



# ONLINE HOLISTIC TRAUMA RECOVERY PROGRAM

IN JUST 12 MONTHS, START YOUR NEW CAREER AS A  
CERTIFIED TRAUMA RECOVERY SPECIALIST



**BECOMING**  
—INSTITUTE—

## YOUR PURPOSE IN ACTION

**We are here for you**

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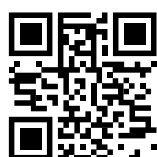
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## Acknowledgment

We acknowledge that the land on which we gather, in Brampton, Ontario, is the traditional territory of many nations, including the Mississaugas of the Credit, the Anishinaabe, the Chippewa, the Haudenosaunee, and the Wendat peoples. Today, it is home to many diverse First Nations, Inuit, and Métis peoples, and is covered by Treaty 13, signed with the Mississaugas of the Credit.

We honor the Indigenous stewards of this land, whose profound and enduring connection to it predates colonization. We also recognize the presence of African descendants, brought to these lands through the transatlantic slave trade. Despite being forcibly displaced and exploited, these ancestors contributed to the building of these lands with strength and resilience.

Both Indigenous and African nations have been profoundly impacted by the violence and displacement of colonization. Indigenous peoples faced land dispossession, cultural erasure, and systemic marginalization, while African peoples were subjected to the horrors of slavery, segregation, and systemic racism. The scars of colonization run deep, manifesting in generational trauma and ongoing inequality.

In the spirit of Ubuntu—"I am because we are"—we recognize that our humanity is deeply interconnected. The liberation and healing of Indigenous peoples and Black communities are not separate struggles but intertwined. Today, we acknowledge that the paths forward for both communities are linked, as they confront the legacies of colonization, reclaim cultural identity, and seek justice.

Together, we commit to the ongoing struggle for justice, equity, and healing. Through acknowledging our shared histories and the Ubuntu philosophy, we recognize that true healing requires not only individual restoration but collective liberation. The future we build must honor the interconnectedness of all people, as we strive for a world where every community can thrive in dignity, peace, and unity.

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<b>History .....</b>	<b>01</b>
<b>Our Philosophy and Core Values .....</b>	<b>05</b>
<b>Overview of the 12-Month Trauma Recovery Certificate Program .....</b>	<b>11</b>
<b>Becoming Institute Curriculum Overview – Online Program .....</b>	<b>17</b>
Course Credit Overview .....	17
Semester 1 Courses .....	17
Semester 2 Courses .....	25
Semester 3 Courses .....	31
Practicum .....	38
<b>Graduation and Beyond .....</b>	<b>40</b>
Program Completion Timeline .....	40
Graduation Requirements .....	41
<b>Student Resources .....</b>	<b>44</b>
Accessing Course Materials .....	44
Digital Library and Research Tools .....	44
Technology Support .....	45
Mental Health and Wellness .....	48
Career Services .....	50
<b>Student Conduct, Policies, and Expectations .....</b>	<b>50</b>
Code of Conduct .....	50
Academic Honesty .....	53
Academic Policies .....	53
Online Learning Policies .....	54
Assignment Due Dates and Extensions Policy .....	54
Grading Due Dates .....	55

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Disciplinary Actions .....	55
Privacy and Confidentiality .....	56
<b>Success and Support Services .....</b>	<b>56</b>
Academic Advising .....	56
Student Success Programs .....	56
Disability Services .....	57
Conflict Resolution and Mediation .....	57
<b>Feedback and Continuous Improvement .....</b>	<b>58</b>
Course Evaluations .....	58
Program Review .....	58
<b>Tuition, Fees, and Financial Aid .....</b>	<b>58</b>
Tuition and Fees .....	58
Financial Aid and Scholarships .....	59
Billing and Payments .....	59
<b>Legal and Administrative Information .....</b>	<b>59</b>
Privacy Policy .....	59
Intellectual Property .....	60
Complaints and Grievances .....	60
<b>Digital Safety and Emergency .....</b>	<b>60</b>
Digital Safety and Security .....	60
Virtual Emergency Procedures .....	61
<b>Community and Engagement .....</b>	<b>61</b>
Student Organizations .....	61
Volunteer and Service Opportunities .....	61
Networking and Professional Development .....	62

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## OUR HISTORY

**You can't connect the dots looking forward; you can only connect them looking backward."**

**– Steve Jobs**

The Becoming Institute didn't emerge overnight—it evolved through two decades of questions, experiences, and insightful discoveries that gradually illuminated the need for a transformative approach to trauma recovery and mental health. Looking back, I see how every step, every obstacle, and every decision led to the creation of the 12-month Trauma Recovery Certificate program. At the time, I didn't always understand where the journey was taking me, but now I can see how every moment was shaping what exists today.

Steve Jobs once said, "You can't connect the dots looking forward; you can only connect them looking backward." His words remind us that while the past helps us understand how we've arrived at this moment, it is our present—the beliefs we hold about ourselves and the nature of our universe—that shape the future. We connect the past to the present, and the present to the future, but the past doesn't create our future. What we believe, think, and imagine today, in this very moment, is what creates the future we experience.

Most recently, as I wake up, I ask myself this question: "What is the nature of my reality?" I have stepped fully into the awareness that life is not happening to me. Rather, I am the predominant creative force in my life, and I now have to take responsibility for what I believe, think, and do. If I believe my world is unfair, unjust, and outright wrong, then all of my experiences will affirm this. But if, on the other hand, my world is fair, just, righteous, and divine, naturally, every experience will reflect this as well.

As you begin this program, I want you to think about this: every experience you have, both the easy and the difficult, reveals something about I Am—your conscious awareness of who you say you are and what you need to let go of so you can return to your true nature. The beliefs that limit you, the fears that hold you back—these are the things you'll confront. Healing, both for yourself and others, starts with uncovering these truths and choosing to step into the person you are meant to become.

For me, the moments that seemed most painful or unclear turned out to be the most important. They were teaching me to let go of false beliefs and show me the way forward. These experiences became the foundation for the Becoming Method™, a therapeutic approach that goes beyond simply managing trauma. It's about reclaiming your true identity and aligning your consciousness with who you are at your core.

You'll be challenged in this program—not just to learn new techniques but to question what you believe about yourself and the world around you. I encourage you to embrace this. Every challenge is an opportunity to grow, and every moment of discomfort is a step closer to the peace, clarity, and purpose you're meant to experience.



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## 2001–2005: The Seed of Insight

In 1999, fresh out of nursing school, I began my career providing home-visiting services to single parents from vulnerable communities. What I observed was troubling—I would refer my clients to doctors, psychiatrists, psychologists, and therapists, yet they weren't getting better, even with proper medical care. I recognized that my clients' responses to adverse childhood experiences played a central role in the persistent challenges they faced. This led me to ask a crucial question: Is there an intervention that can quickly and permanently end traumatic responses? I wasn't interested in simply managing symptoms, which is often the focus of Western medicine. I wanted a real, lasting solution for the issues my clients and their families were facing.

As I reflect on that time, I realize that it wasn't just about what I was doing for my clients—it was also about what I was beginning to understand about the interconnection between healing, identity, and consciousness. I discovered that healing isn't an external process; it's an internal journey that starts with a shift from illness to health consciousness. True healing begins when we address the pain connected to our most difficult experiences and reclaim the truth of who we are.

This realization planted the first seed of what would later become the core of the Becoming Method™: healing is a two-part process that restores our true identity and shifts our consciousness. Healing invites us to shed the false identities that keep us asleep and makes room for the true self to reemerge. Each of us must awaken from the slumber of trauma.

## 2005–2009: Trauma, Identity, and the Human Experience

The experiences I encountered early in my career led me to pursue a Masters in Community Health Nursing and a Doctorate in Philosophy specializing in mental health promotion. Through these studies, I explored the significant impact of violence—particularly adverse childhood events (ACEs) and intimate partner violence—on shaping identity and depleting our capacity to cope. Each phase of my academic journey revealed yet another layer of how trauma fundamentally distorts how individuals see themselves, engage with the world, and navigate life's challenges.

As I moved through my own healing journey [See [490: Forgive & Live Fearlessly](#)], I observed that I was trapped in patterns of fear shaped by the identities I adopted during the moments that wounded me the most. The work of several prominent authors who wrote about mirror neurons helped me understand that we adopt the identities of three people present in every traumatic moment—the persecutor, the victim, and the rescuer. This was a game changer because the therapeutic experience could be highly targeted and immersive, always showing the client exactly what they needed to see.

If I could fully articulate what it means to become, it would be said in these few words: To become is to break free from the false identities adopted during our traumatic moments, intentionally make the decision to end the war I fight with myself, and fully embrace the transformative journey that returns me to my place of peace.

## **2016–2021: The Birth of the Becoming Method™**

The Becoming Method™ represents a culmination of decades of exploration into trauma recovery and is built on the pioneering work of thought leaders like [John Diamond](#), [David Hawkins](#), and [Kandace Blakely](#). Diamond's work asks each of us to contemplate a question: "How does trauma influence the energetic field and, in turn, the meridians connected to the 12 major organs of the body?" Diamond understood that traumatic responses are not just an emotional or psychological experience but also a physical one, manifesting as disruptions within the body's energy systems.

Building on this, Kandace Blakely focused on the beliefs and narratives that emerge from trauma. Her work asks us to contemplate the question: "What decisions were made during and after the traumatic moment?" This perspective encouraged a deeper look at how decisions made during moments of intense emotionality shape our perceptions, influence relationships, and define our interactions with the world.

Dr. David Hawkins added another layer to this field of study by exploring the connection between trauma and consciousness. Hawkins' work asks us to contemplate this question: "What level of consciousness did the traumatic moment anchor you in?" He understood that consciousness goes beyond mere awareness; it encompasses the vibrational frequency at which an individual operates. He developed the [Map of Consciousness](#), a scale that calibrates levels of consciousness from 1 to 1,000. The lower levels, below 200, are associated with survival-oriented emotions that weaken the individual, while levels above 200 are considered empowering and associated with truth, positivity, and constructive human behaviour. The higher the level, the more aligned the individual is with universal truths and spiritual realities. But it was the "loop" that would evolve my thinking and lead me to ask yet another question.

## **2021–2023: Expanding Consciousness & The End of the Loop**

In the field of psychotherapy, "the loop" refers to a cycle of repetition where individuals re-experience a traumatic moment with different people, across different times, and in various places. Initially, it seemed that resolving the specific trauma at the heart of the loop would release someone from its grip. However, research and clinical observations revealed that, in some cases, even after addressing the initial trauma, the loop continued. This insight led to deeper exploration and eventually a new understanding: the loop is not simply about the traumatic event or our traumatic response, but about a universal principle that was violated before, during, or after the trauma. The loop ends when and if the principle violation is acknowledged and corrected.



The Becoming Method™ combines applied kinesiology, conscious forgiveness, memory reformation, and regulation of the autonomic nervous system to ensure a quick and permanent recovery from traumatic responses like depression, anxiety, PTSD, suicidal ideation, relational difficulties and psychosomatic symptoms. The evolved form of the method ended depressive symptoms in just 3 sessions and most other traumatic responses in just 7 sessions.

During this period, my work was also strongly influenced by the Ubuntu philosophy, which teaches that our healing is interconnected: I am because we are. I recognized that trauma not only impacts individuals but entire communities, especially those affected by historical and intergenerational trauma. Healing one person contributes to healing the collective, and the Becoming Method™ evolved to address not just individual recovery, but also community restoration. This holistic approach became a vital tool in fostering healing within marginalized populations, where the wounds of the past continue to shape the present.

## **2024: The Founding of the Becoming Institute**

In 2024, the Becoming Institute was officially founded. Its mission was clear: to establish a new standard for trauma recovery. The institute's flagship program, the 12-Month Trauma Recovery Certificate, was created to train healthcare professionals, therapists, and community advocates in this revolutionary approach. This program doesn't just provide theoretical knowledge—it initiates students into their own healing journey, giving them firsthand experience with the Becoming Method™ before they begin guiding others. This approach ensures that graduates don't just learn about healing—they live it.

## **The Present and Future: Leading a New Era in Healing**

Emerging research in epigenetic reveals that the traumas endured by our ancestors have left tangible molecular imprints on our genes. These imprints alter gene expression and cellular processes that shape thought, belief and behavioural patterns. It is now established that our genes also “loop”, transferring vulnerabilities and traumatic responses from one generation to the next. Research originally focused on the genetic expression of Holocaust survivors (Yehuda & Lehrner, 2018) and Indigenous peoples affected by the residential school experience (Bombay, Matheson, & Anisman, 2014) has established that intergenerational trauma is not confined to specific groups, isolated historical events, or victims—it touches every Canadian in some way.

In 2024, the Becoming Institute launched a nationwide initiative called the National Healing Journey (NHJ) focused on ending intergenerational trauma, systemic racism, and socio-economic disparities. Initially, the project centered on healing within the Afro-descendant population, but its mission now extends to every Canadian, many of whom may not yet recognize the deep wounds they carry. The NHJ seeks to raise awareness and provide healing at the cellular and genetic level to any community, family, and individual who desires to step into a state we call peace consciousness.

This initiative is building a healthier ecosystem by training trauma recovery specialists, strengthening community resilience, and promoting collective healing. It reflects the institute's broader mission of revitalizing entire communities, not just individual lives, as part of a larger, national movement toward healing and transformation.

## **Building a New Standard of Care**

Looking forward, the Becoming Institute is positioned to set a new benchmark for trauma recovery in Canada. With the goal of training 1,000 trauma recovery specialists over the next three years, the institute is not only creating professionals who will help individuals heal but also driving a deeper transformation—one that reshapes how trauma is understood and treated within healthcare systems and communities.

Beginning with Afro-descendant populations who have faced the compounded impact of enslavement, colonization, and systemic oppression, the institute's vision extends to include other diverse groups across the country. These populations, often unaware of the deep trauma embedded in their histories and experiences, will benefit from the institute's holistic and proactive approach to uncovering and addressing these hidden wounds.

The Becoming Institute's work isn't limited to the confines of traditional psychotherapy; it's about creating a future where trauma care is integrated into healthcare on a systemic level—where communities and individuals alike are empowered to reclaim their identities, heal collectively, and thrive. This is the future of healthcare: a model where trauma recovery and community restoration are intertwined, leading to a healthier, more resilient society.

## **OUR PHILOSOPHY**

At the heart of the Becoming Institute is the philosophy of Ubuntu, which asserts, "I am because we are." This principle reflects the profound interconnectedness of humanity, reminding us that each person's well-being is deeply intertwined with the lives of others. It informs every aspect of our work—from teaching and community engagement to trauma recovery—honouring the collective without neglecting the unique paths of individual healing.

## **Interconnectedness and Collective Healing**

Ubuntu teaches us that healing is not a solitary journey but a shared experience, rooted in relationships and collective care. The healing of one person contributes to the healing of all. This sense of interconnectedness is central to our trauma recovery approach, where community support is seen as essential to both personal and societal transformation.

## **Empathy and Relational Care**

In Ubuntu, empathy is foundational. It calls us to foster healing through deep, meaningful connections, recognizing that how we treat others is a reflection of our own humanity. This philosophy drives us to create an environment of respect, understanding, and non-judgment, where every individual feels valued and supported on their healing journey.

## **Consciousness and Holistic Well-being**

Ubuntu goes beyond cultural values to emphasize consciousness—a heightened awareness of the interconnectedness of all human life. Through this expanded consciousness, we approach healing as not merely returning to wholeness but as an ongoing, conscious evolution of self and community. By addressing trauma on emotional, spiritual, physical, and mental levels, Ubuntu guides us toward holistic well-being that is both personal and collective.

## **Accountability and Collective Responsibility**

Ubuntu reminds us that we are accountable not just to ourselves but to our community. This sense of responsibility is not superficial but deeply rooted in our shared humanity. We understand that our actions influence the healing and growth of others, and we strive to create a space where personal transformation contributes to the greater good.

## **Resilience Through Community Empowerment**

Ubuntu teaches that individual resilience is inseparable from the resilience of the community. Our goal is to empower individuals to heal themselves while strengthening the bonds of community. Healing is not just about overcoming trauma—it's about building a sustainable network of support that fosters resilience, both for the individual and the community as a whole.

## **Resilience Through Community Empowerment**

At the Becoming Institute, we are guided by three powerful words: Healing, Transformation, and Liberation. These words encapsulate our journey and our mission as a purpose-driven organization. Our values are not just concepts—they form the heartbeat of everything we do. They reflect our vision to Educate, Empower, and Mobilize the great healers of the 21st century.

Our core values are the foundation of who we are, and they guide us as we work with our students and clients. These values include: 1) Freedom of the Human Spirit, 2) Transformation & Balance, 3) Faith Expressed Through Love, 4) Truth, 5) Community of Excellence, and 6) A Legacy of Peace. These principles hold deep meaning within the Becoming Institute, shaping our actions and helping us bring our mission to life. These core values embody the very essence of our name: BECOMING. They define who we are becoming—as individuals, as a community, and as a global network of trauma recovery specialists. They are the blueprint for creating a future where healing, transformation, and liberation are possible for all. At the heart of the Becoming Institute lies a deep commitment to the people of African descent, as we work to close the chapter of mental enslavement—a direct consequence of colonialism and the transatlantic slave trade. Our work focuses on healing these historical and intergenerational wounds, both for individuals and communities.

## **If someone were to ask us what motivates us, our answer would be simple—Connection.**

We believe that the next great leap in human evolution lies in overcoming the divisions that have caused so much conflict and pain throughout history. Disconnection from ourselves and others perpetuates the cycles of trauma and conflict that have plagued generations. By fostering connection, we bring about the Freedom and Liberation of the Human Spirit, which is the key to healing and true transformation. As a student at the Becoming Institute, you will learn to embody these core values, applying them in your own life and in your work with others. Together, we are building a global movement of trauma recovery specialists committed to healing and transformation—one that creates lasting change for individuals, communities, and future generations.

## **Liberation of the Human Spirit**

At the Becoming Institute, Liberation of the Human Spirit is the ultimate goal of trauma recovery. Our approach is rooted in the theoretical framework *Smashing the Mirror: A Transformational Model of Trauma Recovery* (Samuels-Dennis, 2019), which outlines the process through which we break free from the complex traumatic responses created in our most difficult moments. This model centers on the belief that true healing is not just about managing symptoms but about achieving deep, lasting peace and freedom. The framework is built on several key principles:

- The end goal of trauma recovery is peace—a state of harmony and balance, free from conflict, disturbance, or oppression. It encompasses both inner tranquility—freedom from emotional and mental turmoil—and external harmony in relationships and communities. It is both the absence of violence and strife, as well as the presence of conditions that foster contentment, justice, and connection.

- Traumatic moments offer two distinct possibilities: they either cause us to abandon ourselves—a sleep state that embodies a kind of amnesia and disconnection—or they provide opportunities for spiritual awakening. Trauma recovery then is a self-discovery process where painful patterns are revealed and new decisions made about coping with the many challenges of life.
- Trauma frequently reveals an internal war we fight within ourselves. Liberation means ending this conflict, dismantling the roles of victim, rescuer, and persecutor—the trauma triangle—breaking trauma bonds, and rewriting the distorted narratives that keep us trapped in old patterns.
- True liberation is only achieved by following three essential paths: truth-telling, conscious forgiveness, and reconnection or reconciliation with the true self.

Smashing the Mirror is the act of shattering the false identities and limiting beliefs that keep us stuck in the trauma loop. Our therapeutic process empowers individuals to reclaim their freedom and live fully, free from the constraints of past wounds.

## **Transformation & Balance**

At the Becoming Institute, transformation is recognized as a progressive, inward journey of self-discovery, marked by seven key transition points. Understanding these stages of growth will help you guide your clients through their own transformative process. Balance is essential for sustaining both your personal development and the support you provide to others. By incorporating daily practices like journaling, self-reflection, mindfulness, and conscious forgiveness, you can maintain the emotional and mental stability needed to assist clients effectively. Transformation and balance work together to empower you, not only as a student but also as a future practitioner, helping you stay resilient and grounded while supporting your clients' healing journeys.

## **Faith Expressed Through Love**

"We are not human beings having a spiritual experience; we are spiritual beings having a human experience."— Pierre Teilhard de Chardin

Afro-descendant and Indigenous people across the globe share a profound understanding of our reality: We are spiritual beings on a journey of self-discovery. In this post-enslavement and post-colonial era, where rationality and logic dominate, it takes faith to reconnect with this perspective. Afrocentric ways of knowing emphasize the power of imagination in shaping the reality we experience. Within this worldview, love becomes the essential expression of our spiritual existence—the universal language that connects us to ourselves, to others, and to the divine.

As our clients move through their healing journey, they engage in a process of conscious forgiveness, developing a deeper understanding of how they love and how they desire to be loved. While many of them may struggle to envision a life of peace, we, as practitioners, hold the faith that they will emerge as their truest, most loving selves. We serve as holders of faith—seeing the potential in our clients even when they cannot see it themselves, holding space for them to grow, heal, and ultimately, show up ready to love themselves and others.

## Truth: The Key to Healing

At the Becoming Institute, we believe that knowing the truth about any situation is essential to the healing process. Our therapeutic sessions are designed to help clients discover their truth, speak it with boldness and clarity, and discern when truth is being spoken by an external source. But what is truth? It is the purest, undistorted reflection of reality—unchanged by time or perception. Truth doesn't require debate or defense; it stands as a constant, unwavering force.

- Truth is the essence of who I am—Love, Joy, Peace, Light, Creator.
- Truth reveals the real source of my struggles—my false beliefs.
- Truth is my testimony—the ever-shifting narrative I live and tell.
- Truth is divine wisdom and understanding—the ability to see and comprehend from every angle.

For our clients, embracing the truth of their experiences breaks through the layers of denial, fear, and confusion that trauma often creates. It's more than just searching for answers—it's about confronting and accepting the reality of what has happened, allowing the true healing process to begin in earnest. Truth paves the way for deep transformation and liberation.

## Excellence is Our Standard

At the Becoming Institute, excellence is not just a goal—it's a standard that shapes how we live, learn, and serve. The most excellent among us aren't defined by perfection, but by the qualities they embody and practice each day. We believe that excellence is a mindset, and it's reflected in the way we approach our personal growth and the impact we have on others.

The most excellent people among us possess key qualities:

- **Commitment to Growth:** They view challenges as opportunities and actively seek ways to evolve. Learning is not just something they do—it's a lifelong commitment.
- **Integrity:** Their actions align with their values. Whether in their work or relationships, they act with honesty, trust, and a sense of responsibility.



- **Attention to Detail:** Excellence is often found in the little things. They take care in their work and interactions, understanding that small details contribute to the bigger picture.
- **Resilience:** Setbacks are seen as stepping stones to improvement. They persist, adapt, and move forward, learning from every experience.
- **Purpose:** They approach each task with intention, knowing that what they do matters not just for themselves, but for the well-being of those they serve.

As a student at the Becoming Institute, we invite you to adopt these qualities and embrace excellence in everything you do. It's not about being perfect—it's about showing up, being present, and consistently striving to be your best. Your commitment to excellence will not only shape your journey but also positively impact those you will serve in your future work.

## Legacy of Peace

At the Becoming Institute, we are mobilizing the great healers of the 21st century to usher in the Age of Peace—a transformative era where healing, justice, and inner peace converge to create lasting harmony, both individually and collectively.

"Becoming" is rooted in the transformative perspectives of two visionary leaders—Martin Luther King Jr., a civil rights icon who championed justice and nonviolence, and David Hawkins, a pioneering consciousness researcher who mapped the levels of human awareness and their impact on healing and peace. Both offer profound frameworks for understanding the intersection of justice, inner transformation, and collective well-being.

King's words resonate deeply today: "I have almost reached the regrettable conclusion that the Negro's great stumbling block in his stride toward freedom is not the White Citizen's Council or the Ku Klux Klanner, but the white moderate, who is more devoted to 'order' than to justice." In this post-colonial era, we must ask: Who is the "moderate" now? Is it defined by race or by mindset? We suggest the latter. Many in our society sit comfortably in spaces of false moderation, prioritizing superficial calm over true justice. King taught us that negative peace—the absence of tension—allows injustice to persist, while positive peace—the presence of justice—is the only path to true liberation. The world need not be calm, but it must be righteous, fair, and anchored in love.

David Hawkins, in his Map of Consciousness, describes individuals holding a peace consciousness as those who operate at one of the highest levels of human awareness. According to Hawkins, these individuals are motivated by unconditional love, compassion, and a desire for the greater good. They are driven by a deep understanding of interconnectedness and a commitment to healing and justice, not only for themselves but for others.

The healing effects of peace consciousness are profound. Those who embody this state radiate calmness, non-judgment, and acceptance, which can positively influence the people and environments around them. Their presence alone can uplift others, reducing conflict, tension, and fear. At this level, they help dissolve emotional and mental barriers that prevent healing, creating a space where individuals and communities can experience true transformation and lasting peace.

You are joining a community where we purposefully call psychotherapists healers. We are healing a wound that many don't realize is present—the wound of separation and disconnection. We welcome you to embrace the faith needed to create the Age of Peace, and we invite you to rest in the knowledge that as each of us evolves in consciousness and eliminates the false beliefs inherited or created during traumatic moments, our healing brings healing to our families, communities, nations and, we dare say, our universe.

## OVERVIEW OF THE 12-MONTH TRAUMA RECOVERY CERTIFICATE PROGRAM

The Becoming Institute's 12-month Trauma Recovery Certificate program is designed to equip students with the theoretical knowledge, practical skills, and community-focused experience necessary to provide high-quality psychotherapy that delivers quick and lasting results. Combining academic rigor with immersive experiences, this program prepares students to become leaders in trauma recovery, particularly within Afro-descendant communities in Ontario.

Delivered over three 16-week semesters, the program includes 14 online courses, weekly live webinars (Fridays 9 AM to 5 PM EST), and three intensive retreats that focus on mastering the eight modalities of the Becoming Method™. Through a blend of contemplative practices, lectures, collaborative exercises, and live demonstrations, students will gain proficiency in psychotherapeutic processes, session management, and client coaching.

### **Semester 1: Foundations in Psychotherapy and Self-Healing**

The first semester establishes a strong foundation in psychotherapy while guiding students through their own personal healing journeys via the 16-week Mindful Fitness Program. This semester focuses on key principles of psychotherapy and trauma recovery, offering a unique integration of self-healing practices. Courses include:

- Introduction to Psychotherapy
- Forgiveness & Holistic Trauma Recovery
- Ubuntu: Afro-Descendant & Indigenous Ways of Knowing & Being
- Mindful Fitness- Self-Healing Journey
- Becoming Method™ Training Retreat

The semester concludes with a 3-day retreat, where students gain hands-on experience in trauma recovery techniques within a supportive environment. By the end of the semester, participants will have a deep understanding of psychotherapy fundamentals and will have begun their own healing process, preparing them for more advanced trauma recovery practices.

## **Semester 2: Specialized Trauma Recovery Training**

The second semester deepens the students' understanding of holistic trauma recovery, emphasizing the mind-body-spirit connection. This semester introduces the biological, psychological, and metaphysical dimensions of trauma, and explores both traditional and modern approaches to healing. Courses focus on trauma's intergenerational impact and nervous system regulation. Key courses include:

- Metaphysics and the Process of Becoming on the Healing Journey
- Polyvagal Theory, Trauma, and the Response of the Nervous System
- Holistic Trauma Recovery & The Power of the Conscious, Subconscious, and Superconscious Mind
- Epigenetics & Intergenerational Trauma
- Introduction to Cognitive-Behavioral Therapy

This semester integrates indigenous knowledge and metaphysical approaches with evidence-based trauma recovery techniques, providing students with a comprehensive view of holistic healing. The 5-day clinical integration retreat allows students to apply these methods through hands-on practice, preparing them for real-world applications of culturally responsive trauma care.

## **Semester 3: Practicum and Clinical Competence**

The final semester focuses on developing clinical proficiency in psychotherapy. Students will cover professional standards and entry-to-practice competencies as outlined by the College of Registered Psychotherapists (CRPO). Key courses include:

- Authentic & Intuitive Communication
- Holistic Therapeutic Assessments in Practice
- Psychotherapeutic Competencies and Standards of Practice
- 1,000-Hour Psychotherapeutic Practicum
- Major Research Project

Students will engage in a 1,000-hour practicum, completing volunteer placements in hospitals, community centers, universities, and public health agencies across Ontario. Under expert supervision, they will apply trauma-informed care practices in real-world settings, ensuring a high level of professional competence. Ongoing feedback and guidance from experienced practitioners will support students as they refine their skills. Upon successfully passing a final practical exam, graduates will earn the title of Certified Trauma Recovery Specialist (CTRS). Nursing graduates will also qualify for the title of Certified Nurse Psychotherapist (CNP), recognized by the College of Nurses of Ontario.

## **Career Support and Job Placement**

Graduates will benefit from robust job placement support, facilitated by partnerships with key organizations such as Tropicana Community Services, Canadian Black Nurses Alliance, Eva's Initiative, Peel Public Health, Peel District School Board, and Skills for Change. Placement coordinators will connect graduates to healthcare roles where they can make a positive impact as trauma recovery specialists. This ensures that graduates are fully prepared to enter the workforce and apply their skills to serve Afro-descendant communities and beyond.

## **2025 Course Schedule**

Each semester is structured to guide our students through various aspects of psychotherapy and trauma recovery ensuring you are exposed to the modalities most likely to give your clients the results they desire. The combination of courses across 3 semesters is designed to build upon your knowledge and practical skills, ensuring a comprehensive learning experience.

**Winter 2025**  
**Friday, May 9, 2025 to Friday, August 22, 2025**

COURSE CODE	COURSE NAME	TIME	DESCRIPTION
Becoming 101	Introduction to Psychotherapy – The Power of Shifting Narratives	9:00-11:00	
Becoming 104	Forgiveness & Holistic Trauma Recovery	11:30-13:30	
Becoming 105	Ubuntu: African & Indigenous Ways of Knowing & Being	14:00-16:00	
Becoming 102	Mindful Fitness – Developing Self-Healing Practices for Psychotherapists	17:00-19:00	Group Coaching Sessions Week 1: SSP Week 10-16
Becoming 103	3-Day Intensive Becoming Method™ Training Retreat	July 7-9, 2025	3-Day Retreat Location: Toronto

**Orientation**

Student Orientation – May 7th, 2025 – 12:00 to 2:00 pm EST

**Holidays**

Reading Week: June 30th to July 4, 2025

<b>Spring 2025</b> <b>Friday, September 5, 2025 to Friday, December 19, 2025</b>			
COURSE CODE	COURSE NAME	TIME	DESCRIPTION
Becoming 201	Metaphysics and the Process of Becoming on the Healing Journey	9:00-11:00	
Becoming 202	Polyvagal Theory, Trauma, and the Response of the Nervous System	11:30-13:30	
Becoming 204	Epigenetic & Intergenerational Trauma	14:00-16:00	
Becoming 102	Mindful Fitness - Developing Self-Healing Practices for Psychotherapists	17:00-19:00	Group Coaching Sessions Week 1: SSP Week 10-16
Becoming 205	Introduction to Cognitive-Behavioral Therapy		Saturdays from 10:00 to 12:00
Becoming 103	3-Day Intensive Becoming Method™ Training Retreat	Oct. 20th-22nd	3-Day Retreat Location: Toronto
<b>Orientation</b> Student Orientation - September 3rd, 2025 - 12:00 to 2:00 pm EST  <b>Holidays</b> Reading Week: October 13th, 2025 - October 17th, 2025 Tuesday, September 30, 2025 - National Truth and Reconciliation Day			



**Fall 2025**  
**Friday, January 9, 2026 to Friday, April 24, 2026**

COURSE CODE	COURSE NAME	TIME	DESCRIPTION
Becoming 301	Authentic & Intuitive Communication for Trauma Recovery Specialists	9:00-11:00	
Becoming 302	Holistic Therapeutic Assessments in Practice	11:30-13:30	
Becoming 303	Psychotherapeutic Standards of Practice	14:00-16:00	
Becoming 304	1000-Hour Psychotherapeutic Practicum	Flexible with supervision	Movement with 15 clients through Becoming Institute's 16-week Mindful Fitness program
Becoming 305	Major Community Project	Flexible with supervision	
Becoming 306	Final Practice Exam	April 28th-May 2, 2026	Written exam + application

**Orientation**

Student Orientation - January 14th, 2026 - 12:00 to 2:00 pm EST

**Holidays**

Reading Week: February 16 - 20, 2026

Good Friday: April 3, 2026

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## BECOMING INSTITUTE– CURRICULUM OVERVIEW

### **Course Credit Overview:**

One course credit = 36 hours

Total coursework hours: 576 hours

Total course credits: 16 credits

Practicum hours: 1,000 hours of direct client contact

Practicum credits: 20 credits

Major Community Project: 432 hours

Project credits: 12 credits

Please note that course offerings are subject to change based on faculty availability and continual curriculum development.

### **Semester 1**

#### **Becoming 101: Introduction to Psychotherapy– The Power of Shifting Narratives**

Credit Hours: 3.0

##### Course Overview

This course provides a foundational exploration of psychotherapy with a central focus on how narratives shape our understanding of trauma, illness, and healing. Drawing from a diverse array of works, including personal storytelling, Indigenous perspectives, and decolonizing therapy approaches, students will learn how the therapeutic process dismantles harmful narratives and helps clients construct empowering new stories. Using personal narrative as a core tool for healing, students will explore the intersections of trauma, culture, and historical oppression, recognizing the role of therapists in facilitating narrative shifts that foster well-being and resilience.

The course integrates key texts such as Brewster's *The Healing Power of Storytelling*, Linklater's *Decolonizing Trauma Work*, Maté's *The Myth of Normal*, Mullan's *Decolonizing Therapy*, and Yalom's *The Gift of Therapy*, offering students insights into the complexity of trauma recovery through storytelling, culturally grounded healing, and the deconstruction of oppressive narratives. Through lectures, case studies, practical exercises, and discussions, students will gain the theoretical and practical tools necessary to guide clients in reframing their personal stories, leading to transformative healing.

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## Learning Objectives

By the end of this course, students will be able to:

1. Understand how personal stories and narratives shape individuals' experiences of trauma, illness, and healing, and how psychotherapy can facilitate the process of reframing and transforming these narratives to promote well-being.
2. Compare and contrast various therapeutic approaches, focusing on narrative-based, trauma-informed, and culturally sensitive methods that aid clients in reconstructing their stories and moving toward healing.
3. Critically assess the impact of cultural, societal, and historical factors on trauma and mental health, and apply strategies to address these influences within the therapeutic process.
4. Develop practical therapeutic skills, such as active listening, empathy, and narrative reframing, to effectively guide clients in shifting their personal narratives toward empowerment.
5. Demonstrate ethical responsibility in therapy by practicing inclusive, respectful, and culturally sensitive approaches when working with diverse populations and ensuring client well-being.
6. Establish trust and rapport with clients by building strong therapeutic alliances, creating safe and supportive environments where clients can share their stories and engage in the healing process.
7. Reflect on the importance of therapist self-awareness and self-care, and implement strategies to prevent burnout, ensuring long-term sustainability and well-being in professional practice.

## Becoming 102: Mindful Fitness– Developing Self-Healing Practices for Psychotherapists

Credit Hours: 3.0

### Course Overview

Mindful Fitness is a transformative 16-week course that provides students with an in-depth understanding of psychotherapy, mirroring the process their future clients will experience. The program combines theoretical learning, self-reflection, and practical application to equip students with the skills and insights necessary to become effective Trauma Recovery Specialists.

Throughout this course, students will engage in a powerful process of self-healing, dismantling trauma narratives, and building meaningful connections with a supportive community of like-minded peers. Students will gain insights into the unique wrap-around service delivery model employed by the Becoming Institute, where a team of five practitioners works together to bring swift and permanent resolution to traumatic responses. This comprehensive approach ensures that students gain both the knowledge and practical skills to effectively guide clients on their healing journeys.

## **Learning Objectives**

By the end of the course, students will:

1. Gain an embodied understanding of the Becoming Method™, experiencing the journey firsthand to internalize the process they will later guide their clients through.
2. Move through their own personalized healing journey, fostering deep self-awareness and resilience as they work through trauma narratives and emotional blockages.
3. Develop the ability to self-monitor and reflect on their progress, identifying moments of ease, challenge, and areas where support is needed to continue their journey.
4. Experience firsthand the impact of collaborative therapeutic support, enhancing their appreciation for the group dynamic and learning how to integrate this insight into future professional practice.
5. Master the practice of recognizing and reframing fear-based thoughts and beliefs, building a strong foundation for personal growth and increased self-awareness.
6. Experience and reflect on the techniques for emotional release and resolution of traumatic memories, gaining empathy and practical understanding for supporting clients.
7. Participate in group coaching and peer support, learning the importance of community in the healing process and developing skills to foster a supportive environment.
8. Engage in a journey that challenges and transforms distorted thoughts and beliefs, laying the groundwork for both personal and professional breakthroughs.

## **Becoming 103: 3-Day Intensive Becoming Method™ Training Retreat**

Credit Hours: 3.0

## Course Overview

Becoming 103 is a pivotal course within the 12-month Trauma Recovery Certificate at the Becoming Institute. This immersive 3-day in-person training retreat offers a transformative experience designed to instill the core values of our program, emphasizing compassionate empathy, connection, and the pursuit of balance in therapeutic practice. The retreat serves as both an introduction to the Becoming Method™ and a vital step toward building a cohesive community of practitioners. It lays a foundation for both personal growth and professional development, preparing participants for their role as trauma recovery specialists using the Becoming Method™.

By the end of the 3-day intensive training retreat, students will:

1. Develop a foundational understanding of the 8 core modalities of the Becoming Method™, preparing them to apply these techniques in their practice as trauma recovery specialists.
2. Foster a strong sense of community and belonging, building trust and connection with fellow practitioners to create a supportive network that enhances learning and professional development.
3. Engage in daily contemplative practices, such as meditation, journaling, prayer, and movement exercises, to center themselves and integrate mindfulness into their therapeutic approach.
4. Observe and analyze live faculty-led demonstrations, gaining practical insights and real-time examples of applying the Becoming Method™ in client sessions.
5. Acquire core skills in client intake and assessment interpretation, including the use of tools to evaluate depression, anxiety, PTSD, and neuroception, strengthening their ability to tailor treatment to individual client needs.
6. Learn and practice techniques for opening and closing therapy sessions, ensuring each session is conducted with intention and care to provide a safe and effective therapeutic experience.
7. Understand and apply applied kinesiology for addressing trauma timelines, enabling them to identify and work through trauma origins with clients.
8. Master the art of conducting meaningful post-session follow-ups, equipping them to support ongoing client progress and maintain therapeutic continuity.

9. Experience personal and professional transformation, integrating self-discovery and growth into their journey as trauma recovery specialists to embody the core values of compassionate empathy, connection, and balance in their practice.

## **Becoming 104: Forgiveness & Holistic Trauma Recovery**

Credit Hours: 3.0

### **Course Overview**

This course explores the transformative role of conscious forgiveness in healing trauma and overcoming chronic emotional, physical, and relational difficulties. Drawing on insights from David Hawkins, Joan Samuels-Dennis, and Bruce Lipton, students will delve into how forgiveness impacts consciousness and the body at a cellular level, fostering deep psychological and physiological healing. By understanding the biological and metaphysical aspects of trauma recovery, students will learn how conscious forgiveness rewires trauma patterns and facilitates lasting emotional freedom, resilience, and well-being.

Throughout the course, students will engage with foundational texts such as Hawkins' *Letting Go: The Pathway of Surrender*, Samuels-Dennis' *490: Forgive and Live Fearlessly*, and Lipton's *The Biology of Belief*, which provide a comprehensive framework for integrating forgiveness into psycho-therapeutic process. Through lectures, case studies, and practical exercises, students will gain the tools needed to support clients in recontextualizing traumatic memories and moving from a trauma-based existence to a life of peace, balance, and empowerment.

### **Learning Objectives**

By the end of this course, students will be able to:

- Understand the concept of conscious forgiveness and its essential role in resolving trauma-related symptoms such as depression, anxiety, and PTSD.
- Explore the relationship between consciousness, cellular biology, and trauma, and analyze how forgiveness facilitates physiological, emotional, and psychological healing.
- Apply key insights from the works of Hawkins, Samuels-Dennis, and Lipton to support clients in the therapeutic process of recontextualizing traumatic memories and transforming their narratives.
- Develop therapeutic strategies that integrate forgiveness and gratitude to promote holistic healing, resilience, and long-term well-being.



- Evaluate real-world case studies to understand the practical application and transformative power of forgiveness in trauma recovery.

## **Becoming 105: Ubuntu– Afro–Descendant & Indigenous Ways of Knowing & Being**

Credit Hours: 3.0

### **Course Overview**

This advanced philosophical course takes students on a transformative journey through Afro-centric and Indigenous ways of knowing, using Ubuntu as a foundational lens. Moving beyond established ideas, this course challenges students to transcend the boundaries of identity, culture, religion, and race, propelling them into new realms of thought about consciousness and reality. By dismantling societal constructs and engaging with spiritual principles of interconnectedness, this course offers students a pathway to discover their highest state of being—one that unites all life beyond labels and categories.

### **Phase 1: Ubuntu Philosophy—The Foundation of Human Unity**

In the opening phase, the course grounds students in the deep wisdom of Ubuntu, an ancient African philosophy that asserts: "I am because we are." Students will explore the teachings of Nelson Mandela, Desmond Tutu, and other thought leaders who have embodied Ubuntu's core principles of shared humanity and interdependence. Students will move beyond merely understanding Ubuntu as a philosophy of community to viewing it as a blueprint for a higher state of collective consciousness.

Students will be encouraged to reflect on how Ubuntu challenges the fragmented, individualistic consciousness dominating much of Western thought. Course readings, lectures, and assignments will help students move beyond seeing Ubuntu as a cultural philosophy and instead embrace it as the bridge to unlocking a more profound understanding of existence, one that dissolves boundaries between self and other.

### **Phase 2: The Illusion of Race and Culture—Dismantling Falsehoods**

Building upon the interconnectedness of humanity, Phase 2 dismantles the social constructs of race, nationality, and culture. While many thinkers have analyzed race as a falsehood, this course dares to go further, reframing race and cultural identity as illusions of the ego, designed to keep humanity trapped in division. Students will engage with works by Frantz Fanon, Kwame Anthony Appiah, and Audre Lorde, but they will also be asked to think beyond these ideas. The course will posit that biological and cultural markers are superficial constructs, created to maintain systems of oppression and separation. The true essence of identity lies in consciousness itself—not in race, gender, or nationality. Here, we shift focus from the external to the internal, from the physical to the metaphysical, and push students to question, "What is the nature of my reality?" and "What remains when all social identities are stripped away?"

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## **Phase 3: Transcending the Self-Consciousness, Spiritual Awakening, and the Unity of Being**

In this final phase, students will embark on a deeper journey into the nature of consciousness and spiritual awakening. This phase focuses on transcending the ego and the false identities we attach to, such as race, nationality, and religion. The emphasis is placed on recognizing the interconnectedness of all life and embracing the oneness of existence. Drawing on spiritual and philosophical teachings, students will explore how these insights can heal racial, historical, and intergenerational wounds, and lead to societal transformation.

This phase will encourage students to engage in reflective practices, including meditation and journaling, to explore their personal and collective evolution toward a higher state of being. The goal is to move students toward a vision of human consciousness where connection and unity are not mere ideals but lived experiences that foster healing and growth at both individual and societal levels.

### **Learning Objectives**

By the end of this course, students will:

1. Critically engage with the foundational principles of Ubuntu, exploring its philosophical roots as a framework for understanding interconnectedness and collective consciousness.
2. Evaluate how Ubuntu challenges Western notions of individualism, fostering a philosophical shift towards a worldview that prioritizes shared humanity and mutual responsibility.
3. Analyze and interpret the teachings of thought leaders such as Nelson Mandela and Desmond Tutu, applying their perspectives to develop an elevated understanding of community as an essential aspect of existence.
4. Philosophically deconstruct the constructs of race, nationality, and cultural identity, examining them as constructs perpetuated by the ego and systems of power to maintain division.
5. Engage in critical discourse and reflective analysis that push beyond traditional understandings of identity, leading to a recognition that true identity is rooted in consciousness rather than external or societal labels.
6. Formulate and defend arguments that challenge existing perceptions of race and culture, moving towards an intellectually rigorous understanding of self as independent of social constructs.

7. Explore and articulate the nature of consciousness and spiritual awakening, examining the implications of transcending ego-based identities to reach a unified state of being.
8. Synthesize philosophical teachings and reflective practices, including meditation and journaling, to foster an experiential understanding of interconnectedness and oneness as the essence of reality.
9. Develop and present a comprehensive philosophical framework for healing individual and collective traumas, incorporating the unity of being as a pathway to social and spiritual transformation.

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## Semester 2

### **Becoming 201: Metaphysics and the Process of Becoming on the Healing Journey**

Credit Hours: 3.0

#### **Course Overview**

This course explores the profound connection between metaphysical principles and their pertinence to trauma recovery emphasizing the importance of personal transformation and the role metaphysics plays in assisting individuals on their healing journey. We will examine key topics such as consciousness, perception, causality, energetic fields, healing, and personal transformation. Our exploration will equip students with valuable tools to better understand the metaphysical dimensions of traumatic responses and the healing process. Additionally, we will explore how metaphysical principles can illuminate and empower the process of becoming—oneness, wholeness of the physical, mental, and spiritual self.

#### **Learning Objectives**

By the end of this course, students will:

1. Develop a comprehensive understanding of key metaphysical principles and their relevance to trauma recovery, enabling a deeper grasp of the healing process.
2. Explore the interplay between consciousness and trauma, cultivating insights that inform and improve therapeutic interventions.
3. Apply metaphysical perspectives to guide clients in transforming perceptions, helping them to reconstruct trauma narratives for effective healing.
4. Understand and articulate the relationship between causality and trauma, utilizing concepts like synchronicity to facilitate transformative client experiences.
5. Evaluate and integrate energy healing modalities within trauma recovery practices, understanding their role in supporting clients' physical, emotional, and spiritual well-being.
6. Synthesize metaphysical concepts into a holistic therapeutic approach, creating a comprehensive strategy that incorporates physical, mental, and spiritual healing for clients.

7. Empower clients to embrace the process of becoming, fostering a sense of oneness and wholeness that transcends conventional therapeutic boundaries.

## **Becoming 202: Polyvagal Theory, Trauma, and the Response of the Nervous System**

Credit Hours: 3.0

### **Course Overview**

Becoming 202 is an advanced-level course that explores the complex dynamics of trauma through the lens of Polyvagal Theory, offering a framework for understanding how trauma impacts the nervous system. Students will study the three states of the autonomic nervous system—ventral vagal, sympathetic, and dorsal vagal—and their role in shaping trauma responses. Through interactive lectures, case studies, and hands-on exercises, participants will learn to recognize these states in trauma survivors and apply practical interventions that foster regulation, safety, and connection. The course also covers practical approaches to regulation, co-regulation, and techniques that foster safety and connection in trauma recovery.

### **Learning Objectives**

By the end of this course, students will:

1. Understand and articulate the fundamental principles of Polyvagal Theory, including its historical development and practical application to trauma and trauma recovery.
2. Identify and describe the three states of the autonomic nervous system—ventral vagal, sympathetic, and dorsal vagal, and explain their significance in shaping trauma responses.
3. Recognize and differentiate between the physiological and emotional responses associated with each state of the autonomic nervous system in trauma survivors, enabling accurate assessment and intervention.
4. Apply evidence-based strategies for regulating the autonomic nervous system, including techniques such as regulated breathing, grounding exercises, and sensory-based interventions.
5. Analyze and integrate the concept of co-regulation, understanding its role in fostering safety, trust, and connection in therapeutic settings.

6. Implement techniques for creating safe and supportive environments that encourage co-regulation and enhance trauma recovery outcomes.
7. Develop an integrative approach to trauma work, synthesizing Polyvagal Theory into practice to build resilience and promote holistic healing in clients.

## **Becoming 203: Holistic Trauma Recovery & The Power of the Conscious, Subconscious, and Superconscious Mind**

Credit Hours: 3.0

### **Course Overview**

This course provides a holistic view of trauma recovery by examining the roles of the conscious, subconscious, and superconscious mind. Drawing on the groundbreaking work "The Body Keeps the Score" by Bessel van der Kolk, students will gain insights into the physiological, psychological, and spiritual dimensions of trauma. The course expands its scope by incorporating contributions from key authors, such as Robert M. Williams, Joseph Murphy, Paul Brunton, and Peter A. Levine, to explore the transformative power of the mind in healing. The course will cover topics such as the impact of trauma on the mind-body connection, the significance of subconscious patterns in shaping behaviors, and the potential for spiritual and superconscious experiences to contribute to the healing process. Through a combination of theoretical exploration, practical exercises, and case studies, students will develop a multifaceted understanding of trauma recovery that incorporates psychological, spiritual, and somatic dimensions of care.

### **Learning Objectives**

By the end of this course, students will:

1. Articulate the distinct roles of the conscious, subconscious, and superconscious minds and explore how engaging these levels supports clients' transformation throughout their healing journey.
2. Understand how trauma impacts the nervous system and the storage of psychosomatic memories, and use this understanding to explore flexible, holistic approaches to trauma recovery.
3. Apply integrative therapeutic approaches, combining psychological, spiritual, and somatic practices to enhance trauma recovery and resilience.
4. Explore the role of spirituality and superconscious states in trauma recovery, examining how connecting to higher awareness can foster profound personal growth and healing.



5. Examine core philosophies related to trauma recovery, synthesizing these insights to develop practical methods for supporting clients.
6. Develop self-healing practices, incorporating subconscious reprogramming and mindfulness techniques to build empathy and personal resilience.
7. Design a comprehensive trauma recovery plan, integrating conscious, subconscious, and superconscious elements to promote holistic and effective healing.

## **Becoming 204: Epigenetic & Intergenerational Trauma**

Credit Hours: 3.0

### **Course Overview**

This course delves into the emerging field of epigenetics and its intersection with intergenerational trauma. Students will examine the impact of Adverse Childhood Experiences (ACEs) on genetic expression and how trauma can be passed down across generations. Through an exploration of epigenetic mechanisms, participants will gain a deeper understanding of how traumatic experiences can imprint on DNA and influence resilience or vulnerability. The course provides new insights into prevention and intervention strategies aimed at healing and mitigating the effects of inherited trauma. Through lectures, case studies, and interactive discussions, students will leave with a comprehensive grasp of the dynamic relationship between genetics, trauma, and healing.

### **Learning Objectives**

By the end of this course, students will:

1. Define and explain the concept of epigenetics, articulating its significance in understanding the transmission of intergenerational trauma.
2. Identify and describe the mechanisms by which trauma can be inherited, examining the biological and psychological pathways that contribute to generational trauma.
3. Analyze the impact of Adverse Childhood Experiences (ACEs) on genetic expression and their role in the transmission of trauma across generations.
4. Investigate the role of epigenetic modifications in influencing resilience and vulnerability to trauma, and how these modifications shape individual and collective responses to traumatic experiences.

5. Critically evaluate current research on epigenetics and intergenerational trauma, synthesizing findings to understand their implications for innovative prevention and intervention strategies.
6. Apply theoretical and practical knowledge to develop evidence-based approaches for addressing and mitigating intergenerational trauma within personal, clinical, and professional settings.
7. Examine and reflect on the broader societal implications of epigenetics and intergenerational trauma, considering how these insights can inform policy and societal responses as we move toward 2030 and beyond.

## **Becoming 205: Introduction to Cognitive–Behavioral Therapy**

Credit Hours: 3.0

### **Course Overview**

This course is designed to provide an in-depth exploration of Cognitive–Behavioural Therapy (CBT) through the lens of Dr. Christine A. Padesky's and Dr. Pamela Hays' influential work. Participants will gain a beginner's edge in the comprehensive understanding of the core principles and flexible application of CBT, with a focus on practical tools and techniques derived from Dr. Padesky's expertise contextualized for minority groups, particularly, people from Black and Aboriginal background as demonstrated by Dr. Hays. Through a combination of theoretical lectures, case studies, and interactive exercises, participants will develop the skills necessary to effectively apply CBT in diverse clinical and personal settings, particularly to the Afro-descendant and Indigenous population.

### **Learning Objectives**

By the end of this course, students will:

1. Understand the historical and theoretical roots of CBT, including the development of Culturally Adaptive CBT (CA-CBT).
2. Identify core CBT concepts, such as the cognitive triad and cognitive distortions, and recognize the influence of cultural factors on mental health.
3. Build strong therapeutic alliances using empathy, validation, and culturally informed strategies to create trust and safety.
4. Apply CA-CBT frameworks for client case analysis, integrating cultural, historical, and systemic factors.

5. Demonstrate skills in CBT assessments and interventions, using culturally adaptive methods to address client challenges.
6. Recognize the role of religious (practices) and spiritual (self-exploration) beliefs in therapy, ensuring respectful and tailored treatment plans.
7. Navigate diversity, equity, and inclusion in therapy, upholding ethical standards and understanding cultural sensitivities.
8. Engage in case studies and practice sessions to apply learned skills and receive feedback for professional growth.

## **Becoming 206: 3-Day Advanced Integration Retreat**

Credit Hours: 3.0

### **Course Overview**

This 3-day advanced integration retreat offers an in-depth exploration of the Becoming Method™, empowering students to seamlessly integrate their prior knowledge, experiences, and advanced techniques into trauma recovery practice. Designed to refine and elevate students' therapeutic skills, this retreat is a pivotal step in their journey to becoming adept practitioners. Each day is structured to balance theoretical discussions with practical applications, allowing ample time to engage in advanced practice techniques and simulations. Students will deepen their understanding of the Becoming Method™ principles and enhance their therapeutic toolkit with specialized approaches for complex trauma recovery. They will be encouraged to bring their unique experiences and insights into the process, fostering a personalized approach that enriches their professional practice and impacts client outcomes.

### **Learning Objectives**

By the end of this course, students will:

1. Demonstrate an in-depth understanding of the Becoming Method™ and its theoretical and practical applications in trauma recovery.
2. Apply advanced therapeutic skills to effectively support clients through complex trauma recovery with greater confidence.
3. Integrate prior training and personal experiences to develop a more authentic, personalized approach to therapy.
4. Utilize advanced techniques during hands-on exercises, simulations, and real-world scenarios.

5. Adapt interventions to meet the unique needs of individual clients and their trauma narratives.
6. Enhance professional competence and readiness for more advanced roles in trauma recovery.

## **Semester 3**

### **Becoming 301: Authentic & Intuitive Communication for Trauma Recovery Specialists**

Credit Hours: 3.0

#### **Course Overview**

Becoming 301 is designed to strengthen students' communication skills by fostering authenticity and intuition within their therapeutic approach. Integrated with the 16-week practicum, this course equips students with the ability to form genuine, intuitive connections with clients in psychotherapy. Through engaging case studies and interactive practice sessions—both individually and in groups—students will practice and refine techniques that embody authenticity, build trust, and enhance positive therapeutic outcomes. The course delves into advanced communication strategies, such as active listening, nonverbal cues, and verbal fluency, enabling students to connect with clients on a deeper emotional and psychological level.

#### **Learning Objectives**

By the end of this course, students will:

1. Understand the importance of authentic communication in the therapeutic relationship and learn techniques to embody authenticity in all aspects of your professional practice.
2. Develop intuitive awareness and deepen your understanding of intuition's role in therapy.
3. Acquire advanced communication techniques to facilitate effective and empathetic exchanges during therapeutic sessions.
4. Learn strategies to establish rapport quickly and foster a strong therapeutic alliance with clients. Explore techniques such as mirroring, matching, and pacing to create a safe and trusting environment for clients to share openly.

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5. Gain proficiency in deciphering and responding to clients' nonverbal cues, enabling you to better understand and address their underlying emotions and needs.
  6. Cultivate a therapeutic persona that encourages sincere vulnerability while maintaining professional boundaries. Learn to share appropriately and empathetically while respecting clients' autonomy.
  7. Incorporate mindfulness practices and self-reflection techniques into your daily routine to improve self-awareness, presence, and emotional regulation during client interactions.
  8. Develop awareness and knowledge of cultural nuances to ensure effective cross-cultural communication. Understand how cultural factors influence communication styles and adapt your approach accordingly.
  9. Explore ethical considerations related to authentic and intuitive communication, including maintaining confidentiality, navigating boundaries, and addressing countertransference.
  10. Engage in case studies and practice sessions, both individually and in groups, to apply newly learned skills and receive constructive feedback to enhance your therapeutic communication abilities.

## **Becoming 302: Holistic Therapeutic Assessments in Practice**

Credit Hours: 3.0

### **Course Overview**

This course reimagines therapeutic assessments through a holistic and culturally responsive framework. Rooted in the Ubuntu philosophy—"I am because we are"—the course centers on the interconnectedness of individual well-being with family, community, and cultural heritage. Building on Dr. Jennifer Mullan's work on decolonizing therapy, this course critically examines and reshapes traditional assessment practices that have historically marginalized Afro-descendant and Indigenous families. Students will learn to assess psychological safety, autonomic nervous system (ANS) dysregulation, and cognitive distortions as essential first steps, establishing a strong, culturally respectful foundation for therapeutic work.

In addition, the course integrates Dr. John Diamond's insights on body memory and applied kinesiology, offering a profound way to surpass traditional Western symptom-focused assessments. Students will explore how body memory holds critical information about past trauma and imbalance, with applied kinesiology serving as a tool to tap into these insights. Practical applications include assessing ANS function through heart rate variability, psychological safety, and states of denial.

Through hands-on case studies and role-playing exercises, students will gain the skills needed to complete assessments that honor clients' full experiences and identity. This course equips mental health professionals with the tools to provide trauma-informed care that guides not only effective individual healing journeys but also contributes to collective resilience and community well-being.

## **Learning Objectives**

By the end of this course, students will:

1. Understand how the Ubuntu principle of "I am because we are" aligns individual well-being with communal health and how this shifts and reframes the assessment process.
2. Analyze traditional assessment tools and reporting guidelines, identifying biases they have historically marginalized and dismantled Afro-descendant and Indigenous individuals, families and communities.
3. Recognizing the impact of systemic oppression and integrating strategies to adapt assessments that are culturally sensitive and relevant.
4. Explore ways to incorporate culturally specific healing practices and acknowledge the historical and sociocultural impacts on mental health, ensuring that assessments honor clients' backgrounds and lived experiences.
5. Develop skills to create open, culturally attuned dialogues and use appropriate tools that promote psychological safety, respecting clients' unique backgrounds and needs.
6. Demonstrate assessment techniques such as heart rate variability monitoring, incorporating culturally relevant observations to understand how the ANS may be impacted by trauma and cultural narratives.
7. Identify and review common cognitive distortions and their effects on mental health, recognizing how cultural narratives and historical trauma shape thought patterns.
8. Engage with real-world case studies to understand the integration of Ubuntu and decolonized assessment practices. Participate in interactive exercises, such as role-playing and scenario-based learning, to gain hands-on experience implementing holistic assessments.
9. Commit to ongoing professional development and self-reflection to maintain culturally competent, respectful, and ethically sound therapeutic practices.

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## **Becoming 303: Psychotherapeutic Standards of Practice**

Credit Hours: 3.0

### **Course Overview**

This course delves into the essential Psychotherapeutic Standards of Practice, focusing on the principles and guidelines established by regulatory authorities, with an emphasis on the standards set by the College of Registered Psychotherapists of Ontario (CRPO). Students will explore critical topics such as ethical considerations, professional boundaries, confidentiality, informed consent, cultural competence, and legal responsibilities. Through case studies, interactive discussions, and reflective exercises, students will develop a nuanced understanding of these standards and learn how to apply them effectively in therapeutic settings. The course also examines the decolonization and depoliticization of therapy, critically analyzing how certain practice standards may harm Aboriginal and Afro-descendant populations.

### **Learning Objectives**

By the end of this course, students will:

1. Demonstrate understanding of the Psychotherapeutic Standards of Practice, particularly those outlined by the CRPO, and their role in guiding ethical decision-making.
2. Apply ethical principles and standards to hypothetical and real-life scenarios, demonstrating the ability to navigate complex ethical dilemmas in psychotherapeutic practice.
3. Recognize and set appropriate professional boundaries in therapeutic relationships, considering cultural, interpersonal, and contextual factors.
4. Implement protocols to maintain client confidentiality and privacy in accordance with legal and ethical standards.
5. Develop the skills to facilitate informed consent processes, ensuring clients have a clear understanding of the therapeutic process, goals, and potential risks.
6. Integrate cultural competence into psychotherapeutic practice, recognizing and respecting the diversity of clients and adapting approaches accordingly.
7. Understand legal obligations in psychotherapeutic practice, including documentation, reporting, and compliance with relevant laws and regulations.

8. Engage in reflective practices to evaluate personal and professional growth, recognizing areas of strength and identifying opportunities for ongoing development.

## **Becoming 304: 1000-Hour Psychotherapeutic Practicum**

Credit Hours: 30.0

### **Course Overview**

This 1000-hour psychotherapeutic practicum offers students the opportunity to apply their knowledge and skills in a real-world therapeutic environment, working closely with 12 clients presenting a range of traumatic responses. Through hands-on experience and close supervision, students will navigate the entire therapeutic process—from conducting intake and standardized assessments to applying the Becoming Method™ and integrating therapeutic coaching. Emphasizing real-world applications of theoretical knowledge, reflective self-evaluations, and regular supervision, this practicum provides a comprehensive understanding of psychotherapeutic practice, fostering continual improvement and professional growth.

### **Learning Objectives**

By the end of this course, students will:

1. Demonstrate proficiency in the Becoming Method by guiding clients through therapeutic processes that address trauma-related issues such as depression, anxiety, PTSD, and relational difficulties.
2. Master the therapeutic process by conducting initial intake and standardized assessments, and effectively guiding clients through the full therapeutic journey from assessment to intervention.
3. Collaborate with supervisors by actively participating in supervision sessions and incorporating feedback to enhance psychotherapeutic skills.
4. Develop essential skills for professional practice by maintaining detailed client notes and engaging in reflective self-assessments to support ongoing growth.
5. Prepare for the final practice exam by gaining the knowledge and skills needed to successfully complete the exam, demonstrating readiness for independent practice.



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## Becoming 305: Final Practice Exam

Credit Hours: 6.0

### Course Overview

The Final Practice Exam is a comprehensive assessment designed to evaluate students' proficiency as psychotherapists by guiding three clients through the entire therapeutic process. This final exam tests students' ability to conduct intake assessments, implement effective psychotherapeutic interventions, and perform a thorough self-evaluation of their practice. Students will have three opportunities to demonstrate independence, clinical decision-making, and therapeutic expertise.

Following the first two client interactions, students will receive constructive feedback to refine their approach. On the third and final attempt, a pass/fail grade will be assigned based on students' ability to exhibit the core competencies required for trauma recovery work. Successfully passing the exam will earn students certification as Trauma Recovery Specialists from the Becoming Institute, signifying their readiness to make a meaningful impact in the field of trauma recovery.

### Learning Objectives

By the end of this course, students will:

1. Demonstrate proficiency in guiding clients through the entire therapeutic process, showcasing skill in intake, intervention, and closure.
2. Conduct comprehensive assessments with accuracy, identifying client needs and formulating appropriate treatment plans.
3. Apply effective psychotherapeutic interventions with clinical decision-making and adaptability to address trauma-related issues.
4. Exhibit proficiency in self-evaluation, critically assessing their therapeutic approach to identify strengths and areas for growth.
5. Integrate supervisory feedback to refine therapeutic techniques, enhancing client outcomes and professional skill.
6. Display independence and competence in trauma recovery work, meeting the core competencies required for certification as a Trauma Recovery Specialist.
7. Demonstrate readiness for independent practice, adhering to ethical guidelines, maintaining professional boundaries, and managing therapeutic sessions effectively.

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## **Becoming 306: Major Community Project**

Credit Hours: 15.0

### **Course Overview**

The Major Community Project course offers students an introduction to conducting small-scale, community-based research projects focused on the mental health of Afro-descendant individuals, families, and communities. Working under the guidance of a supervisor and in partnership with a community agency, students will develop a research or clinical question that addresses critical aspects of mental health and trauma recovery within Black communities. This course encourages students to align their projects with the goals of The Becoming Project, a multi-phase initiative led by the National Healing Journey (NHJ) to mitigate the effects of historical trauma, systemic racism, and social determinants of health (SDOH).

Students will actively collaborate with Black-led, Black-focused, and Black-serving organizations, gaining hands-on experience in community-based research and ethical practice. As part of their project, students will complete an annotated bibliography to structure their literature review, developing a well-supported foundation for their research proposal. This proposal—structured similarly to a thesis—will be reviewed by the Becoming Institute’s Research Ethics Committee to ensure adherence to ethical standards and anti-oppressive practices, reinforcing the course’s commitment to respectful and impactful community engagement.

### **Learning Objectives**

By the end of this course, students will:

1. Collaborate with community agencies and NHJ partner organizations to identify critical trauma recovery issues, gaining insight into the mental health needs of Afro-descendant individuals, families, and communities.
2. Formulate a clear and relevant research or clinical question focused on promoting mental health, considering the social and cultural contexts of Afro-descendant populations.
3. Develop a comprehensive research proposal that includes an introduction, literature review, methodology, and expected outcomes, using an annotated bibliography to support and structure the literature review.
4. Apply collaborative, respectful, and anti-oppressive research practices, ensuring the project benefits the community and aligns with the institute’s core values and practice principles.

5. Investigate how factors such as systemic racism, income inequality, education, and housing impact mental health in Black communities, and integrate these considerations into the research design.
6. Translate research findings into practical recommendations that support NHJ's goals, providing community agencies with insights that can inform trauma recovery practices or policy advocacy.
7. Engage in reflective exercises to assess both the research process and personal development, recognizing strengths, challenges, and opportunities for ongoing growth in trauma-informed, community-centered research.

## **1000-Hour Psychotherapeutic Practicum**

This 1000-hour psychotherapeutic practicum is a dynamic and immersive learning experience designed to prepare students for the complexities of psychotherapeutic practice. Grounded in the Becoming Method™, students will engage with clients facing diverse traumatic responses, honing their skills in assessment, intervention, and therapeutic coaching. The course emphasizes the application of theoretical knowledge in real-world scenarios, encouraging students to navigate the entire therapeutic process, from the initial intake to the coaching phase. Close supervision and feedback will be integral to the learning process, enabling students to continually refine and improve their practice. The course also incorporates the development of essential skills such as client note-taking and self-reflective evaluation, fostering a comprehensive and transformative educational journey.

Successful completion of a final practice exam awards the title of Certified Trauma Recovery Specialist (CTRS), while nursing graduates also receive the title of Certified Nurse Psychotherapist (CNP), recognized by the College of Nurses of Ontario.

Graduates will receive job placement support with partner organizations such as Tropicana Community Services, Canadian Black Nurses Alliance, Eva's Initiative, Peel Public Health, Peel District School Board, and Skills for Change. Placement coordinators will assist in connecting new program graduates in healthcare roles, ensuring graduates are well prepared to excel as TRSs and positively impact Afro-descendant communities.

## **Practicum Guidelines**

These guidelines outline expectations to support your successful practicum completion and development as a trauma recovery specialist.

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## 1. Practicum Requirements

- Hours: Complete 1,000 practicum hours across varied client interactions and clinical scenarios.
- Client Caseload: Manage an assigned caseload of 15 clients, engaging with each through the full therapeutic process (intake, assessment, intervention, and coaching).
- Documentation: Maintain thorough session notes, client records, and self-reflective evaluations, which are submitted weekly for review.
- Professional Development: Participate in assigned readings, attend practicum workshops, and complete additional skill assessments as part of the practicum curriculum.

## 2. Site Placement Process

- Placement Selection: Placement coordinators will work with each student to match their skill level, career interests, and community needs with available placement sites.
- Onboarding: Each student must complete a site orientation to understand the organization's policies, client demographics, and relevant trauma-informed care protocols.
- Site Expectations: Adhere to both Becoming Institute and site-specific policies, ensuring a respectful and professional environment. Consistent attendance, punctuality, and active engagement in site-specific responsibilities and client care are essential.

## 3. Supervision and Feedback

- Regular Supervision: Weekly supervision sessions will be scheduled to review case files, discuss therapeutic challenges, and provide individualized constructive feedback on your therapeutic approach. These sessions are intended to refine your skills and address any challenges you encounter with client cases.
- Additional Mentorship: In addition to formal supervision, students may access mentorship sessions focused on areas such as trauma-informed care, cultural sensitivity, and advanced therapeutic techniques. Mentorship is also available for questions related to the application of the Becoming Method™.
- Proactive Engagement: Students are expected to be proactive in seeking feedback, identifying areas for improvement, and actively incorporating supervision insights into their practice.

## 4. Evaluation Criteria

Your progress and competency will be evaluated based on the following criteria:

- Clinical Competency
  - Demonstrate effective client engagement, accurate assessment, and appropriate intervention techniques.
  - Show competency in managing the complete therapeutic process and applying the Becoming Method™ framework.
- Documentation and Reflective Practice
  - Maintain accurate, timely, and confidential session documentation.
  - Submit self-reflective evaluations that demonstrate insight, self-assessment, and a commitment to continual growth.
- Ethical and Professional Conduct
  - Adhere to ethical standards, maintain confidentiality, and demonstrate professionalism in all interactions.
  - Show cultural sensitivity and respect toward diverse client populations.

Following these guidelines will equip you to maximize your practicum experience and confidently transition into your professional role in trauma recovery.

## GRADUATION AND BEYOND

### **Program Completion Timeline**

The 12-month Trauma Recovery Program at the Becoming Institute is structured into three 16-week semesters, blending online coursework, practical training, and immersive retreats. Throughout the year, students will complete a rigorous curriculum of 14 online courses, each accompanied by weekly live webinars that foster direct interaction, skill-building, and real-time feedback with faculty and peers. The curriculum covers essential aspects of trauma recovery and therapeutic practice, ensuring students develop both foundational knowledge and practical expertise.

Each semester concludes with an intensive, in-person retreat designed to deepen students' mastery of the Becoming Method™ and psychotherapeutic skills. These retreats provide an immersive environment for hands-on learning, reflection, and integration, enabling students to solidify their skills and gain confidence in applying them to real-world therapeutic settings. By the end of the final semester, students receive comprehensive reminders about all program requirements, due dates, and remaining tasks to ensure a smooth path to graduation.

## Graduation Requirements

Earning a certificate from the Becoming Institute is a significant achievement, symbolizing both personal and professional growth in trauma recovery. To qualify for graduation, students must meet the following requirements:

1. **Academic Completion:** Successfully complete all required courses, including core coursework, electives, and capstone projects. Students must maintain a minimum GPA of B+ across all academic activities, demonstrating consistent excellence in both theoretical and practical competencies.
2. **Clinical Practicum and Major Project:** Complete the 1000-hour supervised practicum and the Major Community Project, meeting all outlined objectives and competencies. These components require students to integrate knowledge with hands-on experience, culminating in a significant contribution to the field of trauma recovery.
3. **Financial Clearance:** Fulfill all tuition payments and any additional financial obligations by the specified deadline. Students can view and manage their account statements through the Student Portal to stay up-to-date on their financial standing.
4. **Graduation Application:** Submit an official application for graduation via the online form on the Student Services page. This step is essential for confirming eligibility and reserving a place in the upcoming commencement ceremony. Applications must be submitted by the specified deadline.
5. **Virtual Commencement Ceremony:** Participate in the online graduation ceremony, which celebrates each student's achievements and marks the transition to professional practice. This live-streamed event features distinguished guest speakers, personalized acknowledgments, and the opportunity for students to reflect on their journey.

## Post Program Mentorship and Coaching

Our Trauma Recovery Training Program goes beyond graduation, offering continued mentorship, coaching, and resources to help students excel as Trauma Recovery Specialists and build sustainable careers in trauma recovery. We understand the importance of support in the early stages of professional growth, so we provide a robust post-graduation framework designed to help students confidently establish and grow their practices. Post-graduation, we offer the following support:

1. **One-on-One Business Coaching:** Receive personalized coaching to build a solid foundation for your business. Our expert coaches offer targeted guidance on key areas like marketing, sales strategies, client acquisition, financial planning, and efficient business operations, all tailored to the unique needs of trauma recovery specialists. This mentorship aims to empower you with a clear path for sustained growth and client impact.

2. Collaborative Business Workshops: Participate in workshops specifically designed for trauma recovery professionals, covering essential business topics such as financial management, client engagement, pricing strategies, digital marketing, and ethical considerations. These workshops are conducted in partnership with experienced practitioners and organizations to provide valuable, practical insights that will enhance your business acumen and client relations.

3. Directory of Trauma Recovery Specialists: Join our exclusive directory of certified specialists to gain visibility and connect with a network of potential clients and referral partners. This directory not only increases your exposure but also connects you with organizations and clients seeking skilled practitioners, making it a valuable tool for career and practice growth.

4. Pathway from Solo Practitioner to Franchise Manager: For those seeking to expand, we offer dedicated support to help you transition from a solo Becoming Method™ practitioner to managing or owning a Becoming Healing Centre. With expert guidance on franchise management, operational standards, staff hiring, and leadership skills, this pathway enables you to broaden your impact and bring the Becoming Method™ to a wider community.

5. Exclusive Networking Platforms and Alumni Community: Engage in an active alumni network through professional networking platforms, alumni reunions, and collaborative projects. You'll have access to peer support, potential partnerships, and continued professional development opportunities. Our community provides an environment for sharing insights, discussing challenges, and working together on initiatives that contribute to trauma recovery across diverse communities.

This comprehensive post-graduation support ensures that graduates are not only equipped with clinical skills but are also empowered to thrive professionally, building impactful, sustainable practices as Trauma Recovery Specialists. Through mentorship, networking, and entrepreneurial training, we foster a community of practitioners dedicated to advancing trauma recovery and supporting the resilience and healing of communities across Canada and beyond.

## **Networking and Alumni Engagement**

Graduation is just the beginning. At the Becoming Institute, we are committed to supporting your growth and success beyond the classroom through a comprehensive alumni network that fosters connections, professional development, and lifelong learning.

1. **Alumni Network Membership:** By joining our alumni network, you become part of a dynamic community of fellow graduates, instructors, and mentors dedicated to advancing trauma recovery and mental health support. This network offers a valuable space to share insights, exchange resources, and discuss emerging trends and challenges in the field. Membership provides access to industry updates, job opportunities, and exclusive events, creating a foundation for meaningful professional relationships and collaborative growth.
2. **Professional Networking Events:** Engage in exclusive alumni networking events, held both virtually and in-person, where you can connect with industry leaders, peers, and potential employers. These events include panel discussions with renowned experts, interactive workshops, and collaborative project opportunities, all designed to deepen your industry knowledge and expand your professional network. Networking events serve as a launching pad for collaborative initiatives, joint research, and exposure to potential career paths and specialized fields within trauma recovery and mental health.
3. **Collaborative Projects and Research:** Stay connected with the latest developments in trauma recovery by participating in collaborative research and projects led by the Becoming Institute and its partners. Alumni are invited to contribute to evidence-based practices and innovative therapeutic approaches, gaining recognition and building credibility within the field. These projects offer a unique opportunity to engage in impactful work, share your expertise, and stay on the cutting edge of trauma recovery advancements.
4. **Alumni Portal and Directory:** Our online Alumni Portal is your go-to hub for career resources, continuing education opportunities, and updates from the Becoming Institute. The portal includes a comprehensive alumni directory, enabling you to connect with fellow graduates, find potential collaborators, and leverage the skills and specialties of your network. Whether you're seeking advice on a new project, looking for a research partner, or simply wanting to reconnect, the directory is designed to help you tap into a thriving professional community.
5. **Continuing Professional Development:** Access ongoing professional development through alumni-only courses, webinars, and workshops focused on advanced trauma recovery techniques, cultural competence, and the latest industry insights. Our commitment to your career growth means providing learning opportunities that evolve with the field, ensuring you stay equipped with the knowledge and skills to excel.



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## STUDENT RESOURCES AND ONLINE LEARNING

Access to course materials and resources is essential for a successful academic experience. Follow this guide to make the most of the tools and support available:

- **LMS Access:** Log in to our learning management system (LMS) at [becominginstitute.brightspace.com](https://becominginstitute.brightspace.com) using your personalized credentials. Ensure your password is secure and updated regularly for optimal security.
- **Course Dashboards:** Our dashboard provides a streamlined view of all enrolled courses. Each course features a dedicated area where you can quickly access syllabi, weekly modules, assignments, and discussion forums, keeping you organized and up-to-date.
- **Downloading Resources:** Download essential course materials—such as PDFs, recorded lectures, and supplementary readings—for offline review. Please respect intellectual property by using these materials solely for personal academic use and refrain from sharing them outside the institute.
- **Live Interactive Sessions:** Engage with instructors and peers in real-time through integrated video conferencing tools for live classes, discussions, and Q&A sessions. Check your course schedule for session times and confirm your time zone to ensure prompt attendance.
- **Technical Troubleshooting:** If you encounter technical issues (e.g., inaccessible files, broken links), use the 'Report an Issue' feature in Brightspace to receive timely support from our tech team. Proactively addressing technical difficulties ensures a smooth learning experience.

## Digital Library and Research Tools

The Becoming Institute's digital library is a robust resource hub designed to support your research and academic growth. Here's how to maximize its benefits:

- **24/7 Library Access:** Access a comprehensive range of eBooks, peer-reviewed journals, multimedia, and specialized collections any time through [library.becominginstitute.ca](https://library.becominginstitute.ca). With unlimited access, you can study and conduct research on your schedule.
- **Virtual Librarian Support:** Schedule one-on-one virtual sessions with our librarians to get personalized guidance on research strategies, citation styles, resource selection, or navigation. This tailored support will help deepen your understanding of research fundamentals and improve your academic writing.
- **Research Resources:** Explore on-demand tutorials and reading materials on research methodologies, digital literacy, and effective information sourcing. These resources are available anytime to accommodate flexible learning and enhance your research capabilities.
- **Citation Tools:** Organize and cite references seamlessly using tools like RefWorks or Mendeley, integrated within our LMS for easy access. These tools support citation styles accepted at the Becoming Institute, ensuring that your work is academically rigorous and professionally formatted.

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## Technology Support

Our commitment to student success extends to ensuring that all technological needs are met with robust and accessible support services. We provide a range of resources, orientation, and continuous assistance to empower students to navigate our digital learning environment seamlessly.

### 1. LMS Orientation

**Guided Learning Platform Introduction:** All new students are automatically enrolled in an LMS (Learning Management System) Orientation Course. This course guides students through platform essentials, including navigation, assignment submission, forum participation, and usage of integrated tools for collaboration. With this foundation, students can confidently engage with all online course elements.

### 2. 24/7 Technology Support

**Round-the-Clock Assistance:** Our tech support team is available 24/7 to assist students with any technological issues. We offer multiple contact methods for convenience:

- **Email Support:** Reach our team at [techsupport@becominginstitute.ca](mailto:techsupport@becominginstitute.ca) for detailed assistance.
- **Live Chat:** Access live support via the LMS support portal for immediate help with pressing concerns.
- **Support Tickets:** Submit in-depth support requests through the LMS. For complex issues, our team provides thorough, step-by-step guidance to resolve your specific needs efficiently.

### 3. Accessibility Services

**Digital Accessibility Commitment:** We are dedicated to ensuring that our online resources are accessible to all students, including those with disabilities. Our services include:

- **Screen Reader Compatibility:** Our platform and resources are designed to be compatible with screen readers to support visually impaired students.
- **Captioned Multimedia Content:** All videos and multimedia materials are captioned for accessibility.
- **Customizable Display Options:** Adjustable text sizes and color contrast options are available to enhance readability.
- For further personalized support, students can reach out to our Accessibility Services at [accessibility@becomingmethod.com](mailto:accessibility@becomingmethod.com).

## 4. Technology Requirements

**Minimum Hardware and Software:** To participate effectively, students should meet the following technology requirements:

- **Hardware:** A computer or laptop with a minimum of 8GB RAM, an Intel Core i5 or equivalent processor, and a built-in camera and microphone for video conferencing.
- **Software:** Latest versions of Microsoft Office or Google Workspace for assignments, Zoom or equivalent video conferencing software, and Adobe Reader (or any PDF viewer) for accessing course documents.
- **Internet:** Stable broadband internet with a minimum speed of 5 Mbps download and 1 Mbps upload for smooth video conferencing and multimedia access.
- **Browser:** We recommend using the latest versions of Chrome, Firefox, or Safari for optimal LMS performance.
- **Security Tools:** Updated antivirus software and a firewall are essential for protecting your devices and data during online learning.

Our goal is to provide a secure, accessible, and user-friendly digital environment. With these resources and support services, students can confidently focus on their learning and fully engage with all aspects of their program.

## Online Learning Best Practices

To support students in achieving success during this 12-month program, we've outlined comprehensive best practices for effective online learning. Drawing from current research and best practices in online education, these guidelines are designed to help students stay organized, engaged, and connected, fostering both academic success and personal growth.

### 1. Time Management and Goal Setting

- **Create a Structured Weekly Schedule:** Studies consistently highlight the importance of time management in online learning. Establish a weekly study plan, allocating dedicated time blocks for reading, assignments, and research. Set specific goals for each study session to keep progress measurable and to maintain motivation.
- **Break Down Large Tasks into Manageable Steps:** Research shows that dividing larger assignments into smaller, actionable tasks reduces overwhelm and increases productivity. Develop incremental deadlines within major projects, such as the annotated bibliography, literature review, and proposal drafts, to maintain steady progress and avoid last-minute stress.

## 2. Effective Communication with Instructors and Peers

- **Regular, Proactive Communication:** Successful online learners establish strong connections with their instructors. Reach out regularly to ask questions, clarify expectations, or seek feedback, especially for complex research tasks. Building a collaborative relationship with your supervisor or instructor can increase understanding and improve academic outcomes.
- **Peer Interaction and Support:** Recent studies in online learning emphasize the role of peer interaction in student satisfaction and success. Engage in group projects, peer reviews, or study groups, as they can offer diverse perspectives and provide valuable support throughout challenging assignments.

## 3. Create a Dedicated, Organized Study Space

- **Designate a Distraction-Free Workspace:** Establishing a quiet, consistent study area is a proven strategy for maintaining focus and separating learning from daily life distractions. Set up an organized, clutter-free space with necessary resources easily accessible to streamline your study routine.
- **Optimize for Comfort and Functionality:** Ergonomics are often overlooked but essential in long-term online learning. Arrange your study area for physical comfort, with supportive seating, proper lighting, and minimal distractions, allowing for prolonged focus and reducing fatigue.

## 4. Active Engagement in Online Discussions

- **Participate Thoughtfully in Online Discussions:** Active participation in discussions is associated with higher learning outcomes. Share your insights, ask probing questions, and respond to peers to deepen understanding, build connections, and enhance your learning.
- **Reflect and Connect Course Content to Personal Experiences:** Reflective engagement, as encouraged by online learning research, promotes a deeper grasp of course concepts. Relate course discussions to your lived experiences and clinical goals within the Trauma Recovery Program to cultivate a personal, applied understanding of the material.

## 5. Utilize Available Resources for Academic Success

- **Seek Support from Academic Resources:** Make full use of digital libraries, research databases, and online writing tools provided by the Becoming Institute. Familiarizing yourself with these resources can streamline the research process, enhance your literature review quality, and strengthen your final project.

- **Stay Updated on Current Best Practices:** Stay current with emerging research and practices in trauma recovery and community-based research. This not only improves the quality of your assignments but also builds essential skills for your future career.

## 6. Practice Reflective Self-Evaluation

- **Engage in Ongoing Self-Reflection:** Regular self-evaluation is a best practice in both online learning and trauma recovery work. Reflect on your progress, challenges, and growth areas, and set realistic goals to ensure continuous improvement.
- **Incorporate Feedback:** Apply constructive feedback from supervisors and peers to refine your work, strengthen your understanding, and enhance your research and clinical skills.

## MENTAL HEALTH AND WELLNESS

All students at the Becoming Institute take part in our 16-week Mindful Fitness program, which is designed to strengthen focus, mental clarity, and resilience, supporting a smoother path through the 12-month Trauma Recovery Certificate program. Throughout this process, you'll work closely with our team of psychotherapists and healers, who are dedicated to supporting your mental health, emotional resilience, and personal growth. This clinical team remains accessible throughout your program, providing consistent guidance and support as you progress in both your studies and personal healing journey.

### Academic Counseling Services

Students experiencing life changes that impact both their mental health and academic performance can access academic counseling services by telephone or video call with a trained academic counselor. These confidential sessions are designed to help students manage issues such as stress, academic challenges, time management, and the impact of personal transitions on their studies. Research supports the effectiveness of academic counseling in improving academic outcomes, emotional well-being, and resilience, providing students with the support needed to navigate complex challenges.

### Virtual Support Groups

Engage with your peers in moderated, virtual support groups centered on key topics like stress management, work-life balance, and managing anxiety. These groups provide a safe space for students to connect and share experiences, fostering a strong sense of community. Research shows that peer support and group therapy can significantly boost resilience, reduce isolation, and provide valuable coping strategies, particularly in high-demand academic environments.

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## **Wellness Workshops**

Participate in wellness workshops that emphasize mindfulness, nutrition, and physical activity—practices that support mental health and well-being. Evidence-based wellness practices, such as mindfulness and regular exercise, have been shown to improve focus, reduce stress, and enhance emotional regulation, all of which are essential for managing the demands of intensive academic and personal growth work.

## **24/7 Crisis Support**

In times of urgent need, our partner crisis helplines and chat services are available to provide immediate support. This 24/7 access ensures that students have a reliable resource during times of acute distress, helping to prevent escalation and offering essential assistance outside of regular hours. Crisis intervention services are key to maintaining overall well-being during the intensity of trauma recovery and academic studies.

## **Self-Care Tips for Students**

Alongside formal support services, we encourage students to integrate these self-care practices into their routines to foster resilience and well-being:

1. **Set Boundaries**– Create clear boundaries between study time, recovery work, and personal time to prevent burnout. Research suggests that maintaining these boundaries can improve focus and reduce stress.
2. **Practice Reflection**– Regular journaling, meditation, or mindfulness practices help process challenging material and emotions. Reflection has been linked to greater self-awareness and mental clarity, supporting both recovery and academic success.
3. **Stay Active**– Incorporate movement into your routine, whether through regular exercise, stretching, or short walks. Physical activity is known to reduce stress and improve mood, and it can enhance your ability to engage fully in both studies and personal growth.
4. **Engage with Support**– Consistently connect with counselors, the clinical team, instructors, or peers. Building a support network has been shown to reduce feelings of isolation and foster resilience during demanding times.
5. **Take Breaks**– Schedule regular breaks during study and recovery sessions to recharge. Taking breaks is proven to improve concentration, prevent fatigue, and increase productivity, ultimately supporting long-term success.

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## CAREER SERVICES

Our Career Services are designed to support your transition into the workforce and help you succeed as a Trauma Recovery Specialist:

- **Business Wrap-around Support:** We're partnering with several organizations to ensure graduates get guidance and resources to help build a successful career in the psycho-therapeutic field.
- **Job Opportunities:** Graduates can work as trauma recovery specialists with the Becoming Institute, connecting you with clients through our platform.
- **Growth Pathways:** We offer the training and support needed to evolve from a solo practitioner to a franchise manager, with the potential to own and operate a Becoming Healing Centre.
- **Entrepreneurship Mentorship:** We provide tailored business and entrepreneurship mentorship that equips you with the skills to build and grow your own practice. Our support will include help with marketing & sales, processes & structure.
- **Networking Events:** Participate in virtual career fairs and industry meet-ups, connecting you with potential employers and alumni.
- **Virtual Career Counseling:** Schedule video consultations to explore career paths, receive resume critiques, and practice interview skills with career advisors.

## STUDENT CONDUCT, POLICIES, AND EXPECTATIONS

### CODE OF CONDUCT

At the Becoming Institute, our mission transcends traditional education. We are dedicated to cultivating responsible, ethical, and globally-minded individuals prepared to make positive contributions to the digital community. Our virtual environment requires a heightened emphasis on digital etiquette and integrity. As a student, you are expected to:

- **Demonstrate Digital Respect:** Every interaction within our virtual platforms—be it forums, video conferences, or emails—should embody mutual respect. Embrace diversity, be considerate of cultural differences, and engage in constructive dialogues. Remember, tone and intent can be easily misconstrued online; strive for clarity and empathy in all communications.
- **Uphold Academic Integrity:** Integrity in the virtual classroom is paramount. This includes producing original work, properly citing sources, and avoiding any form of academic dishonesty such as plagiarism or unauthorized collaboration. The credibility of our academic community depends on the honesty of its members.
- **Adhere to Digital Policies:** Familiarize yourself with our digital policies, including acceptable use of technology, privacy standards, and netiquette guidelines. Compliance ensures a safe and productive online learning environment for all.



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## Diversity, Equity, and Inclusion Policies

The Becoming Institute is dedicated to fostering a culture of diversity, equity, and human dignity, anchored in the values of fairness, inclusivity, respect, integrity, honesty, and ethical behavior. We are committed to creating a supportive and welcoming environment for all by balancing inclusive practices with constructive dialogue, recognizing that diversity is foundational to achieving excellence in community engagement, education, research, and innovation. This commitment aligns with our mission, vision, and strategic objectives and is embedded in every aspect of our work.

### Scope of Inclusivity

Our Diversity, Equity, and Inclusion (DEI) policy is designed to support and uplift all members of the Becoming Institute community, including students, staff, partners, and stakeholders. Emphasizing cultural competency within trauma recovery, the Institute aims to provide tailored support that meets the unique needs of individuals from various backgrounds, especially those affected by historical and systemic inequities. We acknowledge that trauma recovery requires an approach informed by cultural awareness, sensitivity, and respect for each individual's lived experience.

### Definitions of Key Principles

To promote understanding and accountability within the Becoming Institute community, the following principles are defined as follows:

- **Equity:** Fair treatment, opportunities, and advancement for all people while striving to identify and eliminate barriers that have prevented the full participation of some groups.
- **Diversity:** The presence and celebration of differences within our community, including race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, and other identities.
- **Inclusion:** The practice of creating an environment where everyone feels valued, heard, and empowered to contribute fully.
- **Belonging:** The outcome of inclusion, where each individual feels respected, accepted, and recognized as an integral part of the community.
- **Human Dignity:** The inherent right of all individuals to be safe, valued, and treated with respect.

### Responsibilities

#### *All Members of the Becoming Institute Community*

Each member of the Becoming Institute community shares responsibility for building a supportive, inclusive environment. Together, we are accountable for:

- Building a culture rooted in equity, diversity, inclusion, and belonging.
- Actively recognizing and addressing biases, beliefs, assumptions, and stereotypes that may limit opportunities and reinforce exclusion.
- Promoting informed, positive, and inclusive attitudes toward others.



- Providing environments free from discrimination, harassment, and bias.
- Including and amplifying underrepresented voices in decision-making processes.

## **Teams and Units**

Teams and individual units are responsible for creating equitable, inclusive environments by:

- Continuously reviewing and refining systems, procedures, and processes to identify and reduce barriers to equity and representation.
- Developing curricula, programs, and practices that reflect and support diversity and inclusion while positively impacting the broader community.
- Ensuring that all Institute documents, communications, and visual materials use inclusive, non-discriminatory language and imagery that accurately reflect diverse backgrounds.
- Providing accessible physical and virtual spaces, including adaptive equipment and resources for all.
- Establishing a welcoming environment that acknowledges and celebrates social and cultural diversity through inclusive practices, signage, art, and spaces for ceremonial and cultural expression.

## **Becoming Institute Leadership**

Our leadership team is dedicated to modeling commitment and action toward building an equitable, diverse, and inclusive community. Leadership is responsible for:

- Reviewing and refining institutional structures, policies, and procedures to address barriers to equity and representation.
- Ensuring that all Institute-sanctioned materials use inclusive, non-discriminatory language and imagery.
- Maintaining accessible physical and virtual environments that meet diverse needs.
- Cultivating a welcoming atmosphere in shared spaces that reflect cultural diversity through inclusive signage, art, ceremonial spaces, and practices.

## **Cultural Competency in Trauma Recovery**

The Becoming Institute prioritizes cultural competency as a cornerstone of our trauma recovery programs. We recognize that effective trauma recovery must be informed by cultural awareness and sensitivity to individual backgrounds and lived experiences. Our approach incorporates training and resources that equip our staff to deliver trauma-informed care with respect for diverse cultural perspectives, ultimately fostering healing environments that respect and honor each person's unique journey.

## **Compliance and Accountability**

The Becoming Institute's commitment to building an equitable, diverse, and inclusive community is grounded in education, reflection, and action.

We adhere to all human rights and employment equity legislation, actively engaging team members and stakeholders in developing a thorough understanding of equity, diversity, and inclusion. Our accountability framework includes:

- **Training and Development:** Ongoing EDIB training for all members to cultivate cultural competency, especially in trauma recovery.
- **Metrics and Reporting:** Mechanisms for assessing progress toward EDIB goals and regularly reviewing policies and practices to ensure alignment with our mission and values.
- **Complaint Resolution:** Formal complaints are addressed fairly through established policies, regulations, guidelines, or relevant agreements, ensuring a respectful and just process for all involved.

Through these commitments, policies, and accountability measures, the Becoming Institute endeavors to be a model of equity, diversity, inclusion, and belonging, working towards a future where all individuals are empowered to thrive.

## ACADEMIC HONESTY

Academic honesty in a virtual setting demands vigilance and personal responsibility. Our policies are designed to uphold the integrity of our academic programs:

- **Original Work Submission:** All assignments, discussions, and assessments must be your own work. Utilize plagiarism detection tools provided within our Learning Management System (LMS) to ensure originality.
- **Proper Citation Practices:** When referencing external sources, adhere to the citation standards outlined by your instructors. Access our online library resources for guides on various citation styles.
- **Examination Conduct:** During online examinations, abide by the rules specified for each assessment. This may include restrictions on materials, time constraints, and the use of proctoring software.

**Consequences for Violations:** Breaches of academic integrity can lead to repercussions ranging from assignment failure to expulsion. Each case is assessed individually to ensure fairness.

## ACADEMIC POLICIES

Understanding and adhering to academic policies is crucial for your success:

- **Course Registration:** Register for courses through the Student Portal during the designated registration periods. Be mindful of deadlines to avoid late fees or missing out on desired courses.

- **Add/Drop and Withdrawal:** You can add or drop courses within the first two weeks of the term without penalty. After this period, withdrawing from a course will result in a "W" on your transcript and may affect your financial aid eligibility. Detailed policies and deadlines are available in the Academic Calendar.
- **Grading and Academic Standing:** Familiarize yourself with the grading scale and the criteria for maintaining good academic standing. This includes understanding the implications of probation, suspension, and dismissal due to academic performance.
- **Academic Appeals:** If you believe there has been an error in grading or another academic decision, you have the right to appeal. The appeal process involves submitting a formal request through the Academic Services section of the Student Portal, accompanied by any supporting documentation.

## ONLINE LEARNING POLICIES

Given our fully virtual environment, specific policies apply to online learning:

- **Attendance and Participation:** Regular participation in online discussions, forums, and live sessions is required and contributes to your final grade. Instructors monitor participation, and lack of engagement may result in lower grades.
- **Submission Deadlines:** All assignments must be submitted electronically by the specified deadlines. Late submissions are typically penalized unless prior arrangements have been made with the instructor.
- **Online Etiquette:** Maintain professionalism in all online interactions. This includes using respectful language, being considerate of time zones during group work, and adhering to netiquette guidelines provided by the institute.
- **Use of Proctoring Software:** Some exams may require the use of proctoring software to ensure academic integrity. You will be notified in advance if your exam requires proctoring, and instructions on how to use the software will be provided.

## ASSIGNMENT DUE DATES AND EXTENSIONS POLICY

Instructors and students may collaborate in deciding due dates that work for all involved. To offer boundaries around workload, and to ensure timely recording of grades and transcript processing, the latest due date for any assignment is 6 weeks after the last day of the course.

Students are encouraged to request assignment extensions before the due date to respect faculty schedules. Faculty will consider requests for extensions before the due date of an assignment, and collaboratively decide on an alternative due date with the student. Extension requests are considered based on trust and honesty.

## Extension guidelines:

- Major Assignments: The latest extension is the last day of the following semester (4 months after the course ends).
- Forum Posts: The latest extension is the last day of the current semester.
- Further Extensions: For extenuating circumstances, students must consult with the director.

If an assignment isn't submitted by the original or extended due date, faculty will reach out. If there's no response, a 10% grade deduction per business day, up to 50%, will be applied. After multiple outreach attempts, the assignment will not be graded, and the current grade will be recorded on the transcript.

## GRADING DUE DATES

Faculty are responsible for returning feedback and grades for assignments within a reasonable timeframe, so that students can use the feedback in other courses or practicum moving forward, while understanding that most faculty also work in various other spaces while teaching.

- Faculty are asked to return assignments and send in grades for the course within 6 weeks after the due date of the assignment.
- Students who are offered extensions will receive their grades later than other students who turned in their assignments by the original due date.
- If there are difficult circumstances that prevent faculty from meeting this timeline, they must communicate with both students and the director, and propose an alternative due date for the grading.

## DISCIPLINARY ACTIONS

Maintaining a respectful and honest virtual community is crucial. Should violations occur, the following disciplinary measures apply:

- **Warning:** Minor or first-time infractions may result in a formal warning, serving as a prompt to reassess and adjust behaviors.
- **Probation:** Repeated or more serious violations may lead to a probationary period, during which students must demonstrate compliance with institute policies.
- **Suspension or Expulsion:** Severe or persistent misconduct can result in suspension or permanent removal from the institute. This step is taken with careful consideration and in alignment with our commitment to a safe educational environment.

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## PRIVACY AND CONFIDENTIALITY

Your privacy is a priority, and we are committed to protecting your personal and academic information:

- **Data Privacy:** Personal data collected during your enrollment is used exclusively for academic and administrative purposes. The institute complies with international data protection regulations to ensure your information is secure.
- **Confidentiality in Discussions:** Online discussions, particularly those involving sensitive topics or personal experiences, are confidential. Students are expected to respect this confidentiality and refrain from sharing information outside the course context.
- **Faculty-Student Communication:** Communication between faculty and students is conducted through secure channels, such as the LMS messaging system or official institute email addresses. This ensures the privacy and security of academic communications.

## STUDENT SUCCESS AND SUPPORT SERVICES

At the Becoming Institute, your academic journey is supported through a range of services designed to help you thrive.

### ACADEMIC ADVISING

You have access to a team of dedicated advisors who will support you in making informed decisions about your coursework and career path:

- **Virtual Advising Sessions:** Schedule one-on-one virtual meetings with an academic advisor through the Student Portal to discuss your program progress, coursework, and career goals.
- **Advising Resources:** Access a wealth of resources including academic calendars, program guides, and policy manuals. These documents are available in the Student Portal and are regularly updated to reflect the latest academic policies.
- **Peer Advising:** In addition to professional advisors, peer advisors are available to provide insights from a student perspective. They can share their experiences and help you navigate your academic journey.

### STUDENT SUCCESS PROGRAMS

- **Academic Skills Workshops:** These workshops cover essential skills like time management, study techniques, and exam preparation, held regularly with recordings available in the LMS for flexible access.
- **Trauma-Informed Workshops:** Regular sessions on managing stress, building resilience, and trauma recovery techniques. Recordings are available in the LMS.

- **Healing and Success Coaching:** We offer personalized one-on-one sessions to help you achieve your goals and group coaching with specialized guidance on providing client therapy available during the retreat, to achieve academic and professional success as a Trauma Recovery Specialist.

## **DISABILITY SERVICES**

We are committed to providing an inclusive learning environment that accommodates the needs of all students:

- **Accessibility Tools:** The LMS is equipped with tools to support students with disabilities, such as screen readers, text-to-speech software, and adjustable text sizes. Contact [accessibility@becomingmethod.com](mailto:accessibility@becomingmethod.com) for assistance with these tools.
- **Confidentiality:** All information related to disability services and accommodations is kept confidential. Your privacy is respected, and accommodations are provided in a manner that preserves your dignity and independence.

## **CONFLICT RESOLUTION AND MEDIATION**

In a virtual environment, conflicts can arise, and it's important to address them promptly and effectively:

- **Conflict Resolution Services:** Our Conflict Resolution Office offers mediation services to help resolve disputes between students, faculty, or staff. Mediation sessions are conducted online and are facilitated by trained professionals who guide the parties toward a mutually agreeable solution.
- **Restorative Practices:** We encourage the use of restorative practices, which focus on repairing harm and restoring relationships rather than assigning blame. This approach fosters a supportive community where conflicts are seen as opportunities for growth.
- **Reporting Issues:** If you experience or witness any form of harassment, discrimination, or other misconduct, report it through the Student Portal. All reports are taken seriously and handled with confidentiality.

## FEEDBACK AND CONTINUOUS IMPROVEMENT

### COURSE EVALUATIONS AND FEEDBACK

- **Evaluation Process:** At the end of each semester, students are encouraged to complete anonymous evaluations and feedback forms available on the LMS. Your candid input on course content, instructional quality, and overall experience is essential.
- **Impact:** The evaluations directly inform improvements in the curriculum, teaching methods, and allocation of resources, driving positive changes across the program.
- **Continuous Engagement:** In addition to formal evaluations, students are invited to participate in periodic surveys and discussion forums to share their experiences and provide suggestions throughout the year.

### Program Review

To maintain relevance and excellence in our offerings:

- **Systematic Evaluation:** The program undergoes routine reviews to assess course content, learning outcomes, and the effectiveness of training methodologies, ensuring alignment with best practices in psychotherapy and trauma recovery.
- **Stakeholder Involvement:** Students are invited to engage in focus groups or advisory committees, providing valuable insights that help shape the curriculum and enhance the learning experience.
- **Transparency and Communication:** Outcomes from program reviews and subsequent changes are communicated to students, ensuring that all participants are informed of changes and their implications for the Trauma Recovery Certificate Program.

## TUITION, FEES, AND FINANCIAL AID

### TUITION AND FEES

- **Tuition Structure:** Tuition is calculated per semester. A detailed breakdown of tuition rates for your specific program can be found in the Student Portal under Financial Services.
- **Fees:** In addition to tuition, certain fees may apply, such as registration fees, retreat fees, etc. These fees are listed in the Financial Services section of the Student Portal.
- **Payment Plans:** We offer flexible payment plans to help you manage your tuition payments. You can set up a payment plan through the Financial Services section of the Student Portal, where you can also view due dates and make payments.

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## FINANCIAL AID AND SCHOLARSHIPS

- **Scholarships and Grants:** We provide scholarships and grants sponsored by partner organizations to support Becoming Institute students. Students can also access allocated grants. For details on eligibility and application deadlines, visit the Financial Aid page on the Student Portal.
- **Stipends:** We are committed to supporting Black students in their educational journey. Eligible students may apply for stipends to help alleviate financial barriers, ensuring access to educational resources and opportunities for success.
- **Loans:** If you need additional financial support, we offer information and resources on student loans. Our Financial Aid Office can assist you with understanding loan options, application processes, and repayment plans.

## BILLING AND PAYMENTS

Managing your finances effectively is key to avoiding disruptions in your education:

- **Billing Statements:** You can access your billing statements online through the Student Portal. Statements are updated regularly, and you can view details of charges, payments, and any remaining balance.
- **Payment Methods:** We accept various payment methods, including credit cards, bank transfers, and payment plans. Instructions for each method are provided in the Financial Services section of the Student Portal.
- **Late Payments:** Late payments may result in additional fees and holds on your account, which could prevent you from registering for courses or accessing certain services. If you anticipate difficulty in making a payment, contact the Financial Services Office as soon as possible to discuss your options.

## LEGAL AND ADMINISTRATIVE INFORMATION

### PRIVACY POLICY

Respecting your privacy in the digital realm is a cornerstone of the Becoming Institute's operations:

- **Data Collection and Usage:** Personal data collected is strictly for educational and administrative purposes. Detailed information on data types and usage is available in our Privacy Policy document accessible via the Student Portal.
- **Consent and Rights:** You have the right to access, amend, or request deletion of your personal data. Consent for data usage, especially for promotional purposes, is sought explicitly.
- **Third-Party Services:** Any collaboration with third-party services adheres to strict data protection agreements, ensuring your information remains secure.
- **Policy Updates:** Stay informed about any changes to our privacy policies through official communications.



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## INTELLECTUAL PROPERTY

Your creations are valuable, and we are committed to honoring your intellectual property rights:

- **Ownership:** Content you develop as part of coursework remains your property. Should the institute wish to showcase exemplary work, explicit permission will be requested, and appropriate credit given.
- **Collaborative Projects:** In group projects, clarify ownership and usage rights among team members. For works leading to publication or broader dissemination, formal agreements will be facilitated.
- **Use of Institute Resources:** Materials provided by the institute are for personal academic use. Redistribution or commercial use without authorization is prohibited.

## COMPLAINTS AND GRIEVANCES

At the Becoming Institute, we strive for excellence but recognize that concerns may arise. Our virtual complaint resolution process ensures fairness and transparency:

1. **Informal Resolution:** Attempt to resolve issues directly through dialogue with the concerned parties. Many misunderstandings can be clarified through open communication.
2. **Formal Complaint Submission:** If unresolved, submit a detailed complaint via the online form on the Student Services page. Include relevant information and any supporting documents.
3. **Review Process:** The Grievance Committee will acknowledge receipt within 48 hours, conduct a thorough investigation, and aim to provide a resolution within 14 business days.
4. **Appeals:** If dissatisfied with the outcome, you may appeal the decision. Guidelines for the appeals process are outlined on the Student Services page.

## DIGITAL SAFETY AND EMERGENCY

### DIGITAL SAFETY AND SECURITY

We prioritize strong digital security to protect your information and ensure a safe online environment:

- **Data Protection Practices:** We employ advanced encryption, security protocols, and regular audits to safeguard your data and maintain high-security standards.
- **Personal Cybersecurity:** Students are encouraged to adopt best practices, such as using strong passwords, enabling two-factor authentication, and cautious information sharing.
- **Reporting Security Incidents:** If you suspect any compromise of your accounts or encounter suspicious activities, report immediately to [security@becomingmethod.com](mailto:security@becomingmethod.com).

- **Education on Digital Safety:** Participate in workshops and access materials on topics like phishing awareness, secure browsing habits, and protection against malware.

## VIRTUAL EMERGENCY PROCEDURES

While physical emergencies are less of a concern in a virtual institute, preparedness for digital crises is essential:

- **System Outages:** In the event of LMS or student portal downtimes, updates will be communicated via email and our official social media channels. Alternative arrangements for classes and submissions will be provided.
- **Data Breaches:** Our rapid response team is trained to handle any data breach scenarios. Affected individuals will be notified promptly with steps to mitigate risks.
- **Health Emergencies:** Students experiencing health issues can request deadline extensions or flexible attendance by contacting instructors or Student Services.

## COMMUNITY AND ENGAGEMENT

### STUDENT ORGANIZATIONS

Building community and connection remains essential in a virtual setting. Our student organizations provide opportunities for connection, leadership, and collaboration:

- **Join a Group:** Explore various virtual student organizations, including academic clubs, cultural groups, and special interest societies, to connect with like-minded peers.
- **Leadership Opportunities:** Take on leadership positions within student organizations or the Virtual Student Council to gain valuable skills in project management, teamwork, and communication.
- **Event Participation:** Attend virtual events such as webinars, guest lectures, and cultural celebrations organized by student groups for learning, networking, and fun.
- **Creating a New Organization:** If you have an idea for a new student organization, you can apply to start one. The Student Engagement Office provides support and resources to help you get started and attract members.

### VOLUNTEER AND SERVICE OPPORTUNITIES

Contributing to your community is a core value at the Becoming Institute. We offer various virtual service opportunities:

**Virtual Volunteering:** Engage in service projects that can be completed online, such as mentoring, tutoring, or working with non-profits. These opportunities allow you to give back while developing new skills and experiences.

- **Service Learning:** Some courses may include a service-learning component, where you can apply what you've learned in a real-world context while contributing to the community. Service-learning projects are designed to enhance your academic experience and foster a sense of social responsibility.
- **Recognition Programs:** Students who demonstrate outstanding commitment to service and leadership may be recognized through awards and scholarships. Details about these programs can be found in the Student Engagement section of the Student Portal.

## NETWORKING AND PROFESSIONAL DEVELOPMENT

Building your professional network is essential to your career success. The Becoming Institute offers various ways to connect with industry professionals and alumni:

- **Alumni Networks:** Join virtual networking events where you can connect with alumni who have established careers in your field of interest. These events are great for building relationships, gaining insights, and exploring career opportunities.
- **Industry Webinars:** Attend webinars featuring industry experts who discuss current trends, challenges, and opportunities in various fields. These webinars provide valuable knowledge and a chance to engage with professionals.
- **LinkedIn Groups:** Join our LinkedIn groups to stay connected with fellow students, alumni, and faculty. These groups are a platform for sharing resources, job postings, and professional advice.



## About Dr. Joan Samuels-Dennis, Ph.D

Dr. Joan Samuels-Dennis is a distinguished leader in trauma recovery and psychotherapy, renowned for developing the Becoming Method™, a culturally responsive approach tailored for Afro-descendant and indigenous communities. Her work as a psychotherapist has helped countless individuals and families heal from trauma, transform their mental and physical health, and reclaim their lives.

Dr. Joan began her career as a Registered Nurse after earning her degree from Ryerson University. Her work with the Families First program in the Regional Municipality of Peel inspired her to pursue a Master's degree in Community Health Nursing from D'Youville University in New York and a Ph.D. in Nursing and Mental Health Promotion from Western University in London, Ontario.

After establishing a highly specialized psychotherapy practice between 2016 and 2023, Dr. Joan founded the Becoming Institute Inc., to establish the Becoming Method™ as a new standard in psychotherapy. The institute supports and trains nurses and allied healthcare practitioners as certified Trauma Recovery Specialists. The institute offers a 12-month Trauma Recovery Certificate program, as well as psychotherapy services to individuals, families, and organizations.

With over two decades of experience, Dr. Joan's interdisciplinary expertise spans nursing, community health, mental health promotion, spiritual transformation, and philosophy, influencing her holistic approach to healing and empowering clients and students to improve their resilience and well-being. As Chair of the National Healing Journey (NHJ), she spearheads efforts to address the historical trauma faced by Afro-descendant communities and advocates for healing and reconciliation.

As an accomplished author with influential works such as "490: Forgive and Live Fearlessly," Dr. Joan's writings continue to inspire and guide readers globally. Her compassionate commitment to healing and her profound insights into the human experience make her a respected voice in the field. Frequently invited to speak at national and international forums, Dr. Joan's expertise is widely recognized. She has received numerous accolades, including the prestigious Global Health Leader Award, attesting to her expertise and the esteemed position of the Becoming Institute within the mental health field.



# BECOMING

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