



InnerEthics® Education

Licensing and Teaching Options

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Asynchronous Courses and Other Educational Material Available for Licensing or Live Classes

Licensing fee is arranged by cohort's period of use and number of participants.

1. Pre-Recorded Course Ethics 101-Ethical Right Relationship in Psychedelic-Assisted Therapy— Part I

- **One-hour Video Lecture by Kylea Taylor**
 - How to fill the ethical gaps in traditional ethics education
 - Some differences between talk therapy and psychedelic psychotherapy
 - Instruction about two of the InnerEthics® Awareness Tools
 - **Chart of Professional Vulnerabilities** - to be able to self-compassionately identify our own motivations and to realize when their needs, beliefs and biases might be in conflict with the best interests of clients or patients.
 - **C-DEEPEN** – an acronym for a list of ethically precarious situations to help recognize and deal appropriately with countertransference, dual relationship, power differential and others.
 - Three case stories to illustrate various differences in psychedelic work
 - Overview of the InnerEthics® premises and concepts and a list of InnerEthics® Awareness tools.
- **Course Materials Booklet** – Contains information for the participant, collated as requested to support the teaching that is under contract, (e.g., information about the InnerEthics® Awareness Tools, vignettes prepared from actual situations, and references.)

2. Pre-Recorded Course Ethics 102-Ethical Right Relationship in Psychedelic-Assisted Therapy— Part II

- **One-hour Video Lecture by Kylea Taylor**
 - Five-minute review of ETHICS 101 course
 - Definition and description of *Right Relationship* with examples
 - Clearing the way for the Inner Healing Intelligence to work
 - Instruction about two additional InnerEthics® Awareness Tools
 - **Protection, Permission & Connection (PP&C)** - How to provide and re-balance a protective and appropriately encouraging physical, emotional, cognitive, and spiritual therapeutic container for the experiencer
 - **Who's This For?** - How to recognize conflicts of interest with a client in psychedelic-assisted therapy before such conflicts become interventions or responses to clients
 - Three case stories to illustrate various differences in psychedelic work and when and how to balance PP&C in the therapeutic container
- **Course Materials Booklet** – Contains information for the participant, collated as requested to support the teaching that is under contract, (e.g., information about the InnerEthics® Awareness Tools, vignettes and role plays prepared from actual situations, and references.)

3. Pre-Recorded Course [Ethics 103-Peer Consultation Groups]

It is very helpful for students to have also watched ETHICS 101 & 102 prior to 103)

- **One-Hour Video co-produced by The Synthesis Institute & InnerEthics®**
 - **16-minute lecture** by Kylea Taylor on the structure, roles, and functions of the InnerEthics® Peer Consultation Group and instruction for the demonstration group
 - **30-minute demonstration of a Peer Consultation Group** using a role play situation by therapists: Sara Reed, Valeria McCarroll, Linnae Ponte, Mary Bredin, Jahan Khamsehazadeh
 - **14-minute debrief** of demonstration group members about their role-play experience in demonstrating a Peer Consultation Group.
- **Course Materials Booklet** – Contains information needed for a Peer Consultation Group (e.g., information about the InnerEthics® Awareness Tools (taught in ETHICS 101 & 102), role functions of a Peer Consultation Group where members serve in reciprocal roles for each other, sample role plays prepared from actual situations, suggested questions for “Consultants,” and references.)

Licensable Materials

- **“The Practice of Sitting in Holotropic Breathwork®: What One Learns about Oneself and Relationship while Sitting with a Breather”** – PDF of Chapter excerpted from Taylor, K. (2007). *Considering Holotropic Breathwork®*. Hanford Mead.

Discount on Kylea’s Book

- **A discount code on *The Ethics of Caring*** can be arranged for a cohort of students.

Teaching (live) InnerEthics®

...for students have viewed ETHICS 101 & 102 videos

- **Q & A**
 - **Answering staff-curated questions or cases** from the students and additional follow-up questions.
- **VIGNETTE DISCUSSIONS**
 - **Students step into the position of a challenged therapist experience a situation that actually happened** in extra-ordinary state of consciousness practice.
 - **Students practice using the InnerEthics® Awareness tools.**
 - **Students practice monitoring their own process (meta-awareness)** during the small group discussions.

LEARNING OBJECTIVES

1. Utilizing the ethical awareness tool *Chart of Professional Vulnerabilities to Ethical Misconduct* to practice identifying their own motivations in a challenging practitioner situation.
2. Utilize the ethical awareness tool *C-DEEPEN* to *recognize and analyze* an ethically precarious context in a challenging situation working with a client in an extra-ordinary state of consciousness.
3. Utilize the ethical awareness tool *Protection, Permission & Connection* to recognize imbalance of these elements in the therapeutic container and rebalance them to support the client’s best interests

4. Utilize the ethical awareness tool *Who's This For?* to identify possible conflicts of interest before making an intervention or a response to a client
5. Experience the breadth of therapeutic perspectives in handling ethically challenging situations
6. Stepping into the shoes of a challenged therapist and experiencing personal decision-making in the challenging situation

MATERIALS – These can be included with Kylea's classes or licensable separately

- **Vignettes** with questions prompting small group discussions
- **Facilitator/Teacher Reference Sheets** for the vignettes selected

Teaching (live) InnerEthics®

...after students have viewed ETHICS 101, 102, 103 videos

- **Leading experiential PEER CONSULTATION GROUPS with students**
 - *Peer Consultation Groups in breakout groups with debrief and discussion and Q&A – 1.5-2 hours*
- **Topics of Right Relationship, Self-Compassion, the Value of Meta-Awareness, and the value of Sitting Practice, Sex & Power in Psychedelic-Assisted Therapy, and Conflict of Interest**

InnerEthics® Training (live) for Staff in Training Programs

Training trainers and study facilitators how to facilitate InnerEthics® Experiential Groups

- Why and how InnerEthics® uses vignette (real case studies) discussions as an educational method
- How to set up small group discussions of an InnerEthics® vignette and facilitate large group discussion after break-out groups
- How to create vignettes in the InnerEthics® style (real cases, discussion questions involving practice using InnerEthics® Awareness Tools as if they were the practitioner challenged in the vignette, and “what-if” questions to prompt discussion of ethical gray areas)
- How to set up Peer Consultation Groups as practice break-out group role-plays, and how to debrief that experiential learning
- Why and how to promote formation of regular Peer Consultation Groups to keep ethical awareness sharp

MATERIALS – These are licensable for use by Study Group Facilitators

- **Vignettes** of actual ethical situations that have occurred in working with extra-ordinary states of consciousness, with questions for prompting small group discussions and practice in using Ethical Awareness Tools in unfacilitated peer groups
- **Facilitator/Teacher Reference Sheets** for the vignettes selected for facilitating discussions after small group peer discussions.

Consulting in Program Design

Available with Kylea Taylor at her hourly rate.

Contact

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