPRESSED PARALYSING DISEMPOWERMENT**

Paralyzing disempowerment occurs when something happens which literally devastates the person's energy. That same something might be totally innocuous for another person, however. That original event may very well have been equally innocuous for others present so that they would not be affected in any way. It was just that certain circumstances existed for the client which caused an extreme energy reaction, which "stuck." Then in the future similar situations cause the same energy reaction.

The first example below is a common situation. How do you react? – "Oh, well, I'll do better next time." – "That idiot doesn't know what he is talking about!" – "I'm a failure! I'll never be any good. I should just kill myself!" What does the "Expressed" mean? If some people, for example, received negative feedback and are in the "kill myself" end of the spectrum, they would just fleetingly begin to feel distressed and then quickly convert that feeling into depression. This is not expressed disempowerment. These items are more like phobias whereas most other CLC's are more like fears.

### **GUIDELINES:**

Think how ... disempowers me.  
How is it that ... disempowers me?  
Why is it that ... disempowers me?

## **FALLIBLE ATTITUDES**

These are, most often rather rigid, attitudes we have about the world, other people, ourselves, etc. These attitudes may not be congruent with objective reality, but they do direct and control our behavior. In most cases we may have had experiences in which these attitudes seemed appropriate, but in the long run they are stressful and maladaptive.

We rationalize our actions, often not consciously, by using these attitudes: "Since asking for help is degrading, I should never ask for help." Many of these, you will see, are very much like slogans—such as those in the George Orwell novel, 1984. Read, now, the description for Frozen Principles, below, for further discussion. Here is a long list of real examples because they are so interesting.

### **GUIDELINES:**

Think how ... is a fallible attitude.  
Think how the fallible attitude ... affects me.  
How is ... a fallible attitude?  
Why is ... a fallible attitude?

## FROZEN PRINCIPLES

On the surface these Principles sound very similar to Fallible Attitudes, but they operate differently. The term frozen implies that a developmental process is involved, but that the person has got stuck at some stage in that development and a principle relevant to that stage has become frozen, not developing along with other aspects of the persons personality and behavior. In contrast, Fallible Attitudes seem to transcend developmental stages. Typically, Frozen Principles are things you cannot use; things not developed. Fallible Attitudes are things you do use, albeit mal-adaptively. These items are frequently imposed rather than learned through experience.

### GUIDELINES:

Think how ... has stopped my development.  
 Think how ... has allowed me to become stuck.  
 Think how ... affects my life.  
 How is it that ... is important?

## HIDDEN WISDOM

Apothegm<sup>1</sup>, is the best word to describe these items. They are wonderful Rules To Live By, which are also generally hidden in ordinary everyday experience. Almost everyone will agree with these statements. If they did not stress us they could well be part of our guide to enlightened living. These are the things our proverbial traditional Grandmothers said to us when we were bothered or stressed by something. Wisdom, indeed! Contrast these with Fallible Attitudes. The above description may be just a bit exaggerated.

### GUIDELINES:

Think how ....  
 Think about the hidden wisdom in ....  
 How is it that ... is hidden wisdom?  
 Why is ... hidden wisdom?

1. A terse, witty, instructive saying; a maxim. [ Greek *apophthegma*, from *apophthengesthai*, to speak plainly.] An aphorism.

## **ILLUSIONS OF TRADITION**

Tradition can become a grand excuse not to change, develop, be different. A stereotype might be a common form of Illusion....What will people think if \_\_\_\_?

I have known numerous individuals who chose to remain "sick" because they are so concerned about what others would think if they did something alternative, unexpected, un-stylish or perceived as strange.

### **GUIDELINES:**

Think how \_\_\_\_ is an Illusion of Tradition.

Think how Illusions of Tradition cause me to \_\_\_\_.

Think how Illusions of Tradition keep me from \_\_\_\_.

Why do Illusions of Tradition keep me from \_\_\_\_?

Why is \_\_\_\_ an Illusion of Tradition?

If \_\_\_\_ then \_\_\_\_

Think how \_\_\_\_.

## **INTUITIVE SENSE OF EMPOWERMENT**

This refers mostly to those things which interfere with our innate, natural, Intuitive Sense of Empowerment, or to those things which originally disrupted that Sense so that we now seem not to have any. A person expressing "I wish I had " can indicate a need for this type of correction.

### **GUIDELINES:**

Think how \_\_\_\_blocks my intuitive sense of empowerment.

Think why my \_\_\_\_ empowerment relates to \_\_\_\_.

Which sense inspires bonds which satisfy experience?

What about \_\_\_\_ affects my I.S.E.?

How is it that \_\_\_\_is an I.S.E.?

Does \_\_\_\_ neutralize my disempowerment?

How does \_\_\_\_allow my I.S.E.?

## **ISOLATION RESOLUTION**

How does one resolve the stress of being or feeling isolated? The presence of people or things is independent of the feeling of isolation. You can be alone in a crowd.

Questions:

Think how \_\_\_\_ relieves / eliminates isolation.

Think how Isolation causes me to \_\_\_\_.

Think how Isolation keeps me from \_\_\_\_.

Think why I can't choose between \_\_\_\_.

If feeling \_\_\_\_ then how do I react?

## **LIBERATING WOUNDS**

Freeing oneself from the tyranny of old wounds is indeed liberating. Tyranny means dominance through threat of punishment. An old wound can certainly dominate aspects of our lives, and the punishment can be quite severe—the threat of unbearable pain if we allow ourselves to be vulnerable again, or, perhaps worse, the threat of The Unknown. This is corrected just as any other issue.

GUIDELINES:

Think how I might liberate wounds through ....

Think how ... might liberate wounds through ....

How is it that ...?

Why does ...?

## **OBSESSIVE WORRY**

Worry

1. To feel uneasy or concerned about something; be troubled.
2. To cause to feel anxious, distressed, or troubled.
3. The act of worrying or the condition of being worried; persistent mental uneasiness.
4. A source of nagging concern or uneasiness. [from Middle English *werien*, *worien*, to strangle]

Obsessive

1. Excessive in degree or nature.

The American Heritage Dictionary

Note the origin of worry was the Middle English word meaning strangle. Obsessive worry certainly can strangle a person energetically, emotionally, and behaviourally.

Worry is a very common situation. As a CLC, these items suggest the originating cause(s) of the worry. Worry is an adverse fantasy.

Guidelines:

Think how \_\_\_\_ requires worry.

Think why \_\_\_\_ requires worry.

Which changes cause...?

Why is it that\_\_\_\_?

\_\_\_\_ allows, creates, causes \_\_\_\_?

What changes because of \_\_\_\_?

What allows ...?

What allows me to be ...?

How is OW ...?

## PRINCIPLES OF BEHAVIOR

These refer specifically to those Principles relating to behavior. Analogous to Authoritative Principles ("Rules of \_\_\_\_\_", see NB7), but refer particularly to behavior. These behaviors may "feel good" but there is a price to pay. For example, the Principle of Behavior that "I always must take care of others". Yes, we often think that is admirable, but what happens when it is impossible to do so? What price are we willing to pay needing to follow that principle?

Guidelines:

Think how \_\_\_\_\_ is a Principle of Behavior.

Think how \_\_\_\_\_ affects my behavior.

Think how my behavior is an example of \_\_\_\_\_.

Think how my behavior is important for me.

Why is it that \_\_\_\_\_ is \_\_\_\_\_?

When am I being \_\_\_\_\_?

Because principles exist, which behaviors are \_\_\_\_\_?

## SELF ISSUES

There are actually two categories of Self Issues: one group is CLC's and all the others are Psychological Issues which just happen to have "Self" as the first word in the issue. The differences are both subtle and profound.

The CLC Issues are basic, core, world-outlook, issues which are often set up early in life. They are phrased in a positive manner, such as Self Harmony, as opposed to some psychological issue which may be phrased like Self Denial.

The CLC's are fundamental concepts; some of the other, psychological, self issues may be just part of the more fundamental concept. For example, Self Restraint is just part of the more fundamental issue of Self Control; Self Ignorance is generally included within Self Knowledge; and Self Assurance certainly overlaps Self Trust.

In determining items, a question such as this often works well:

– Think how ..... affects my self – .....

For example:

– Looking after other people affects my self love.  
– Refusing to simplify my life affects my self love.

Self harmony:

– Hidden sickness is fun.  
– Hidden sickness is safe.

## INDEX OF SOME SELF ISSUES

Here is a partial list of Self Issues. The CLC's are marked with Bold Face type. The others are psychological issues or Psychological Topics. Numerous others are possible—use your Words List. Do not overlook such variations of words as: *Self Criticism / Self Critical*. Some of these items were contributed by HK/NB Teachers /Students.

Self Abuse	Self Denial	Self Management
<b>Self Acceptance</b>	Self Design	Self Master
<b>Self Actualization</b>	Self Destruction	Self Motivation
Self Adjusted	Self Detachment	Self Nourishment
Self Alienated	Self Determination	Self Organization
Self Ambitious	Self Development	Self Pity
Self Appraisal	Self Discipline	Self Possession
Self Appreciation	Self Distress	Self Potential
Self Approval	Self Diversion	Self Praise
Self Assertive	Self Doubt	Self Prestige
<b>Self Assurance</b>	Self Duty	Self Protection
<b>Self Attitude</b>	<b>Self Empowerment</b>	Self Punishment
<b>Self Awareness</b>	Self Energy	Self Recognition
Self Balance	Self Envy	Self Redemption
Self Belief	<b>Self Esteem</b>	Self Regard(ing)
Self Betrayal	Self Expectation	Self Reproof
Self Blame	<b>Self Expression</b>	<b>Self Respect</b>
Self Burdened	Self Forgiveness	Self Resilience
<b>Self Centeredness</b>	<b>Self Freedom</b>	Self Restraint
Self Choice	Self Fulfillment	Self Reward(ing)
Self Compassion	Self Gratification	Self Righteousness
Self Conceit	<b>Self Growth</b>	Self Sabotage
<b>Self Concept</b>	<b>Self Harmony</b>	Self Sacrifice
<b>Self Confidence</b>	Self Hatred	Self Satisfaction
Self Confusion	Self Healing	Self Serving
Self Consciousness	<b>Self Help</b>	Self Stamina
Self Contentment	Self Ignorance	Self Sufficiency
<b>Self Control</b>	Self Image	Self Torment
Self Courage	Self Importance	Self Torture
Self Criticism	Self Indulgence	Self Transformation
Self Damage	Self Integrity	Self Trust
Self Deceit	Self Interest	<b>Self Understanding</b>
Self Decisiveness	Self Involvement	Self Unity
Self Defeat	<b>Self Knowledge</b>	Self Value
<b>Self Defensiveness</b>	Self Liberation	Self Vulnerability
Self Delimited	Self Limitation	Self Will
Self Deprived	<b>Self Love</b>	<b>Self Worth</b>

## **SELF ISSUE CORRECTIONS**

If "Self Issue Corrections" come up when using the flow chart or menu, Then CLC will be checked just as you would check for any other Psychological factor. If CLC comes up, you would also check Self Issue; if Psychological comes up you would check Self Issue along with the other psychological factors. Self Issues, both types, most commonly are *gerund* structure items. The corrections are handled exactly like all other psychological corrections.

As an example of the types of items in Self Issues, here are some of the items for *Self Harmony* which have been collected over several years. Each gerund is shown only once, along with each of the other words. the usual “–” in front of each item is omitted.

### **SELF HARMONY**

#### **Comprehending:**

women, myself, the world, intimacy

#### **Determining:**

my totality, my insecurity, my morality through life, my immorality through life, my distractions

#### **Ignoring:**

myself, the future, stability, rejection

#### **Including:**

my integration, my unfeelingness, my death, my emotions, my behavior, my existence

#### **Looking forward to:**

harmony, happiness, spiritual wholeness, fulfillment

#### **Making:**

resolutions, desires, fantasies, discontentment, love, approval, impatience

#### **Missing:**

affection, entirety

#### **Needing:**

disappointment, charm, validation, relief

#### **Touching:**

my mind

## **SEPARATION FROM...**

Self explanatory. Variations might include (pending) Separation From Parents / Father / Mother / Children / Family / spouse / Job / place / any concept. Separation could include your leaving, their leaving, death, etc., as well as not separation.;

Guidelines:

Think how Separation from \_\_\_\_ affects / causes / means /causes me to / \_\_\_\_ / \_\_\_\_.

Think how \_\_\_\_ helps me Separate from Parents.

Think how \_\_\_\_ keeps me \_\_\_\_ from \_\_\_\_.

How is that \_\_\_\_?

Separation from \_\_\_\_ allows \_\_\_\_ ?

## **TRANSCENDENTAL BELIEF**

transcend

- 1** To pass beyond the limits of: emotions that transcend understanding.
- 2** To be greater than, as in intensity or power; surpass: love that transcends infatuation.
- 3** To exist above and independent of.

The American Heritage Dictionary

This CLC was contributed originally by J.Thurnell-Read.

Transcendent Belief ; is a Belief that goes beyond understanding, A belief which must not be questioned. A belief which must be accepted because it IS.

Guidelines:

How does \_\_\_\_ affect / change / influence / you / your behavior?

Think how \_\_\_\_ is a Transcendent Belief.

How is it that \_\_\_\_?

Why am I choosing \_\_\_\_ ?

## **CRITICAL LIFE CONCEPTS SUMMARY TABLE**

This Summary Table suggests some Guidelines to help clients think about their Issue. Not all possible Guidelines are listed. These are just to give you some ideas of the possibilities. See each section of the manual for more.

CLC	GUIDELINES	EXAMPLES
<b>Self Issues</b>	<ul style="list-style-type: none"> <li>Think how ... affects your self ...</li> </ul>	Self assurance Phillip Marriage
<b>Adult Needs</b>	<ul style="list-style-type: none"> <li>Think about how your adult needs are affected by this item.</li> <li>Think how this item stops you achieving your adult needs.</li> </ul>	I need to feel happy. People are always unreliable. Better the devil you know than the devil you don't.
<b>Assumptions</b>	<ul style="list-style-type: none"> <li>Think about this assumption as though it were totally true.</li> <li>What beliefs do you have around this statement?</li> </ul>	The past is not relevant now. Problems belong to everyone too. I know what I get when I share myself. I know what I get when Paul considers me.
<b>Authoritative Principles</b>	<ul style="list-style-type: none"> <li>Think about your principles of ....</li> <li>Think how ... allows you to feel superior?</li> </ul>	Accepting change. Remaining with normality.
<b>Blocks to Life</b>	<ul style="list-style-type: none"> <li>Think how ... is a block to life.</li> <li>Think about the blocks to life which stop you.....</li> </ul>	Fear of people. Fear of defenselessness. Fear of confusion. Envy confronting independence. Irritation clearing out love.
<b>Expressed Paralyzing Disempowerment</b>	<ul style="list-style-type: none"> <li>Think how it is that you are (silently) disempowered when / by ...</li> <li>... disempowers me.</li> </ul>	Despair. Laziness. Ill-will.
<b>Fallible Attitudes</b>	<ul style="list-style-type: none"> <li>Think how the fallible attitude of ... affects you.</li> <li>Think how ... is a fallible attitude.</li> <li>Think how ... allows you to feel safe.</li> <li>Think how ... blocks change.</li> <li>Think how ... blocks create fallible attitudes.</li> </ul>	I fight against disadvantage. I need more help I demand more freedom. I feel inner peace. I believe that I'm happy. Emptiness gives me protection. Emotions are suffering.
<b>Frozen Principles</b>	<ul style="list-style-type: none"> <li>Think how ... has stopped your development in certain areas.</li> <li>Think how principle of ... affects your life.</li> <li>Think how... has allowed you to become stuck.</li> </ul>	Friendship isn't reliable. People are mean. Resilience is violent. Life is unjust.
<b>Hidden Wisdom</b>	<ul style="list-style-type: none"> <li>Think about the hidden wisdom in ...</li> </ul>	I am perfect. My knowledge is clearly everything.
<b>Liberating Wounds</b>	<ul style="list-style-type: none"> <li>Think how ... has kept you from liberating wounds...</li> <li>Think how you might liberate wounds through ...</li> </ul>	Being unassailable. Not being unassailable. Being hurt. Not being hurt.

## **Ψ STRUCTURES: GERUNDS**

### **VARIATIONS ON THREE–COMPONENT GERUND STRUCTURES:**

Each of these variations has a Gerund, which may be common; a concept, which may be common; and another word, which may be common and may also be another concept. Not all variations will be shown here, just some of the more typical ones. You can easily imagine others and four component variations, etc.

#### **V(d) COMMON GERUND, CONCEPT, COMMON TOPIC**

This structure begins with a common gerund and ends with a common topic, each item differing only with the specific concept specified between the gerund and topic.

- Helping limit disloyalty.
- Helping break down disloyalty.
- Helping naughty disloyalty.
- Empowering insignificant challenge.
- Empowering rushed challenge.
- Empowering shameful challenge.
- Empowering predictable challenge.
- Empowering changed challenge.
- Empowering satisfying challenge.

#### **V(e) CONCEPT, COMMON GERUND, COMMON TOPIC OR WORD**

<ul style="list-style-type: none"><li>– Afraid of accepting change.</li><li>– Seldom accepting change.</li></ul>	<ul style="list-style-type: none"><li>– Refusing accepting change.</li><li>– Gladly accepting change.</li></ul>
<ul style="list-style-type: none"><li>– Deserve pleasing body.</li><li>– Arouse pleasing body.</li><li>– Silent pleasing body.</li></ul>	

#### **V(f) OTHER GERUND / CONCEPT / TOPIC SEQUENCES**

- Never understanding emotions.
- Always understanding fear.
- Others understanding failure.

## **Ψ STRUCTURES: PHRASES**

Our language has considerable structure. Various types of phrases are important in that structure, leading to their importance in NB Psychological Structures. The phrase types shown here are common and very helpful: *Prepositional, Adjective, and Adverb*.

Other language structures can provide models for us, too, and you may invent them for yourself: conditional, unconditional, transitive, intransitive, participle, tense, etc. Although not specifically described in this text, some *Conjunctive* and *Other Phrase* examples are shown in the *Table of Psychological Structures*.

There are more than 4,500 adverbs in English, with probably 1500 *not* ending in *-ly*.

There are more than 20,000 adjectives in English.

There are more than 10,000 verbs in English.

There are more than 30,000 nouns in English, not including proper names.

(Yes, JS does have *long* lists of each!)

## PREPOSITIONAL PHRASE

*Preposition:* A function word that combines with a noun or pronoun or noun phrase to form a prepositional phrase that can have an adverbial or adjectival relation to some other word. In some languages, a word placed before a substantive and indicating the relation of that substantive to a verb, an adjective, or another substantive, as English *at, by, in, to, from, toward, under, over, about, and with*. A word or construction similar in function to a preposition, such as *in regard to* or *concerning*.

### Prepositional Phrase:

- with hesitation
- for myself
- in fear
- to succeed
- without hesitation
- Near but far
- With others – By myself
- Under attack
- At peace
- Above reproach
- in fear
- out of fear
- because of fear
- with fear
- from fear
- of myself – of others
- of necessity
- of needs
- of ordinary memories
- myself included
- excluding myself
- beyond relationships – unless needed
- instead of love
- throughout life
- against my best interest
- except love

## ADJECTIVE PHRASE

**Adjective:** The word class that qualifies or describes a noun; A word that expresses an attribute of something. Any of a class of words used to modify a noun or other substantive by limiting, qualifying, or specifying, and distinguished in English morphologically by one of several suffixes, such as *-able*, *-ous*, *-er*, and *-est*, or syntactically by position directly preceding a noun or nominal phrase.

### Adjective Phrase:

- beautiful - plush
- relaxing atmosphere - helpful me
- rich and famous - weak person

## ADVERB PHRASE

**Adverb:** A part of speech comprising a class of words that modify a verb, an adjective, or another adverb. The word class that qualifies verbs or clauses. A word that modifies something other than a noun. Often ends in *-ly*.

### Adverb Phrase:

- unfeelingly aware -in place of love
- helpfully intrusive -however lonely
- protectively distant -ill-advised change
- knowingly passive
  
- forgetfully spontaneous -such as me
- forgetfully sneaky -with concern
- forgetfully inconsiderate -tenfold dumb!
- less than honest -in reality, all men

## **Ψ (SPOKEN) WORD VIBRATIONS (Ψ: WV)**

**Word Vibrations** are especially interesting in several aspects. Neither *thinking* the word nor *hearing* it spoken will unlock the indicator muscle. Only when people themselves speak the word out loud will the muscle weaken. Also, if the word is in a foreign language, not understood by the speaker, it will weaken the indicator muscle. Furthermore, if the word, say, is in English, and the speaker only speaks French, speaking the proper translation, in French, of the word will weaken the muscle though a similar word which is not the precise correct word will not indicate weak. The items are virtually always single words. Most of the time the word will not weaken the person if it is in a sentence, only when spoken as an individual word.

### HOW TO DO THE CORRECTION:

After testing to find the word(s), the corrections are done simply by having the person continuously repeat the word until the correction is completed. For example, they would say, OUT LOUD, illusion illusion illusion illusion illusion illusion illusion illusion ... until the correction is finished.

### **Ψ Word Vibrations: samples**

illusion	blame
male	power
alone	afraid
moral	neglect
ambivalent	bewilder
disgrace	impatient
fun	relax

**TABLE: STRUCTURES OF PSYCHOLOGICAL ITEMS****NB 7****Copyright © 1985–2019 NB Updated**

<b>STRUCTURE</b>	<b>DESCRIPTION</b>	<b>EXAMPLE</b>
<b>I(a). SENTENCES</b>	A sentence, not otherwise a structure, which may be a question, a statement, or a declaration. A group of items may not be obviously related. The PSR list is an example of sentence structure items.	-why do I encumber myself? -I obtain love when I need it. -If despair comes, I won't be there. -There is never enough time! -Please do not leave me.
<b>I(b). ESR EMOTIONAL STRESS RELEASE</b>	The person thinks about anything stressful, past, present, future. The more real, detailed, & vivid the better. Always uses the same reflex points.	Client Specified: - Studying & preparing for an important exam.
<b>I(c). PSR, PERSONAL STRESS REDUCTION</b>	The person thinks about something stressful, past, present, future. The more real, detailed, & vivid the better. Testing determines the reflex points.	<i>Client Life Issue:</i> - My Grandmother just died. <i>NB Tested from PSR List:</i> - NB is Easy!
<b>II. I Feel / I Am</b>	NB adapted the <i>I Feel/I Am from One Brain</i> . These NB items always come in pairs, just as matched on the <i>Barometer</i> . The first always begins with "I feel..."; the second with "I am...."	- I feel wounded. - I am needed. or: - I feel unloved - - I am safe.
<b>III(a). BEING / NOT BEING x 1</b>	A pair of items where the first is "Being" something, the second is "Not being" the same thing.	- Being in love - Not being in love or: - Being unable to cope - Not being unable to cope
<b>III(b). BEING / NOT BEING x 2</b>	A double pair of Being /Not being items, where the second pair is typically an opposite of the first pair. Opposite may mean Psychological, not dictionary, Opposite.	- Being emotionally close - Not being emotionally close - Being emotionally distant - Not being emotionally distant
<b>III(c). BEING / NOT BEING x 3</b>	Three pairs of Being / Not being items, where typically the second pair is an opposite of the first pair and the third pair is yet another opposite of the first.	- Being dependent - Not being dependent - Being independent - Not being independent - Being free - Not being free
<b>III(d). BEING / NOT BEING / BEING NOT</b>	A triplet of items where the first is "Being" something, the second is "Not being" the same thing, and the third is "being not" the same thing.	- Being satisfied - Not being satisfied - Being not satisfied or: - Being happy with my work - Not being happy with my work - Being not happy with my work
<b>IV. EXPERIENTIAL GERUND</b>	Generally only a single word, a gerund (verb ending with -ing).	- existing - knowing - assuming - yearning for - clutching at
<b>V(a). COMMON GERUND DIFFERENT TOPIC</b>	All items in the sub-group begin with the same gerund, but have different topics. The entire group will relate to a single theme, however.	- accepting my self - accepting my shortcomings - accepting my strengths - accepting my needs

## TABLE: STRUCTURES OF PSYCHOLOGICAL ITEMS

NB 7

Copyright © 1985–2019 NB Updated

STRUCTURE	DESCRIPTION	EXAMPLE
<b>V(b). DIFFERENT GERUND DIFFERENT TOPIC</b>	Each item in the sub-group begins with a different gerund and each has a different topic. The entire group will relate to a single theme, however.	<ul style="list-style-type: none"> <li>- understanding my power</li> <li>- accepting the future</li> <li>- knowing failure</li> <li>- trusting others</li> <li>- respecting women</li> </ul>
<b>V(c). DIFFERENT GERUND COMMON TOPIC</b>	The items in the sub-group all have the same topic, but begin with a different gerund. The entire group obviously relates to a single theme.	<ul style="list-style-type: none"> <li>- trusting others</li> <li>- accepting others</li> <li>- recognizing others</li> <li>- honoring others</li> <li>- appreciating others</li> </ul>
<b>V(d). COMMON GERUND CONCEPT COMMON TOPIC</b>	The items in this group all have the same topic, and begin with the same gerund separated with a concept. The entire group obviously relates to a single theme.	<ul style="list-style-type: none"> <li>- Empowering insignificant challenge</li> <li>- Empowering rushed challenge</li> <li>- Empowering shameful challenge</li> <li>- Empowering changed challenge</li> <li>- Empowering satisfying challenge</li> </ul>
<b>V(e). CONCEPT COMMON GERUND COMMON TOPIC OR WORD</b>	The items in the group all have the same topic, and a common gerund, but begin with a different concept. The entire group obviously relates to a single theme.	<ul style="list-style-type: none"> <li>- Afraid of accepting change.</li> <li>- Refusing accepting change.</li> <li>- Seldom accepting change.</li> <li>- Gladly accepting change.</li> <li>- Never accepting change.</li> </ul>
<b>V(f). OTHER GERUND, TOPIC, CONCEPT SEQUENCES</b>	These cover the other three-part sequences and variations of gerunds, topics, concepts, and commonality.	<ul style="list-style-type: none"> <li>- Never understanding emotions.</li> <li>- Always understanding fear.</li> <li>- Others understanding failure.</li> </ul>
<b>VI(a). CONCEPT / EXPERIENCE</b>	One or more pairs of items, the first is always the abstract concept ("the dictionary definition"), the second the personal experience.	<ul style="list-style-type: none"> <li>- (idea of) fear</li> <li>- (you yourself) being afraid</li> <li>- (concept of) love</li> <li>- (you yourself experiencing) love</li> </ul>
<b>VI(b). CONCEPT / EXPERIENCE / OTHERS</b>	A triplet of items, like above, but with the third item relating to the experience of any individual or group.	<ul style="list-style-type: none"> <li>- (idea of) understanding</li> <li>- (you yourself) understanding</li> <li>- (other people) understanding</li> </ul>
<b>VII(a). PHOBIAS</b>	A phobia correction usually includes several progressively closer steps. (Still more items might be needed for this example!) Ordinarily, multiple items are needed to eliminate one phobia.	<ul style="list-style-type: none"> <li>- Think of a picture of a spider.</li> <li>- Think of a spider in a cage.</li> <li>- Think of a spider in this room.</li> <li>- Think of being near a spider.</li> <li>- Think of holding a spider.</li> <li>- Hold a real spider.</li> </ul>
<b>VII(b). FEARS</b>	Very common. Each item is for a different fear, although each item in a group may relate to a different aspect of the same fear topic. Opposites are common.	<p>Fear:</p> <ul style="list-style-type: none"> <li>- that I cannot be happy</li> <li>- of happiness</li> <li>- of being loved</li> <li>- that people will not trust me</li> <li>- of being trusted</li> </ul>
<b>VIII(a). I (NV)</b>	These are groups of items with a common topic and different verbs, but all begin with <i>I</i> and use NV points for correction. There is an Integration Phase process.	<ul style="list-style-type: none"> <li>- I am happy.</li> <li>- I must be happy.</li> <li>- I can be happy.</li> <li>- I cannot be happy.</li> <li>- I need to be happy.</li> </ul>

**TABLE: STRUCTURES OF PSYCHOLOGICAL ITEMS****NB 7****Copyright © 1985–2019 NB Updated:**

<b>STRUCTURE</b>	<b>DESCRIPTION</b>	<b>EXAMPLE</b>
<b>VIII(b). I (other)</b>	These might use the NV's, but more often will not. They are also a special case of the Sentences Structure, generally looking like I (NV's) but with a different object in each case.	<ul style="list-style-type: none"> <li>- I graduated.</li> <li>- I face danger daily.</li> <li>or:</li> <li>- I am understanding.</li> <li>- I will be trustworthy.</li> <li>- I can't determine my needs.</li> </ul>
<b>IX. BODY PARTS</b>	Simply the name of any given body part or function.	<ul style="list-style-type: none"> <li>- my heart</li> <li>- digesting</li> <li>- toes</li> </ul>
<b>X. Named People/places</b>	The name of a specific person, title, or type of person.	<ul style="list-style-type: none"> <li>- Mom</li> <li>- Penelope</li> <li>- authority figures</li> <li>- dentist</li> </ul>
<b>XI. PEOPLE / ME</b>	A pair of items where the first is about other people, either generally or a specific group, and the second is about me. There could be a third item with a specific reference related to "me". (rare)	<ul style="list-style-type: none"> <li>- People needing maturity</li> <li>- Me needing maturity</li> <li>or:</li> <li>- Women wanting subordination</li> <li>- Me wanting subordination</li> <li>or:</li> <li>- Others accepting defeat</li> <li>- Me accepting defeat</li> <li>or:</li> <li>- People being nice</li> <li>- Me being nice</li> <li>- Me being nice to (name)</li> </ul>
<b>XII. IMPERATIVE!</b>	An imperative statement, typically only the verb and object—usually "me".	<ul style="list-style-type: none"> <li>- Appreciate me!</li> <li>- Enjoy yourself!</li> <li>- Don't abandon me!</li> <li>- Trust me!</li> </ul>
<b>XIII. LINKED OPPOSITES</b>	Each item includes an opposed pair of concepts, linked by the word "and". The first word is generally a percept, the second word a threat. The individual words do not TL! only the combination.	<ul style="list-style-type: none"> <li>- peaceful and terrified</li> <li>- loving and dissatisfied</li> <li>- forgiving and alone</li> <li>- appreciated and hurt</li> <li>- validated and neglected</li> <li>- involved and pressured</li> </ul>
<b>XIX. FOCUSED THEME</b>	A series of items, on a specific Theme, which is usually identified. The group of items is required, when one correction for the overall Theme would not suffice.	<ul style="list-style-type: none"> <li>- attending class</li> <li>- studying</li> <li>- preparing for an exam</li> <li>- taking an exam</li> </ul>
<b>XX. MISCELLANEOUS CONCEPTS</b>	Any concept, usually only one word. The overall group of items, however, does have a thematic connection.	<ul style="list-style-type: none"> <li>- peace</li> <li>- play</li> <li>- power</li> <li>- control</li> </ul>
<b>XXI. WORD VIBRATIONS, SELF SPOKEN</b>	Words which must be spoken out loud by the client for correcting. Neither hearing nor thinking the word works.	<ul style="list-style-type: none"> <li>- powerful</li> <li>- afraid</li> <li>- bold</li> <li>- appreciate</li> </ul>
<b>XXIIa. ADVERB PHRASE</b>	Usually a short phrase beginning with an adverb.	<ul style="list-style-type: none"> <li>- very lonely</li> <li>- quite alarmed</li> <li>- knowingly destructive</li> <li>- unfeelingly sneaky</li> <li>- appropriately numb</li> </ul>

**TABLE: STRUCTURES OF PSYCHOLOGICAL ITEMS****NB 7****Copyright © 1985–2019 NB Updated**

<b>STRUCTURE</b>	<b>DESCRIPTION</b>	<b>EXAMPLE</b>
<b>XXIIb. ADJECTIVE PHRASE</b>	Usually a short phrase beginning with an adjective.	<ul style="list-style-type: none"> <li>- weak man</li> <li>- rich and famous</li> <li>- ugly</li> <li>- natural</li> <li>- relaxing vacation</li> </ul>
<b>XXIIc. PREPOSITIONAL PHRASE</b>	Usually a short phrase beginning with a preposition.	<ul style="list-style-type: none"> <li>- for myself</li> <li>- to others</li> <li>- in love</li> <li>- without hesitation</li> <li>- out of fear</li> </ul>
<b>XXIIId. CONJUNCTIVE PHRASE</b>	Usually a short phrase beginning with a conjunctive. e.g. and, or, since, that, who, if, but, etc.	<ul style="list-style-type: none"> <li>- if I can</li> <li>- when I do</li> <li>- and always alone</li> <li>- but for now, I must not change - however, ...</li> </ul>
<b>XXIIe. OTHER PHRASES</b>	A phrase beginning with a structure not of adverbs, prepositions, adjectives, or conjunctives.	palindrome, alliteration, etc.
<b>XXIII.</b>		
<b>Others</b>		

## TIME: THEORY

Ah, such a topic! Time is both a physical and a subjective experience. We have all had the experience of feeling time is going very fast, or very slowly. It can go fast for us and slowly for someone else.

The entire universe seems to have a "clock tick" about 22 trillion times a second. And, presumably, everyone/ everything/ everywhere is synchronized that way. But, sometimes a person might still get "out of synch" with that universe tick. In the Star Trek science fiction TV series there were episodes where someone, or more than one, would begin operating / living with a different clock than everyone else. If they were operating at a far faster pace than "normal" things would still seem normal to them, but others on the original normal clock would seem to be almost like statues. To those still in normal time, the folks operating in the new faster clock would seem like buzzing insects.

We do not really know if that scenario actually ever happens, but it is really clear that sometimes a person does get out of synch, out of phase, with our normal time. This is not like feeling "out of synch" because of changes in day-night schedules, beginning to become ill somehow, or the like. This is literally that the person's clock really is out of synch/ phase with normal time. Not so much as the Star Trek example above, but just a little bit. That person may feel out of synch, spaced out, feels out of touch, feels like the world is a strange place, feel like they were living in a tunnel, feeling misunderstood (or more likely they do not understand others), and so on.

Being out of touch with time, losing a connection with time, is a different issue. Most of us experience that when we become so involved and focused with something that our sense of time basically gets disconnected, temporarily. In this class we discuss various subtle energy bodies. In the Astral Body, for example, time does not exist at all. We can become so engrossed at that level that time literally does not exist. Many NB students will testify that during classes I often get that way! Time just quits existing.

NB to the rescue.

There is no special unique correction for this, although one does appear pretty often: that one is the Time Sequence correction described elsewhere.

The: correction delay correction delay correction sequence  
seems to re-synchronize the energy system clock, putting it back in synchrony again with the universe clock.

Otherwise you test to see what sorts of correction(s) are needed to balance the issue. One item might be enough but it could well take several, with the possibility of doing further corrections in the future.

Determining the cause (as in Causative Analysis) of the temporal disconnect could also be interesting.

## BCF: TIME

There are two aspects of Time. One is the actual correction and the other is an aspect that can be applied to other corrections where there is a need for time between items. For instance in the System Patterns Corrections there is a Pause/Rest that is timed between the two parts of the correction. When Time comes up as the next thing or something that needs to be added, it may be that between the items there needs to be a time specified and waited before continuing with the next item.

### **Time Corrections:**

Time is a correction that is related to when someone's subtle body/bodies gets out of sync with physical time. The interesting point to us in Natural Bioenergetics is that:

1. Somehow this sequence can be disturbed and the two sides don't sync exactly.
2. Time is not directional. When we work in time we can go forward, backward, or synchronize the present.

Jimmy Scott, PhD, developed this correction to synchronize time when it has been interrupted. These interruptions can happen because of an anaesthetic from a surgical intervention, a concussion from a head injury, a coma, or other instances where the person's consciousness loses connection with the physical body. It is not entirely clear where in the Meta-body the disconnection happens and may be different in different instances. This correction may be useful in trauma clients whose consciousness appears to be "split" and they experience difficulty staying in their body.

This correction often occurs when clients have had serious injuries or surgeries and are out of sync with time. It is most common in people who have experienced a near-death experience. The issue may manifest as always being late by a specific amount of time, even when they try their best to be on time.

Time corrections may be indicated when there is a trauma that can't be accessed. It is similar to an Age Identity however, the age is accessible in those corrections where as when Time is indicated the client can't get to the appropriate place because of a glitch in the time pattern.

It is important to determine how many chunks the missing time represents. For many it will be just 1 chunk but there are cases where it may be 2-3 chunks of time. The missing time may be in the present, past, or past life.

**Time: Phase** relates to how different subtle bodies may be out of phase with one another. Some bodies may not be on the same time point as others. The correction is to bring them back into alignment with each other so the whole biofield (all the subtle bodies) is at the same time point.

**Time: Connection** relates the whole subtle body to a point, usually present, in time. The connection between the consciousness and physical presence in the moment seems to be disconnected and the correction will connect them to the present. People who "have their head in the clouds", who don't "feel present", may benefit from this correction.

**Time: Multiple Universe Connection** relates to a situation where an alternative or multiple universe has a different time sync than the present. The correction then usually closes the door and prevents the interference from a multiple universe timeline. It may in some cases sync the two timelines. However, it seems best to separate and close the connection in most cases.

## How to work out a Time Correction

1. Test if you are doing a Phase correction, a Connection correction or a Multiple Universe correction. They are each done the same way, working in different aspects of time.
2. Determine the amount of time missing, usually in minutes but may be hours or days for someone who was in a deep brain coma or a near-death experience.
3. Test how many Items will be used to correct it. There will be 2 items as a minimum. The time between is the missing chunk. If there are 3 items then there will be 2 chunks missing etc.
4. Test how many minutes will be between each item (different for each one.) The client must "rest" during the time between corrections. No talking, thinking. The brain is quiet and the body at rest for the number of minutes required.
5. The same points, pyramids or cosbats stay on for the duration of the whole correction.

## Notation:

Time: Phase NV 3,5 -- Deep depression unliked  
REST 6 mins  
-- I am at peace

## Sample Time Corrections

O Time

Symbol: ☽/ CV6  
Aroma: Ripe banana  
X: Aventurine / CV6  
Magnet: NS / Thymus  
(Do appropriate points or cosbats)

O Time: Out of synch

X: Camelian / CV6  
X: Aventurine / SP  
X: Clear Quartz/ 3<sup>rd</sup> eye  
(Do appropriate points or cosbats)

WAIT 2 minutes

M: NS / thymus  
M: SS / occiput  
M: SS / coccyx

**TIMED SEQUENCE**

This structure is not a specific structure, but rather a time process. Each component of the process is like the usual types of corrections with the addition of a very specific time sequence in doing the corrections. For example, the first component might be a TEB, which you do in the usual manner. However, before the next component correction is started you must wait a specific time after the completion of the previous item. That second item is then corrected, and when completed you wait a specified time before beginning the next correction. This structure may have only two items (one waiting period) or even six or eight items, each with the waiting period beforehand. These must all be done in one session, of course, so do not begin the sequence unless there is time to do the entire thing.

Most often the waiting period is the same between each item, but could possibly be different. Here is an example:

**Example 1** two items, one wait period

(Current Issue)

**O** Timed Sequence

- Magnet: NS / – thymus  
- Touch: Rt hand/ navel  
- Think: relaxed  
(Do appropriate points or cosbats)

Wait 3 minutes

- Crystal: rose quartz/ thymus  
- Sound: soft music  
- Aroma: vinegar  
(Do appropriate points or cosbats)

**Example 2** five items, four wait periods

(Current Issue)

○ Time Sequence

- Magnet: SS I SP
- Movement: Wave both feet randomly
- Food: Apple / Solar Plexus (SP)
- Crystal: Lapis / navel
- Affirmation: "I am loved".  
(Do appropriate points or cosbats)

wait 2 minutes

- Magnet: SS / sacrum
- Touch: flex / extend both feet alternately, slowly
- Affirmation: "I always have the strength to do what is necessary.  
(Do appropriate points or cosbats)

wait 2 minutes

- Fear that I will become disabled.  
(Do appropriate points or cosbats)

wait 2 minutes

- Food: Popped corn / sacrum
- Light: Red / SP  
(Do appropriate points or cosbats)

wait 2 minutes

- SET: saliva + earwax + skin scrape / bottoms feet + fresh pineapple +  
alcohol wipe / SP + lavender oil  
(Do appropriate points or cosbats)

Complete! (Whew!)

Note that there is only one ○ because the entire sequence is actually only one correction even though it looks like five.

### Example 3

(Current Issue)

② Timed Sequence

- Magnet: NS / coccyx
- Magnet: SS/ thymus

(Do appropriate points or cosbats)

Wait 3 minutes

- B consistent
- NB consistent

Wait 3 minutes

Act passive

### Example 4, a bit more elaborate

Hips

① (regular correction item)

- Magnet: SS / CV6 Touch:
- rt hand CV6
- X: malachite / SP

② - BTM *with correction points*

Do these for 5 days before continuing

③ - Fear that I must become disobedient

**wait 2 days**

④ - B impulsive  
- NB impulsive

**no wait**

⑤ - B sheltered  
- NB II

**wait 2 days**

⑥ - SET: bee's wax/ bottoms feet (in place 5 minutes, remove, then) + get urine

## TIME SYNCHRONIZING "CLOCKS"

### No Points

- move left arm up / down & simultaneously with left foot 2minutes
- move right arm up/ down & simultaneously with right foot 2 minutes
- move left foot & head simultaneously 2 minutes
- move right foot & head simultaneously 2 minutes
- rotate head to left and move left arm to right and return 5 times
- rotate head to right and move right arm to left and return 5 times

## ORGAN SYNCHRONIZING

### (This has to do with Alternate Dimensions)

- ① - Strongly tighten every muscle in your body and hold for 30 seconds.  
- Relax everything for 30 seconds  
Repeat 10 times.  
Scan body to note if every part is relaxed  
- Pretend you are [defiant and liberated] for 2 minutes  
- Permit yourself to feel [ uninhibited].

This is repeated for 12 consecutive days.

The [...] above denotes that content will vary - test for it.

- ② - Move everything very rapidly for 1 minute.  
- Stop for 10 seconds.  
Repeat 10 times.  
Do for 12 consecutive days.
- ③ - Someone else moves each joint of body, randomly, 2 times each.  
No limit, no hurting. Do 4 sessions.

### Wait 18 days

- ④ - Do certain postures [to be tested at that time] about 10 of them, 5 times.

Readings on Time:

<https://larrygmaquire.com/does-time-exist/>

<https://writings.stephenwolfram.com/2015/12/what-is-spacetime-really/>

## **ADJUNCTIVE FACTORS: ACTIVITIES**

### **ADJ: ACTIVITIES SEX**

As an adjunctive, sex is just like work, sleep, play, etc. We are interested in how much, when, etc.

It is just that, for many people, sex is an uncomfortably personal topic to discuss. Here is where your professional attitude is so important. If you are uncomfortable, the client will be. If you are embarrassed, the client will be. You need your corrections first!

Relevant questions include:

How often (never, once a month, twice a day)?

What time of day (mornings, afternoons, 6pm, night)?

Where (bed, kitchen table, bathtub)?

With whom (self, wife, the two neighbors)? Some clients may have none or more than one partner. Some may prefer same-gender partners. Be open to all variations.

Indexes might include satisfaction / contentment / fulfillment, degree of need being met, and so on.

There is a Life Transformer™ Sexual Fulfillment which might be helpful for some people.

These are a few Ensemble Corrections (done with the entire group) which have been helpful to do during class:

- Needy authorities hear appropriate moral apprehensions.
- Mature authorities hear appropriate moral apprehensions.
- Bonding with clients is romantic, immature, naughty, selfish, immoral, bad, and fettering.
- Denial of my sexual nature.
- Mature behavior allows togetherness.

### **As A Practitioner**

Perhaps the most important aspect of this topic is the ability of the practitioner to deal with sex issues with their clients. If the practitioner is stressed by any topic, they cannot deal with the client as effectively, and in some cases will totally avoid, perhaps, a very important topic. Sex can be a crucial indicator of relationship issues. Sex abuse, and even ritual sex abuse, is not rare, and can have been critical in the earlier development of the client. You must be prepared to deal with it.

## ADJUNCTIVE FACTORS: INFORMATION

### ADJ: PATTERN MATCHING

One of the more powerful features of Natural Bioenergetics is the use of verbal testing to gather information from a person's body / mind / energy field. This is an area where we must be especially neutral and open minded, being careful not to interject our own beliefs into the process and intruding on the person's privacy. We must avoid making prophecies or judgments rather than simply gathering information from the person's energy patterns. We can, for example, test to determine the type of work a person is energetically suited for, but we cannot say that some particular employment opportunity is the correct or best one. We can, for example, test to determine whether a couple has the energy-potential and compatibility for a long-term relationship, but cannot say that this relationship will be a good one.

In NB Studies 7 we direct our information gathering skills to more psychologically oriented topics. In another class we explore obtaining information about the physical body. Why would a person's work, geographical home, or personal partnerships be energy concerns? Consider magnet fields as an analogy. Magnets either attract or repel each other. When they repel each other, they can be forcibly held together, but it requires effort to do so; it is a constant struggle. Using pattern matching we analyze the energy between people or between a person and the environment. It helps us avoid a continual, needless struggle against energies which subtly stress us, making it more difficult to live our lives with harmony and fulfillment. Life goes better with energy congruence! This does not mean there will be no stress in our lives, but certainly the flow of our lives becomes easier when we are in our best place, working in an appropriate job, and when we are with energy compatible people.

A very important issue is whether these patterns can change. The answer is Yes, but the degree of possible change is open to question. As originally formulated, these patterns were thought to be innate and fixed. It later became apparent that some change could occur, certainly a few percentage points. It still is not known just how much change can happen, how rapidly this change can occur, or precisely how these changes come about. Obviously, as we do our regular NB work, we are helping clients make changes in their energy fields and their lives. This in turn probably alters the person's original energy, and in turn their interaction with other energy patterns. Think how frustrating it could be to learn that your best place is Tahiti, when you are stuck in London, with no way of moving away. If the pattern matching information is distressing, be sure to explain to your client that there is the possibility for pattern change.

This sort of energy testing usually does not come up in our priority sequence. We have to make a professional judgment that such information might be useful and carefully discuss this with our client. One difficulty with information gathering is that once a client knows we can do this they sometimes make frequent requests for such to the extent that it could interfere with our progress on their energy corrections.

## **GEOGRAPHICAL LOCATION**

We already know that the body has energy patterns. The earth, too, has energy patterns. There is some place where the earth's energies and the person's energies are most congruent. We can test to discover this place. We need to be clear just which of the person's patterns we are focusing on: generally, the best place to live? raise a family? go to school? retire? Likewise, we need to be clear about the earth's energies: the best physical geographic spot? the best socio-cultural spot? Perhaps your best physical geographic spot falls in an area where newcomers remain outsiders for thirty years and you do not yet speak the language anyway!

Considering a bulls-eye target consisting of a small spot in the center with concentric rings radiating outward. This target does not have to be symmetric. It may be elongated, flattened or stretched in places, distorted in various ways. Our job is to project this target onto the surface of the earth, with the center of the target located on our client's "best" spot. The center of the target, the 100% point, is generally quite small. The 99% concentric ring may be extensive; the 98% ring more extensive, etc. If the person chooses to live anywhere within the top 95% or 90% area, that is usually quite adequate. This range is generally large enough that if the person's preference is for the city or for the countryside, for example, either can be accommodated.

1. Begin by determining the parameters of this testing. Either through conversation or muscle testing, decide:

What activities will this geographic area support: General living / Work / Family life....

2. What part of the world? Test by Socio-Cultural or Physical geographic areas:

Northern / Southern hemisphere?

Continent: Europe? North America? Africa? ...

Which part? Eastern? Northwestern? ...

Which country / State / Province / Region? ...

What exact spot? North / South... of border / city / river / mountain range?...

Use your own and your client's knowledge of geography and / or maps. You can mark an arbitrary reference spot on the map and ask questions with respect to the reference spot, on the map, changing that reference spot as you progress, narrowing down the options.

An interesting observation: people who have very similar best geographic areas are also highly theoretically compatible. This makes sense when you think about it. Now, imagine a world (we think big in NB) in which everyone lives in their best spots....

Note: Geopathic Energies are independent of this Pattern Matching concept. Entire large regions may have very poor energy due to geopathic issues, but still be in the best energy pattern area.

## WORK

We cannot determine that a specific job is the best one for a person, primarily because there are too many unknown and uncontrolled variables in all such situations. We can determine, however, the qualities of possible jobs or professions which are energy compatible with our client. Do not forget the NB 1 material on Work—how many hours of each type, etc.

We can determine any number of such qualities. Is the client best suited to:

Work with peers or alone? Work as supervisor or as supervisee? Work with people or with machines or other in-animate objects? Work inside or outside? Work for someone else or own the business? Work in a quiet atmosphere or not? Work in a frantic place or a slow-paced place? etc. etc.

We also can determine information about some more specific tasks involved in a job. Using NB for example: Doing corrections, working up items, or everything? Doing the paperwork for taxes, bookkeeping, insurance claims, etc.? Teaching? Doing research? Doing SET items but not psychological items? etc., etc.

By thoroughly analyzing a person's work energy qualities we can actually design a nearly perfect job description for them. Finding such a job, however, may not be so easy!

In fact, we can help steer people to occupations which may be suitable for them or away from occupations which may not be so appropriate. A number of times I have had people ask whether they should "go into NB." This Work testing allows us to say something such as "Great, I think you would do really well." Sometimes we say instead something like, "Well I think massage would be perfect for you."

Note that this testing is not related to education or training in this or any other field. It only has to do with the energy patterns which are consistent with good performance in a particular field. People in training for a field in which they have the proper "energy credentials" will find the going much easier. In some cases, people may want to enter a field in which they just do not have the requisite intellectual qualities. Generally, their energy patterns will indicate this is not a good profession for them, even without mention of intellectual attributes. Likewise, some people are successful in fields in which their energy just is not right. Sure, they can be successful, but their stress levels will be higher and their chances of feeling fulfilled are diminished.

## RELATIONSHIPS

We all know people we like to play with for a while but would not think of having a holiday with them. Some people we might enjoy sports with but we would not invite them to a party. Some others we might love dearly—for a day now and then! We all have met people we instantly like and others we do not care for so much. If we understand these phenomena, we understand the energy patterns of relationships.

Our energy patterns are perhaps the most fundamental factor in relationships. Interacting with our underlying basic energies, however, are all our other energies, those we work with doing NB. That is why, above, the term *theoretical* energy compatibility is used. This means that if all our psychological energies were completely balanced, we would have some specific degree of compatibility with a particular person. In practice, because of our other messed up energies, we function at some lower level than we otherwise should be capable. This has many implications.

Suppose Joe and Mary have a theoretical energy compatibility of 98 (*Indexing* is part of the NB 6 class):

*Scenario 1.* Joe is functioning at an intimacy capability of 96; Mary at a 75. There is likely to be some significant stress in this relationship even with the 98 compatibility because Mary simply cannot handle the intimacy level that Joe can. He will feel the possibilities and be excited about it. She will sense the intimacy and it will scare her. He *knows* this is the relationship of a lifetime. She is not so sure. Unless she changes, she may well break off the relationship.

*Scenario 2.* Joe and Mary each function at an intimacy level of 75. They are equally inept at intimacy. Because of their high compatibility they will know this is a great relationship. It probably will be, too. If both partners continue to grow and develop psychologically at about the same pace, then this should indeed be a successful relationship. Should one partner, however, not develop and grow while the other one does, then the relationship will no longer be satisfying to the partners.

*Scenario 3.* Joe and Mary have a theoretical compatibility of 75 and they both function in intimacy at 60. If they stay there, things may be more or less OK. If they both develop to the 75 intimacy level, they will be OK. But if they continue to develop beyond the 75 level, they will be growing apart, and after a while the relationship will cease to satisfy them.

Any number of factors are involved in the compatibility level. If he wants 6 kids and she does not, that indicates lower numbers. If he likes to go to the concert and she always insists on the ball game the numbers will be lower. You can test each factor and see just what makes up their compatibility. Holidays, attitudes about family, money, ethics, sports, values, children, sex, etc., etc. Any variable in which people are involved!

Scenarios 1 and 2 above are prime territory for NB energy corrections. In scenario 3 we just might help the people grow apart faster. But if they have developed well, their parting is not a disaster, just another stage in the flow of their lives.

These techniques apply to other relationships, too: at work, employees, coworkers, etc.

Explore other concepts, too, such as Communication, Esthetics, Ethics, Finances, Mutual: Meeting Needs, Mutual: Respect, Power, Support, Temperament, Tolerance, etc.

Explore these variables, but be wary.

***Until you have considerable experience do not take your results too seriously.***

Do not ruin your clients' lives as you learn to use this information. As an exercise, work with several NB practitioners, testing each other on the same material (without anyone knowing the others' results). Got the same results? Excellent! Actually, this procedure applies to all new NB material, of any sort.

An additional concept is important to consider: ***Optimum.*** Two circumstances / people / jobs, might have high compatibility but may not be optimum for one or both. For example, suppose two people have an index of 96 for their theoretical compatibility. One or both may be actually (most likely) functioning at a lower level than this. If one of these people just is not willing to change, then the theoretical compatibility cannot be reached and the relationship will be less than optimum, perhaps an index of 85.

Or another example: you and your job are highly compatible, say a 96 again. However, to reach your job you must drive 90 minutes to get to work. This might not be acceptable to you, so Optimum Index for the job is only 75.

Let's look at that vehicle you are driving. You may be very compatible with that race car, say an Index of 97, but you have a family of five to drive around. That van you really drive might be only an 85 for compatibility, but it is much more optimum!

This consideration can go a long way to explain why so many people accept, or at least tolerate, so many situations which are not very compatible with. The *convenience* overrides the compatibility.

## ADJ: TOOLS

### ADJ: LIGHT: Cold Laser

Cold laser therapy is low-intensity laser therapy that stimulates healing while using low levels of light. The main uses for cold laser therapy are tissue repair and relief from pain and inflammation.

The technique is called “cold” laser therapy because the low levels of light aren’t enough to heat your body’s tissue. The level of light is low when compared to other forms of laser therapy, such as those used to destroy tumors and coagulate tissue. Surgical and aesthetic lasers heat the tissue being treated. True to its name, cold laser therapy does not.

Cold laser therapy is also known as:

- low-level laser therapy (LLLT)
- low-power laser therapy (LPLT)
- soft laser biostimulation
- photobiomodulation

#### How does cold laser therapy work?

During this procedure, different wavelengths and outputs of low-level light are applied directly to a targeted area. The body tissue then absorbs the light. The red and near-infrared light cause a reaction, and the damaged cells respond with a physiological reaction that promotes regeneration.

Superficial tissue is commonly treated with wavelengths between 600 and 700 nanometres (nm). For deeper penetration, wavelengths between 780 and 950 nm are used

This helps to accelerate the body’s natural healing process. People who suffer from a variety of acute and chronic conditions can use Cold Laser Therapy to help eliminate pain, swelling, reduce spasms and increase functionality.

Cold lasers are low power lasers which provide non-thermal photons of light. These photons pass through the dermis, epidermis, and the subcutaneous tissue or tissue fat under the skin. They are often used for up to 30 minutes at a time, though longer treatment durations cause no adverse effects.

The light energy is absorbed and interacts with the light sensitive elements within the cell. This process is very similar to photosynthesis in plants. Sunlight is absorbed by plants, which is then converted to energy for the plant to grow.

The light energy absorbed by cells allows each cell to “normalize”. This increasing intracellular metabolism results in a reduction in pain, inflammation, edema and reduced healing time. Photons absorbed by the cells through laser therapy stimulate the mitochondria to accelerate production of

ATP. This biochemical increase in cell energy is used to transform live cells from a state of illness to a stable, healthy state.

Cold laser therapy can stimulate most cell types, including muscle, ligament, cartilage, nerves, and many more. Cold laser therapy is useful for:

### **Minor injuries and sprains**

Sports medicine and physical therapy practices often use cold laser therapy in the treatment of minor injuries and sprains, such as:

- ligament sprains
- muscle strains
- tendinitis
- bursitis
- tennis elbow
- neck pain
- lower back pain
- knee pain
- pain associated with muscle spasms

It's also used to help reduce swelling and promote healing of the joints and soft tissue.

### **Inflammation**

Dentists use cold lasers to treat inflamed tissues in the mouth and to heal ulcerations. Doctors use it to treat inflammation caused by rheumatoid arthritis (RA) and other chronic autoimmune diseases.

### **Aches and pains**

Pain clinics use cold laser therapy to help people with acute or chronic pain from conditions such as fibromyalgia and carpal tunnel syndrome.

### **Skin rejuvenation**

Cold laser therapy is used to encourage skin rejuvenation. Dermatologists use it to treat various skin problems, including:

- acne and acne scars
- psoriasis
- burns
- vitiligo
- edema, or swelling of the skin
- dermatitis and rashes

### **Wound healing**

Cold laser therapy is also used to treat difficult-to-heal wounds, including wounds related to diabetes.

## **Acupuncture**

Acupuncturists use cold laser therapy for clients who are uncomfortable with needles. The low-level laser beams can stimulate your acupoints the same way needles do, but without piercing your skin.

## **Future uses**

The potential for new applications for cold laser therapy is virtually limitless. Researchers are studying its use in hopes that it can help treat a variety of ailments and conditions, including:

- traumatic brain injury (TBI)
- spinal cord injury
- Alzheimer's disease
- Parkinson's disease

Over 2,500 clinical studies published worldwide since 1967. Most of these studies were double-blinded and placebo-controlled. They clearly demonstrated the effectiveness of cold laser therapy for pain relief.

The Bone and Joint Decade 2000-2010 Task Force on Neck Pain reviewed the effectiveness of cold laser therapy for neck pain. The review concluded that low-level laser therapy is a valuable treatment for many conditions.

Cold laser is approved by the U.S. Food and Drug Administration (FDA) for a number of conditions. Cold laser therapy is considered safe when performed by a qualified practitioner. On the plus side, it's also non-invasive and painless. It doesn't require medication or other preparation either.

That being said, cold laser therapy shouldn't be used on carcinomas or cancerous lesions. It should also be avoided on the thyroid or eyes for home use. Since the effect of cold laser therapy on unborn children is unknown, it's suggested that pregnant women avoid this type of treatment.

One of the drawbacks of this therapy may be time. While each cold laser therapy session only takes a few minutes, it may take as long as a month (with as many as four treatments a week) before you can gauge its effectiveness.

There are several home use cold lasers available that have been tested and used in NB practices.

The Vie Light for brain regeneration: [www.vielight.com](http://www.vielight.com)

The Q-NG 1000 (no longer available but can be found used)

The Spooky2 laser attachments: <https://www.spooky2-mall.com/blog/spooky-cold-laser/> They also produce the handheld version <https://www.miramate.com/product/miramate-joint-aid/> at a very reasonable price.

## **BIOENERGY TOOLS: SOUND THERAPY:**

Healing with sound is believed to date back to ancient Greece, when music was used in an attempt to cure mental disorders. Throughout history, music has been used to boost morale in military troops, help people work faster and more productively, and even ward off evil spirits by chanting. More recently, research has linked music to a number of health benefits, from boosting immune function and lowering stress levels to improving the health of premature babies.

Sound travels about four times faster through water than it does through air. Since our bodies are about 70 percent water, sound becomes a first choice for a natural therapy. Matching the frequencies of healthy resonance can provide stress relief. Struck or sung in specific tone sequences, the vibratory frequencies emanated creates a sympathetic resonance in your cells. Sound can shift our energy from low to high, removing the lower frequencies of emotions such as fear, anger, and resentment.

Sound vibrations lower heart rate variability, reduces respiratory rates and relax brain wave patterns. When the heart rate is relatively steady and the breathing is deep and slow, the stress hormones decreases.

### **Vibroacoustic therapy**

Vibration is believed to affect your body's functions, such as blood pressure and breathing. Vibroacoustic therapy uses audible sound vibrations to improve health and reduce stress. This type of sound therapy involves using speakers imbedded in recliners, mattresses, and special mats to transmit music and sound vibrations directly to the body. There's some evidence to support its benefits, specifically its ability to promote relaxation and reduce pain and symptoms in people with cancer and those recovering from surgery.

### **Singing bowl therapy**

Singing bowl therapy dates back to the 12th century and has been used for meditation and rituals in Tibetan culture. Metal bowls produce a deep, penetrating sound that's used to relax and repair the mind. A 2016 study found that singing bowl meditation reduced stress, anger, depression, and fatigue. All of these things are known to impact physical health and raise the risk for disease, suggesting that singing bowl therapy may be good for your physical, as well as emotional, well-being.

### **Tuning fork therapy**

Tuning fork therapy uses calibrated metal tuning forks to apply specific vibrations to different parts of the body. This can help release tension and energy and promote emotional balance. It supposedly works similarly to acupuncture, using sound frequencies for point stimulation instead of needles. There is some research suggesting that tuning fork therapy may help relieve muscle and bone pain.

## **Brainwave entrainment**

Also known as binaural beats, this method stimulates the brain into a specific state using pulsing sound to encourage your brain waves to align to the frequency of the beat. It's supposed to help induce enhanced focus, entranced state, relaxation, or sleep. Audible brainwave entrainment reduces anxiety, pain, symptoms of premenstrual syndrome, and improves behavioral problems in children.

The Sound Healing website provides thousands of free biaural beat programs. You must have good stereo headphones to use them. <https://sound-healing.info/>

**Audio-Visual Entrainment (AVE)** is a technique that utilizes pulses of light and sound at specific frequencies to gently and safely guide the brain into various brain wave patterns. By altering your brain wave frequencies, you have the ability to boost your mood, improve sleep patterns, sharpen your mind and increase your level of relaxation, all with the simple push of a button! AVE also increases brain health by increasing cerebral blood flow and stimulating beneficial neurotransmitters, such as serotonin, norepinephrine, and endorphins.

Mindalive and the David Paradise machines are some of the oldest and well developed machines that have done a lot of testing and have proof of the effectiveness. Theses are machines specifically for working with neurological damage and restoration.

<https://mindalive.com/collections/all-devices>

## **Guided meditation**

Guided mediation is a form of sound healing in which you meditate to voiced instruction, either in a session or class, or using a video or app. Meditation can involve chanting or repeating mantras or prayers. Research Trusted Source has found that meditation offers a number of health benefits, including:

- stress reduction
- decreased anxiety and depression
- improved memory
- reduced blood pressure
- pain reduction
- lower cholesterol
- decreased risk for heart disease and stroke

## **Neurologic music therapy**

Music therapy can reduce stress and promote relaxation. It's been shown to be more effective than prescription drugs in reducing anxiety levels before surgery. A study published in 2017 found that a 30-minute music therapy session combined with traditional care after spinal surgery reduced pain. Music therapy is administered by a credentialed provider who assesses the individual's needs. Treatment involves creating, listening, singing, or moving to music. It's used for physical rehab, pain management, and brain injuries..

## **The Tomatis Method**

The Tomatis® Method is a natural approach to neurosensory stimulation. Its listening programs change the music and voice in real time in order to capture the brain's attention and to develop motor, emotional and cognitive skills. Developed by the French Doctor and Researcher, Alfred Tomatis, the Tomatis® Method relies on an advanced technology and the excellence of its trained professionals on how to use it.

Learning and communicating are processes that can seem easy as they are natural for most of us. But for one in ten people, it's a daily battle. The ability to properly process sensory information is compromised. It is said in this case, that listening is disrupted.

In the processing of information, the ear plays a fundamental role since it is the main gateway to our brain. It picks up the surrounding sounds and those of our own voice, converts them into electrical stimuli, and transmits them to the brain which analyzes them. More surprisingly, it also captures our movements and is heavily involved in coordination, balance and rhythm. It therefore has a vital function in daily life, whether through talk, to argue, to follow instructions, read, learn, memorize or simply to move.

When communication between the ear and the brain is blurred, our ability to interact with the outside world is compromised. The result is often a loss of self-confidence that will enhance in turn the difficulties of communication and learning.

It was sixty years ago that the French doctor [Alfred Tomatis](#) developed an educational program that aims to stimulate the brain through the auditory system in order to restore listening. By treating the music and the voice in a very particular way, the Tomatis® Method helps children and adults to improve their quality of listening.

A pioneer in the field of neuroscience, the Tomatis® Method is now practiced in more than [2,000 specialized centers](#) offering personalized listening sessions through a unique technology called TalksUp®. An alternative educational program, the Tomatis® Method stimulates the brain effectively and naturally. It is a complementary approach to medical and traditional therapeutic treatments.

## **Sound files via Radionics or directly into the body via speakers**

<https://gumroad.com/discover?query=spooky2&tags=>

## **Sound healing is used to treat symptoms of a number of conditions, including:**

- anxiety disorders
- depression
- post-traumatic stress disorder
- dementia
- autism and learning difficulties
- behavioral and psychiatric disorders
- cancer

Some of the benefits of sound healing include:

- lowers stress
- decreases mood swings
- lowers blood pressure
- lowers cholesterol levels
- teaches pain management
- lowers risk for coronary artery disease and stroke
- improves sleep

Research: Why Sound Matters

<https://didgeproject.com/therapeutics/doctors-now-prescribing-music-for-heart-ailments-brain-dysfunction-learning-disabilities-depression-ptsd-alzheimers-and-more/?fbclid=IwAR0I5WgXbGhp-CT80-jPIKSTaGG1leV4SBwqwQW2dgsYzEojz8QAVbmoTng>

## Sound Healing Resources:

- Boyd-Brewer C, et al. (2004). Vibroacoustic sound therapy improves pain management and more. [pdfs.semanticscholar.org/daf2/4e3dd7e7ae0cf5aaeeb88777153a6e012190.pdf?\\_ga=2.239295302.433170786.1531507816-1035607979.1530139962](https://pdfs.semanticscholar.org/daf2/4e3dd7e7ae0cf5aaeeb88777153a6e012190.pdf?_ga=2.239295302.433170786.1531507816-1035607979.1530139962)
- Chanda ML, et al. (2013). The neurochemistry of music. DOI: [10.1016/j.tics.2013.02.007](https://doi.org/10.1016/j.tics.2013.02.007)
- Goldsby TL, et al. (2016). Effects of singing bowl sound meditation on mood, tension, and well-being: An observational study. DOI: [10.1177/2156587216668109](https://doi.org/10.1177/2156587216668109)
- Huang TL, et al. (2008). A comprehensive review of the psychological effects of brainwave entrainment. [ncbi.nlm.nih.gov/pubmedhealth/PMH0027030/](https://ncbi.nlm.nih.gov/pubmedhealth/PMH0027030/)
- Loewy J, et al. (2013). The effects of music therapy on vital signs, feeding, and sleep in premature infants. DOI: [10.1542/peds.2012-1367](https://doi.org/10.1542/peds.2012-1367)
- Masala D, et al. (2017). The tuning fork and "soundtherapy." DOI: [10.14616/sands-2017-2-365370](https://doi.org/10.14616/sands-2017-2-365370)
- McKinney CH, et al. (2016). Health outcomes of a series of bonny method of guided imagery and music sessions: A systematic review. DOI: [10.1093/jmt/thw016](https://doi.org/10.1093/jmt/thw016)
- Mondanaro JF, et al. (2017). Music therapy increases comfort and reduces pain in patients recovering from spine surgery. [ncbi.nlm.nih.gov/pubmed/28235116](https://ncbi.nlm.nih.gov/pubmed/28235116)
- Ritholz MS. (2014). The primacy of music and musical resources in Nordoff-Robbins music therapy. DOI: [10.1093/mtp/miu017](https://doi.org/10.1093/mtp/miu017)
- Sharma H. (2015). Meditation: Process and effects. DOI: [10.4103/0974-8520.182756](https://doi.org/10.4103/0974-8520.182756)
- Thaut MH, et al. (2009). Neurologic music therapy improves executive function and emotional adjustment in traumatic brain injury rehabilitation. DOI: [10.1111/j.1749-6632.2009.04585.x](https://doi.org/10.1111/j.1749-6632.2009.04585.x)
- What is music therapy? (n.d.). [nordoff-robbins.org.uk/what-is-music-therapy](https://nordoff-robbins.org.uk/what-is-music-therapy)
- Who was Helen Bonny? (n.d.). [ami-bonnymethod.org/about/faq](https://ami-bonnymethod.org/about/faq)

## **BIOENERGY TOOLS**

### **The Points / Operations Matrix**

As you have learned, many different external energy sources are helpful in achieving corrections. Many can be used to *cause* the correction, without using energy reflex points. Sound / Music & Light / Color are examples. This class shows both uses: part of *traditional* and *additional sensory* in the usual way and to accomplish corrections.

Any of the tools listed under the ADJ: Tools above can be used as Bioenergy tools where they become the correction rather than an adjunctive to support the healing.

#### **LIGHT COLOUR**

Can correction be achieved with a light? multiple lights? specific colors? shining on specific spots on the body?

For the correction (using Cosbats or reflex points) do we need any light or color? What?

The cold laser discussed above will often be used as a bioenergy tool rather than as an adjunctive. The Brainwave Entrainment Paradise XL is another example of a tool that can be used as either an ADJ or a stand alone tool.

#### **SOUND MUSIC**

Can correction be achieved with a single tone? multiple tones? musical chords? voice? etc.

For the correction (using Cosbats or reflex points) do we need any sound? What?

## Color and Light Frequencies Reference Chart

Note	Hertz	Equivalent Wavelength Angstroms/10 Nanometres	Approximate Colour
A	440	619.69	Orange-Yellow
A#	457.75	595.66	Yellow-Orange
Bb	472.27	577.34	Yellow
B	491.32	554.95	Yellow-Green
Cb	506.91	537.89	Green-Yellow
B#	511.13	533.44	Green
C	527.35	517.03	Green
C#	548.62	496.99	Green-Blue
Db	566.03	481.70	Blue-Green
D	588.86	463.03	Blue
D#	612.61	445.08	Blue-Violet
Eb	632.05	431.39	Violet-Blue
E	657.54	414.67	Violet
Fb	678.41	401.91	Ultra Violet
<b>E#</b>	<b>684.06</b>	<b>398.59</b>	<b>Invisible Violet</b>
<b>F</b>	<b>705.77</b>	<b>772.66</b>	<b>Invisible Red</b>
F#	734.23	742.71	Infra Red
Gb	757.53	719.86	Red
G	788.08	691.96	Red-Orange
G#	819.87	665.13	Orange-Red
Ab	845.89	644.67	Orange

<https://altered-states.net/barry/newsletter346/colorchart.htm>



## Course Evaluation Form

The purpose of this form is to solicit information from you about NB/HK course materials and content, class setting, and the quality of the teaching. We carefully review your comments to help us provide the best possible classes and teachers. Your feedback is very important to us. Please fill out this form and give it to the student monitor, or mail it NB Institute #115 1925 18Ave NE Calgary, AB Canada T2E 7T8. You can also scan and email to [DirectorNatBio@gmail.com](mailto:DirectorNatBio@gmail.com) Your feedback is an essential part of maintaining NB as an outstanding professional training program.

Thank you for your participation

Class:	Teacher:	Location:	Date:
What is the most interesting part of the class for you?			
What did you find redundant or least useful in the class?			
What should be explained more or have added content to the class?			
What content should be de-emphasized or removed from the class?			
Overall impressions and Additional Comments: (feel free to continue on the back of this form)			
Rating	On a scale of 0 to 10, where 5 is average and 10 is tops, rate the following:	Make up your own items here and rate them:	Rating
	Class Setting		
	The Class Manual and Procedure Sheets		
	How well were the Class Goals met		
	The Teacher's knowledge of the material		
	The Teacher's teaching skills		
	The Teacher's organization		
	The Teacher's clarity of explanation		
	The Resource Material (Emailed PDFs)		
	Give the Class an Overall Rating		

## **NB Quotation Release Form**

We like to quote enthusiastic students' comments in our advertising for classes. ***If we may quote your evaluation, please fill out this form;*** and if you wish, write your additional impressions on this sheet. If you prefer to keep your evaluation anonymous, do not fill out this side.

Thank you for your help!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

City: \_\_\_\_\_ State/Province: \_\_\_\_\_ Country: \_\_\_\_\_

Occupation: \_\_\_\_\_

**I give Natural Bioenergetics Institute permission to quote me in their class advertising. I also give NBI permission to use my picture along with my quote when appropriate.**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Your experience in class and with NB/HK: