



IMUNE Quantum Biofeedback Therapist Syllabus

DRAFT

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Level 2-3 (Intermediate-advanced) Syllabus

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This stage focuses on deeper stress identification and support, including the use of more technically focused screens. These levels are not about navigation (you will be expected to spend the time necessary to be a little familiar with the navigation steps) and are about integrating the major device facilities into clinical stress reduction.

Completion of stage 3 training, on line exams, observed operation for safe and appropriate use, submission of advanced case studies enable the issuance of an IMUNE International License Quantum Biofeedback Therapist confirmed on submission of proof of 6 months clinical practice.

After stage 2 the student will have an increased range of facilities and deeper understanding of the application of advanced biofeedback enabling them to start working with deeper seated and more specific stress issues.

Course Elements

1. Technical- program use (students should ensure familiarity with all the navigation of all listed screens prior to this level)
2. Classroom demonstration- to set a context for deeper client dialogue.
3. Case studies- using common classroom subject.
4. Case studies- from student clinical experience
5. Education exams- student learning review (score does not form part of assessment)
6. On line exams- covering the main aspects. Pass mark 85%, distinction 95%.
7. Practice education handouts preparation.

Level 2 &3 Preparation

The following is suggested.

1. Complete (well!) the level 1 case studies.



2. Have done minimum 10 sessions
3. Read the material marked * below
4. Have practiced navigation of the topic screens.

Level 2 &3- (Intermediate/Advanced)- Topics

The topics are segregated into level 2 and 3 for information only- the order is at educator's discretion. The aim is proficiency in the next layer of stress assessment (specific issues) and to broaden the range of stress reduction options. Some screens are interesting) e.g. biface but require only a navigational skill and can be adequately covered by the student working alone.

Key- L2= level 2 (Intermediate), L3= level 3 (advanced), * = navigation familiarity required before class, + = home study adequate.

Reviews	Level	refs
Process Overview*	L2	(1) EPFX Flowcharts as reference.- specific areas (2) Nelson Medicine
Testing Facilities		
Reactivity review	L2	Using Allergy as an example
Chronic	L2	Review of identification and strategy- stimulate reactivity facility (low reactivity- hi resonance situations) Why is the client not reacting to these items Adaptation. Stimulation of reactivity.
Individual Reaction review	L2	
Test- serious stresses	L2	Serious issue shows. How to check, watching brief when relevant, appropriate referrals,
Other test Screens /Subscreen relationships	L2	Origin of information. (e.g. allergy- test screen, minerals as group- reference to table of information origins). Possibility of color bands being different. Importance of relating scores within a topic screen to main test scores for significance in clients total health picture. Looking for balance within select screens (e.g. sarcodes>chakras). Using subscreens for other angles on themes/ Blood-Urine as info source.Referring to main test screen/ Individual Reaction for clarification. The "myth" of the > 85 score. Where information is sub screens originate, referencing to test red/purple bands, fixed and floating values, using test screen to corroborate "group" values (e.g. as in homotox)
Associative Testing	L2	Principle- specifics in test hold/Superconscious reduction/ risk profile-virtual doctor, virtual doctor- homotox/spinal etc.
Risk Profile	L2	(1) origin of information. (2) relating to client. (L3) being broad in risk group meaning (e.g. bone). Reason for common occurrence of food poisoning/ blood sugar. Graph as visible information- possible client viewing/printout. Treatment maps from risk areas.
Superconscious reduction panel	L2	(1) when to use.(2) How it works (L3) Bifurcation (4) Fitting hints to client jigsaw.(5) using Ind Reaction to corroborate.
Organ Sarcodes	L2	(1) Viewing for balance within groups (2) relating to main test significant scores (L3) High as over stressed, low as not responding to stress from possible prolonged over stress (ref. seyle) (4) Graphicon as organism regulation. Possible information for client printout.
Oriental Herbs	L2	As an Chinese medicine insight.
Foods/Allergy	L2	A basic protocol for allergy testing. Inhalant/ contact as acute, food as most often chronic- =use of Ind Reaction. Allersodes and extracts. Role of de-sensitization.
Nutrition	L2	
Fatty Acids	L2	
Digestion	L2	
Enzymes	L2	
Amino Acids	L3	
Hormones (sexual/stress)	L2	



Dark Field*	L3	
Pleomorphism*	L3	
TMJ*	L3	
Deeper Stresses		Avoiding treating the specific stress- legalities, disease as a result of disturbed system. Reference to specific health models.
Disease Pathway	L3	Possible history hints
Stimulate Reaction	L3	Discriminating when to use, how to use, how to monitor effectiveness.
Stubborn Patient	L3	Exploring resistance to change, benefits of staying ill,
Corroborative techniques	L3	Tongue, face, nails
Degeneration	L3	Relating to terrain and specific stressors. Integrating with dark field, pleomorphism, hamer.
Mental-Emotional		
Test- Emotions	L2	NLP Emotional Growth>mental factors, Integration with Basic Emotional assessment.
Test- Emotions	L3	NLP Emotional Growth>mental factors> Covert Thought- integration with Secrets worksheet. Deep Mind Emotion Program (Aging>Past life), Subspace Communication System, Survival Awareness Form , Time travel as regression, Biface as definition/tracking mechanism. Hamer facility as emotional therapy.
Brain Wave	L2	Mental and emotional use.
Structural Therapies	L3	Spinal (inc. NEC), Dermatomes, Muscles, Cranial Sacral, addressing injuries.
<i>Layers</i>		Review
<i>Progress tracking</i>		Review- Rectification, resonance, varhope, client fatigue
Piggy backs	L2	More = better, concurrent treatment from different angles, within panels, Disease/Irid/Body viewer
Clasp- SCIO specific	L2	Principles of use of the SCIO Interactive facilities in the Clasp program.
Disease Lexicon	L2	
L3D Bodyviewer	L2	Facilities in detail
Zaps-Auto Zaps	L2	Use in acute, setting the stage pre zap, affected system support, resonance to monitor.
Emotions		
Mental-emotions		See test-emotions
Higher Realms	L3	Aura Entities, Possession, Sub morphic, Karmic (NLP). Allowing space for client awareness.
Specialist Screens		
Homeopathy	L3	Nutrition, Homeopathic Activation. Basic definitinos, potency v. depth, safe potencies, homeopathic ranges in the device (characteristics, information sources, training) Biochemic tissue salts
Homeotoxicology	L3	
Bio Terrain	L3	Vincent basics- use as an adjunct for defining client status.
Pregnancy & Babies	L3	Legalities, minimum uses, areas to avoid, baby testing
Prayer program	L3	Access, settings, 24/7 program
Smoking program	L3	Principles, optimizing, monitoring, client intake forms, client support.
Miscellaneous Screens		
Voice-audio	L3	
Aromatherapy	L3	
Crystals	L3	Programming
Reflexology	L3	Reflexology as genetic traits, items that change in this life.
Remedy importation	L3	Limitations, Process, checking accuracy, loss in updating Clasp options,
Intelligence Tests	L3	If you have an EPFX you don't need more intelligence.
Sports Therapy	L3	General, Athlete



Aging	L3	
Cosmetology	L3	Inner-outer. Facilities. Accessories.
Eye tests	L3	
Hearing tests	L3	
Inter session support	L3	Remedies from the device, client change monitoring using scores/chart/diary.

Class Observation Session

This is to ensure that the student applies the assessment and therapy aspects appropriately for assessing:

1. General stressors
2. Disturbed areas
3. If there are or are not specific stressors for the client.

It is suggested that there are two (2) class observed sessions in which students work according to a guide format

<u>Case 1</u>	Specific stress condition (in a specific functional area e.g. diabetes, cardiovascular, cancer)
<u>Case 2</u>	A specific causal stressor (e.g. DDT)

The students are recommended to also do a live session on a class mate.

All 3 can be submitted as part of the therapist case study submissions.

Therapist Case Study Submission Forms

There are 5 case studies required in total

1. In class (3 studies)
 - a. Using a live class common subject
 - b. 1:1 working sessions in class
2. External client sessions- 2 clients, 3 sessions each. Submissions should include information scheduled on the worksheet, printout (highlighted/annotated) but may be in therapist's standard working format. Each session should include no more that 2 pages (plus support information)

Practice Education Handouts

This exercise is practical- ensuring that you have the knowledge to talk to clients and educational information for them to consider.

- The effects of absent organs- effects and compensations available.
- Digestion as a fundamental for wellness.
- Synthetic drugs
- Steroids
- Metallic fillings and composites
- Sugar- types, processing routes, nutrient robbing, blood sugar hormonal effects, alternatives (some as neurotoxic)
- Toxicity-effects of X rays, CAT Scans, MRI etc., chemical exposure (many compounds that the body can't process), low level urban exposure



- Trauma- body storage of unresolved issues, effect of structure on function etc.
- Infections- role of immune system and effects if not treated naturally.
- Weight and size management