

Academy of Intuition Medicine[®] & Energy Medicine University

School Catalog

Effective August 1, 2014 – July 31, 2015

Mail: PO Box 1921 Mill Valley, California 94942 USA

Campus: 2400 Bridgeway Suite 290, Sausalito, California 94965

www.IntuitionMedicine.org



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Introduction

The Academy of Intuition Medicine® founded in 1984, is globally recognized for its vocational education program, especially created for professional Intuitives and for those interested in developing intuition as a pragmatic skill. In 2006 the School was expanded to include a distance learning graduate degree arm distinguished as Energy Medicine University and the school became formally, the Academy of Intuition Medicine® & Energy Medicine University, which is a division of Intuitive Development, Incorporated. The faculty of the School includes Francesca McCartney, founder and director; an Advisory Board; and a dedicated and highly professional group of teachers, mentors and practitioners. The acronym AIMEMU is used interchangeably for the Academy of Intuition Medicine® & Energy Medicine University throughout this School Catalog and for purposes of clarity, AIM is used to distinguish the campus vocational program, while EMU is used to denote the distant learning graduate degree program, as well as distant learning certificate program.

Purpose

Our purpose is to fill the need for a quality program which educates students at both vocational and higher degree level to be fluent in the art and science of Holistic Health and Energy Medicine. Our professors are among the most highly qualified instructors in their respective area of expertise. The Academy of Intuition Medicine® & Energy Medicine University is a fully distance learning institution with respect to the degree program, and the vocational program is by classroom attendance at the School campus in Sausalito, California, USA.

People

Advisory Board

The following members comprise the Academy of Intuition Medicine® & Energy Medicine University Advisory Board. Their biographies may be accessed at: <http://intuitionmedicine.com/advisory-board.htm>

- Debra Bellings-Kee, MIM, MFT, JD
- Arya Bhushan Bhardwaj, ND
- Ralph Bunje, MS, MBA
- Dawson Church, PhD
- Shakti Gawain
- Ben Goertzel, PhD
- Peter Howard, MIM, PhD
- Linda Lea, CPCC, PhD



- Judith Orloff, MD
- Fred Pockrass, DDS, PhD
- John Reed, MD
- Salma Salimi, DDS
- Isaac Silberman, MD
- Len Saputo, MD
- Peace Mother Geeta Sacred Song
- Norman Shealy, MD, PhD
- Judith Tolson, MIM, MA
- Garret Yount, PhD

Staff

PRESIDENT & CEO

FOUNDER & DIRECTOR

Francesca McCartney, PhD

Francesca@EnergyMedicineUniversity.org

Francesca@IntuitionMedicine.org

CHIEF OPERATING OFFICER

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Michael@EnergyMedicineUniversity.org

REGISTRAR

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Glen@ EnergyMedicineUniversity.org

DEAN OF ACADEMICS - CAO

Pamela Bradley, MIM, PhD

Pamela@EnergyMedicineUniversity.org

DEAN OF STUDENTS

Maria Owl Gutierrez, MA, CCHT, MIM Maria@EnergyMedicineUniversity.org

DEAN OF FACULTY

Dominique Surel, MBA, PhD

Dominique@EnergyMedicineUniversity.org



Affiliations

The Academy of Intuition Medicine® & Energy Medicine University is an approved provider of continuing education courses by the California Board of Registered Nursing, approval number CEP13046. In addition, the School is a CEU provider through the Associated Bodywork and Massage Professionals, provider number 507723. Our Ethics course awards 6 CEUs approved by the Board of Behavioral Sciences, provider number PCE3356.

Board of Registered Nursing

California registered nurses have been required to document continued competency by completing a minimum of 30 contact hours every two years in subjects relevant to the practice of nursing. Courses must be taken from providers approved by the Board of Registered Nursing or other entities recognized by the Board. The BRN approves continuing education providers, not individual courses.

Associated Bodywork and Massage Professionals

Associated Bodywork and Massage Professionals is a membership organization serving the massage, bodywork, somatic and esthetic professions. ABMP competes effectively for members by providing the best value and most responsive, knowledgeable service.

California Board of Behavioral Sciences

The BBS is responsible for consumer protection through the regulation of Marriage and Family Therapists (MFT); Licensed Clinical Social Workers (LCSW); Licensed Educational Psychologists (LEP); MFT Interns; and Associate Clinical Social Workers (ASW) in the State of California.

Professional Memberships

Society for the Study of Subtle Energy and Energy Medicine, Colorado, USA
Institute of Noetic Sciences, California, USA
Institute for Health & Healing, California, USA
Institute for Intentional Healing, California, USA
IPSI Scientific Forum, Belgrade, Serbia
Society for Scientific Exploration, Virginia, USA
California Association of Private Postsecondary Schools, California, USA
Academy of Spirituality and Paranormal Studies, Connecticut, USA
Health Medicine Institute, California, USA
Council for Healing, New Jersey, USA



Affiliations

Institute of Noetic Sciences, California, USA
Academy of Religion and Psychical Research, Connecticut, USA
Society for the Study of Subtle Energy & Energy Medicine, USA
International Association for the Study of Dreams. USA
Institute for Intentional Healing, California, USA
Institute for Naturopathy, Ayurveda & Alternative Medicine, New Delhi, India & Italy
Society for Scientific Exploration, Virginia, USA
Kundalini Research Network, USA
IPSI Scientific Forum, Belgrade, Serbia

Location and Facilities

The campus is located at 2400 Bridgeway, Suite 290, Sausalito, California 94965 where non-distance courses are held. Sausalito is a picturesque town bordered by the Pacific Ocean and located at the North end of the San Francisco Golden Gate Bridge. The physical facility consists of classroom spaces, offices and bathrooms with outdoor decks. Markets and restaurants are within walking distance and the School can easily be reached by public transportation. Street and lot parking is available. Most campus students are local commuters.

For distance education programs coursework is completed at a location determined by the student. As a distance learning university most of our contact and communication with distance students is by telephone, Internet, Skype, text chat and email. Students are also encouraged to contact us by facsimiles, and postal mail, and by personal visit to instructors and the School.

Library

The Academy of Intuition Medicine® & Energy Medicine University houses a campus research library that is maintained by two librarians. The library contains around 2000 books, plus journals and periodicals. The campus research library may be accessed during normal business hours and by appointment with the Registrar. A current list of research library resources is available to all students at:

<http://www.energymedicineuniversity.org/docs/students/EMU-Library-Catalogue.pdf>

Our School library resource and support services provides wider and more comprehensive access to information via extensive web resources and websites.

The School has an array of resources to offer degree and non-degree students. The degree program web portal contains lists and links to professional journals, associations, libraries, online journals, online newsletters, resource websites, magazines, online free book libraries, and online databases available to students.

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The School's campus research library is continually adding to its collection of books and materials offered. And our digital resources are updated to give students the best access to subjects matter covered in its courses.

The Academy of Intuition Medicine® & Energy Medicine University program of study in Holistic Health and Energy Medicine is not well represented in traditional libraries. We have found that traditional libraries generally lack a good collection of books in our specialized field, and the same applies to the typical digital mainstream digital library subscriptions. In addition to housing one of the best collections of specialized materials, the School has provided access to a set of online materials most likely to yield research results in our field to assist our students in their research endeavors.

General Policies

Admissions and Entrance Policies

The Academy of Intuition Medicine® & Energy Medicine University welcomes diversity and admits students without regard to race, creed, color, sex, age, national origin, handicap, political or religious affiliations or beliefs. All School admissions require a high school diploma or GED diploma. For specific procedures to enter the campus vocational program, see the “Campus Vocational Programs” section of our Catalog; for distance degree and non-degree certificate programs see the “Distance Learning Degree Programs”, or “Distance Learning Non-Degree Programs” section of our Catalog.

Provision of Catalog

Prospective students are directed to download the current School Catalog from the School website. Prior to admission prospective students are to sign a document stating that they have received and read the School Catalog as to be considered for admission. Prospective students and current students are invited to contact the Registrar with any questions about the School Catalog.

International Students

The School does not offer VISA services for international students, nor does it vouch for student status. The School's Distance Degree and Non-Degree Certificate programs are designed so that students may complete it where ever they may be physically located without the necessity of traveling to campus.

English Requirement

The School does not offer English-as-a-Second Language instruction nor provide English language services. All instruction is taught in English. The University seeks students from all regions of the United States, and English-speaking students from around the world. All courses are presented in the English language. Students are expected to be proficient in the English language prior to enrollment.



For the campus vocational programs English language is assessed in two parts, 1) as evidenced in the written application and 2) conversational English will be assessed during the admissions interview. English must be deemed sufficient to complete the vocational program successfully.

International students applying to the Distance Degree or Non-Degree Certificate Program for whom English is not their native language are required to pass the Test of English Foreign Language (TOEFL) with a score of 500 on the paper-based examination (TOEFL®PBT) or 100 on the computer-based exam (TOEFL®iBT).

Housing

The School does not assume responsibility for student housing, does not have dormitory facilities under its control, nor offers student housing assistance. According to rentals.com for Sausalito, CA rental properties start at approximately \$1911 per month.

Financial Aid

Academy of Intuition Medicine® & Energy Medicine University currently does not have available federal or other government sponsored programs.

A list of publications and a few scholarship and loan sources are listed below to assist you in your search for financial aid. This is not an exhaustive list and it is recommended that students research their own financial aid sources.

Publications:

The Back to School Money Book: A Financial Aid Guide for Mid-Life & Older Women
The Complete Scholarship Book
Directory of Financial Aid for Minorities
Directory of Financial Aid for Women
The Financial Aid Book
The Grants Register

The Higher Education Money Book for Minorities and Women
How to Find out About Financial Aid
The Scholarship Book

Scholarships and Loans:

Sallie Mae Student Loans Website: www.salliemae.com/get_student_loan/
Scholarships Website: FastWeb.com
North American Society of Acupuncture and Alternative Medicine
Women's Opportunity Awards Program
Jeannette Rankin Foundation



Job Placement

Though the School does not offer job placement assistance, an administrator is available to discuss career development. Contact the Registrar to set up an appointment.

The School does not guarantee employment for its graduates. Although the School does not offer job placement assistance several courses offered in the distance learning curriculum are focused on the creation of career and business ventures and strategies.

Student's Right to Cancel

The program in which you are enrolling is distance education-not offered in real time. The institution will transmit the first lesson and materials to you within seven days after the execution of the enrollment agreement.

You have the right to cancel this enrollment agreement and receive a full refund, less the registration fee of up to \$250.00 at any time prior to receiving the first lesson and materials.

Cancellation is effective on the date the written notice of cancellation is sent to the institution at Academy of Intuition Medicine® & Energy Medicine University, PO Box 1921, Mill Valley, California 94942 or registrar@EnergyMedicineUniversity.org. Refunds will be paid within 45 days of cancellation unless the cancellation occurs after the institution has mailed the first lesson and materials, but prior to your receipt of those documents, in such cases the institution shall make the refund within 45 days after your return of the materials.

This Institution shall transmit all of the lessons and other materials to the student if the student (a) has fully paid for the educational program; and (b) after having received the first lesson and initial materials, requests in writing that all of the material be sent. If the Institution transmits the balance of the material as the student requests, the Institution shall remain obligated to provide the other educational services it agreed to provide, such as responses to student inquiries, student and faculty interaction, and evaluation and comment on lessons submitted by the student, but shall not be obligated to pay any refund after all of the lessons are material are transmitted.

Withdrawal from the Program

You may withdraw from the School at any time and receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance. The refund will be less a registration or administration fee not to exceed \$250.00, and less any deduction for books and materials not returned in good condition, within 45 days of withdrawal.

For the purpose of determining the amount of the refund, the date of the student's withdrawal shall be deemed the last date of recorded attendance. The amount owed equals the daily charge for the program (total institutional charge, minus non-refundable fees, divided by the number of days in the program), multiplied by the number of days scheduled to attend, prior to withdrawal. For distance education



students scheduled days is based on a five day week, which does not include Saturday or Sunday, or any defined holiday as stated below.

School Holidays

New Year's Day	Labor Day
Dr. Martin Luther King Jr. Day	Veterans Day
President's Day	Thanksgiving Day
Memorial Day	Day after Thanksgiving
Independence Day	Christmas Day

For programs beyond the current "payment period," if you withdraw prior to the next payment period, all charges collected for the next period will be refunded. If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

Other scheduled class breaks or holidays will be announced.

Confidentiality and Access to Student Records

Students are advised and cautioned that State Law requires this educational institution to maintain school and student records for a five-year period from the last date of a student's attendance. Transcripts are maintained permanently. Student records are protected from unauthorized access. Requests for release of information by the student or from outside agencies must be made in writing. This ensures that only authorized individuals have access to specific information requested.

Student records are protected from unauthorized access. Requests for release of information by the student or from outside agencies must be made in writing. This ensures that only authorized individuals have access to specific information requested.



Privacy Act for Students

The Family Educational Rights and Privacy Act of 1974 entitle all students to review their records, including grades, attendance and advising reports. The school must permit a student to examine such records within 45 days after the school receives a written request from the student. The school will also permit the student to obtain a copy of such records upon payment of a reproduction fee.

A student may request that the school amend his or her education records on the grounds that they are inaccurate, misleading or in violation of the student's rights or privacy. In the event the school refuses to so amend the records, the student may, after complying with the Student Complaint Procedure, request a hearing. If the outcome of a hearing is unsatisfactory to the student, the student may submit an explanatory statement for inclusion in her education record.

A student has the right to file a complaint with Family Policy Compliance, U.S. Department of Education, Washington, D.C. 20202-4605, concerning the school's alleged failure to comply with the Act. Student records are confidential and only such agencies or individuals authorized by law are allowed access without written permission of the student.

Bankruptcy

The school does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, nor has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

Transferability of Credits and Credentials

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Academy of Intuition Medicine® & Energy Medicine University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the any degree, diploma, or certificate you earn at this School is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Academy of Intuition Medicine® & Energy Medicine University to determine if your credits, degree, diploma or certificate will transfer.

Academy of Intuition Medicine® & Energy Medicine University has not entered into any transfer agreement with other colleges or universities that provide for credits earned in any program of instruction.



Approval Disclosure Statement

This institution is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

Consumer Disclosures

Academy of Intuition Medicine® & Energy Medicine University is not accredited by an agency recognized by the United States Department of Education (USDE) and students are not eligible for federal financial aid programs.

The School is unaware of any applicable licensure exam for graduates of our distance degree programs. Students enrolled in Integrative Holistic Health degree programs are not required to sit for licensure exams in California or other states.

A degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions with the State of California.

Students enrolled in an unaccredited institution are not eligible for federal financial aid programs.

Student Tuition Recovery Fund

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.



The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in an educational program who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.

An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

Any questions you may have regarding the STRF may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or by fax (916) 263-1897. You may obtain a STRF claim form with instructions at www.bppe.ca.gov.

Rules of Conduct

Students must adhere to high standards of scholarship and conduct. Those whose conduct reflects discredit upon himself or herself or the school will be subject to termination. The student must adhere to conduct that will not interfere with the learning process of any other student, the classroom presentation by the teacher, or the progress of the class in general. The administration of the school reserves the right, in the exercise of their judgment, to dismiss a student. Examples of misconduct include:

- a. Non-conformity with the rules and regulations of the school.
- b. Conduct that reflects unfavorably upon the school and/or its students.
- c. Excessive absences or tardiness.
- d. Failure to pay charges when due.
- e. Demonstrating poor judgment or inability to function properly that could put patient/student safety in jeopardy.



- f. Entering the school classes while under the influence or effects of alcohol, drugs, or narcotics of any kind.
- g. Disorderly conduct that interferes with the learning process of any other student, the classroom presentation by the teacher, or the progress of the class in general.

A student dismissed for unsatisfactory conduct may be readmitted into the program only at the discretion of the Director in the case of campus vocational programs, or administrative office in the case of distance learning programs.

The consequences for violating of the rules of conduct presented in the school catalog are 1) verbal warning 2) academic probation or suspension or 3) dismissal from the school. All disciplinary matters will come before the administration, which will review the complaint, interview the person(s) involved and make a determination of the action. Results may include: dismissal of the charge, dismissal of the student, probation or suspension for a specified period of time. The finding will become part of the student's permanent file, possibly affecting a recommendation to future employers. Name of School reserves the right to dismiss any student for whom it feels continuation would be a detriment to the student, fellow students and/or the school.

Rules of Academic Probation

Students may be placed on Academic Probation for the following violations. Students will be given a written notice that they are on probation, with the terms and consequences for each violation as well as a written notice when they are removed from probation.

1) Violation: Receiving a letter grade below a C, or P in the case of P/F.

Students must pass each course with a minimum grade of C and must maintain a GPA of 2.0. Anything below C or 70% is a failing grade and students must either petition to retake the course or they will be dropped from the program.

Terms of Probation: Students will be placed on Academic Probation when their course grade falls below 70%. Students will not pass the course or continue to the next semester and/or program until they have successfully made up the necessary course work to raise their grade above 70%. Students with a course grade below 70% at the end of the course will be dismissed or they will be required to repeat the entire course. Only one course per program can be repeated to stay within the maximum allowable timeframe.

Consequence: If a student fails to make up the necessary coursework within the maximum allowable timeframe, the student will be dropped from the program. Students may petition to repeat a course in which they received a letter grade of D or F but they must receive a letter grade of C or better in the repeated course(s) to be able to continue to the next semester or program.

Removal from Probation: Students will be removed from probation and given a written notice when they have made up the necessary course work to increase the non-passing grade. Their grade report will reflect the new passing grade.



Drug and Alcoholic Beverage Policy

Use of alcoholic beverages or nonprescription drugs by the School staff or students while on campus is specifically prohibited. Students found violating this policy will be counseled individually and appropriate action taken. Staff members or students who violate this policy are subject to dismissal. Any student not complying with school procedures and policies may be terminated.

Student Complaint/Compliance

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or by fax (916) 263-1897.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement. A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site www.bppe.ca.gov.

Students are our first priority, and the school believes the student's education is of primary importance. However, should there be any complaints or a problem concerning the educational process or school matters, you may consult this catalog and/or your course policies and procedures, and discuss the problem with an instructor. The instructor will attempt to resolve the matter. In the event that this proves unsatisfactory or the student does not wish to discuss the matter with an instructor, the student may address the problem to the academic office. In the case of campus vocational programs, the student may either make an appointment to see the Director, or write the School Director a communiqué describing the issue and/or concern/complaint. In the case of distance degree and non-degree certificate programs, the student may either make an appointment to communicate with the Dean of Faculty, or write the administrative office a communiqué describing the issue and/or concern/complaint. For students who convey their complaint in writing, the School will, within 10 days of receiving the complaint, provide the student with a written response, including a summary of the school's investigation and disposition of it. Students may convey a complaint by communicating in writing to the administration office. If the complaint or relief requested by the student is rejected, the reasons for the rejection will be provided.



Campus Vocational Programs - AIM

Dear Prospective Student:

Welcome to the Academy of Intuition Medicine®, the vocational program of the Academy of Intuition Medicine® & Energy Medicine University. The School is a private postsecondary education institution whose central mission is the development, cultivation and enrichment of the human mind and spirit. The Academy of Intuition Medicine® is dedicated to onsite vocational education instruction.

The Academy of Intuition Medicine® founded in 1984, is a globally recognized academic school for professional Intuitives and for those interested in developing intuition as a pragmatic skill. The faculty of the Academy includes Francesca McCartney, founder and director; an Advisory Board; and a dedicated and highly professional group of teachers, mentors and practitioners. Academy of Intuition Medicine offers the following programs:

Certificate Programs

❖ **Master Certification in Intuition Medicine® (MIM) – 1000 Hours**

❖ **Intuition Medicine® Certification – 211 Hours**

❖ **Professional Skills Program – 96 Hours**

California statute requires that a student who successfully completes a course of study be awarded an appropriate diploma or certificate verifying the fact. Prospective enrollees are encouraged to discuss personal educational goals with school personnel prior to enrolling or signing enrollment agreements. All information in the contents of this school catalog is current and is so certified as true by the Founder/Director.

Francesca McCartney, PhD
Founder/Director



General Information

Institution Name

Academy of Intuition Medicine® & Energy Medicine University

A Division of Intuitive Development, Inc.

Physical Address

2400 Bridgeway Boulevard Suite 290
Sausalito, California 94965 USA

Mailing Address

P.O. Box 1921
Mill Valley, CA 94942 USA

Contact Numbers

415. 331-1011 Office
415. 381-1010 Office of the Director
415. 331-9293 Office Fax
415. 381-1080 Fax of the Office of the Director

Email Address

Registrar@EnergyMedicineUniversity.org

Website

www.IntuitionMedicine.org

Hours of Operation

Administrative Office hours: 10am to 4pm

Class hours vary with courses



Mission Statement

The mission of the campus vocational program of the Academy of Intuition Medicine® & Energy Medicine University is to teach and empower individuals to discover and use their natural intuitive sense in all endeavors of life. The philosophy of the Academy is that everyone has innate intuitive abilities that can be developed and utilized as a natural human sense.

Campus Vocational Program Admission and Entrance Policies

Academy of Intuition Medicine® admits students without regard to race, creed, color, sex, age, national origin, handicap, political or religious affiliations or beliefs.

The School documents completion of all components of its Master Certification in Intuition Medicine®. Though we recognize that you may have had similar training in the past, the campus vocational programs cannot accept previous educational experience as credit toward any of this course. Each module and component has been carefully planned.

Admission Requirements

In reference to California Education Code §94872, each new student is administered an entrance examination the Myers-Briggs Type Indicator (MBTI). The Academy has also developed a Self-Assessment Questionnaire that is qualitative and provides the Academy Director and instructors a better understanding of applicants and their expectations of the course.

The Academy requires a high school diploma level of education for admission into the Master Certification in Intuition Medicine Program (MIM). To apply for entry into the MIM program, applicants are required to write a letter of intention describing their personal goals, intentions and expectations of the Academy in addition to a Self-Assessment Entrance Questionnaire. These materials are reviewed with the applicant during a personal interview with the Director. Students who are deemed better served by another school are provided with referrals.

The Academy begins one Master Certification program per calendar year in May. The core classes pre-required for MIM are offered in September and January each year. For other programs and seminars see the Schedule of Classes section. Our website maintains all current dates.

General Admission Requirements for Campus Vocational Programs

1. Complete admissions application. [Please see course descriptions section for prerequisite requirements.]
2. Schedule an Academy orientation
3. Personal interview with the Academy Director.
4. Completion of MBTI Entrance Exam and Self-Assessment Questionnaire.
5. Complete enrollment agreement.
6. Complete financial arrangements.
7. Report to class per instructions.



Hours or credit earned through challenge examinations, achievement tests, or experiential learning are not accepted in the campus vocational programs.

The Academy of Intuition Medicine® & Energy Medicine University does not admit ability-to-benefit students.

The Academy of Intuition Medicine® & Energy Medicine University has not entered into any transfer or articulation agreements with any other college or university.

CLOCK HOURS OF INSTRUCTION

COURSE/PROGRAM NAME	CLOCK HOURS
Master Certification in Intuition Medicine®	1000
Certification Program - Intuition Medicine®	211
Professional Skills-MIM Graduate Program	96

SCHOOL OPERATIONS and POLICIES

Certificate of Completion

Upon satisfactory completion of campus vocational course requirements and satisfying financial obligations, the School will issue a certificate of completion. Instructors are not authorized to issue completion certificates. All completion certificates must have the signature of the Director to be valid. Any additional requests for certificates/ transcripts must be done in writing. Course completion records will be provided to students within two weeks of course completion.

Withdrawal/Termination

Upon withdrawal from a course, the school requests the student state in writing the reason for leaving. If a student's course is terminated by the school, official notification via certified mail or Federal Express delivery will be made.

Attendance Policies

The Academy attendance policy is designed to ensure that students maintain satisfactory progress. Students are expected to attend all classes, be on time, remain in class for the entire duration of the class, and be an active participant in their classes. If a student misses a class, the student is required to listen to the lecture tape of the missed class and then participate in a tutoring session with an Academy faculty member. In addition, students are required to take the missed class the next date it is offered.



Students must complete all classes. Students, who miss a class and do not make up the class within a six-month period, will be dropped from the program.

Grading Standards

For campus vocational programs, the Pass/Fail qualitative standard best measures a student's success. Qualitative assessments are based on consultations between faculty, the Academy Director, and the student's self-assessment.

Evaluation of student progress is ongoing. During the school's weekly pre-class preparation hour, the student's progress is discussed. When the student successfully integrates the material, the student is then advised to continue onto the next level of training.

Leave of Absence

A leave of absence shall be reasonable in duration not to exceed one calendar year. A leave of absence may be granted for military leave, pregnancy, personal difficulties, and medical reasons. Return from a leave of absence will be at the time the same course is offered again, and the schedule must be approved by the Academy Director.

A written request for a leave of absence must be formally presented to the school by the student. The Director will approve or deny the request and contact the student in writing. If a student fails to return from a leave of absence on the scheduled return date, he/she will be automatically terminated.

Tutor Program

Tutor Program for Students

The Tutor program was established to provide MIM students with support and technical assistance during the MIM program. People have gained immensely from working with this diverse network of advanced Academy of Intuition Medicine® practitioners and mentors.

The tutor is someone to ask questions of regarding class topics or learning issues. This person serves as both an energy healer and facilitator in your personal work and education. Every fifth month, tutors are rotated. This gives the student an opportunity to experience and learn from practitioners of differing perspectives.

This program is a way for the student to extend his/her spiritual community of friends, and to affirm and expand reality with people of like mind and contribute to the greater good of self and others.

Tutor Program Student Guidelines

The objective of the program is for a student to facilitate his or her practitioner ability. There are three five-month rotations during each of which students work with a different tutor. Each tutor relationship



is unique. Respecting individual personality and unique skills enhances the student's learning possibilities with each tutor.

The tutor is prepared to give an average of one hour per week depending upon need. This may take the form of:

- *Coaching:* A skills check for what is being taught in MIM class.
- *Q&A:* Answering questions regarding issues experienced as energy-related, you may be given an energy session and a recommendation for further work.
- *Consultation:* During the rotation, you will receive a full energy-systems consultation.
- *Reports:* Tutor discusses weekly assessment report which is given to the instructors for review.

Tutor Program for Graduates

The Tutor Program was established in order for Academy graduates to return support to the new Master Certification in Intuition Medicine students. As graduates know from their own experience as an MIM student, it is important to have a network of graduate level practitioners to communicate with. The following clarifies protocol regarding the expectations of graduate tutors. Basic guidelines are established and tutors are welcome to give more time and counsel.

The Tutor Program for Graduates is a way for graduates to extend their spiritual community of friends, affirm and expand your reality with people of like mind, and contribute to the greater healing of self and others.

For additional information, contact the Director.

Practicum

Practicum is an Academy member time to work with Alumni and Faculty as tutors. Practice includes: meeting with a tutor; lab sessions to hone meditation and healing skills; review of class lecture CDs; quiet personal meditation; exchange of ideas with peers and faculty.

Students can also spend quiet time in the research library reading our extensive collection of books, journals and listening to audio lectures and watching instructional video programs. Members' skill levels benefit through practicum mentoring and research library participation. Library research and Practicum by appointment with tutor or registrar.



Intuition Medicine® Certification Program

Course Statement

This vocational certificate course is designed for students who are interested in pursuing professional careers as Medical Intuitives, Intuition Medicine® Practitioner, Spiritual Coaches or integrating advanced intuitive skills into their existing careers. Students who take the course for their own healing and personal growth discover great improvement in their creativity, relationships, career, and all aspects of their lives.

Course Overview

The Intuition Medicine Certification consists of 85 hours lecture, 18 hours lab, 108 practicum hours for a total of 211 hours, over a period of 25 weeks, for 11 semester credits. Diploma and transcript provided upon completion.

Course Descriptions

The following core courses provide the framework for intuitive development. Through guided visualization, lecture, meditation, lab sessions, practicums and required text reading, each student's innate intuitive abilities are strengthened and integrated into a practical and contemplative life practice. A holistic approach within these courses allows for body, mind and spirit integration. Each new student is administered an entrance examination the Myers-Briggs Type Indicator (MBTI). Program completion certification is attendance in all five courses; practicums; lab sessions; and required reading materials.

Personality and Intuition: California Psychological Inventory (CPI)

Prerequisite: Application and entrance interview.

Completion: One day seminar plus personal assessment. Or online instruction with phone session assessment.

This course provides an opportunity to learn about one's own personality through the tools of psychological assessment. A knowledge and appreciation of the orderly and consistent variation in personality allows a deeper understanding of oneself and of others. This psychological component is designed to complement the conceptual framework of the Intuition Medicine program and to assist Academy members in their holistic integration of body, mind, and spirit on the journey of self-discovery. "Personality and Intuition" is a one-day seminar, with administration of the California Psychological Inventory, and a two hour interpretive session (to be scheduled at a later date) with Pamela Bradley, PhD. Students receive a detailed copy and written interpretation of their individual CPI report.



Ethical Considerations in Energy Medicine

Prerequisite: Application.

Completion: One day seminar or online instruction with written test.

Course Textbooks: Included in course fee, the handbook *Ethics in Energy Medicine*, by Midge Murphy, JD, PhD

There are no agreed upon ethical standards in the field of energy medicine even though ethical conduct plays a major role in the success of healing itself. Ethical standards are also vital to the integrity, authenticity, and acceptance of energy medicine practitioners in our society. This seminar will offer specific guidelines for ethical conduct, present potential problems, and explore questions and issues relating to ethics.

Intuition Medicine: Healing I

Prerequisite: Application and entrance interview.

Course Completion: 6 weeks class work, practicums with TAs and required texts

Course Textbooks: See Class Text List

In this course basic energy concepts and systems are introduced of Intuition Medicine practice of healing. Students learn diagnostic techniques for self-healing utilizing personal Life Force and Earth healing energies. Through meditation and hands-on exercises students work with: Grounding: our natural connection with the Earth; Aura: our natural protective force; Chakras: our energy anatomy focal points; Intuition Center; and Spiritual Guidance and Guides.

Intuition Medicine: Healing II

Prerequisite: Completion of Healing I

Course Completion: 6 weeks class work, practicums with TAs and required texts

Course Textbooks: See Class Text List

Using the tools introduced in Intuition Medicine: Healing I, students learn to diagnose and heal the basic energy systems of others. Diagnostic and healing modalities are taught and practiced include: Boundaries, Protection and Compassion; Spiritual Guidance and Guides; Universal Consciousness, Energy of Contracts; Cellular Healing Energy; and Protocol of Energy Healing with a Client.



Intuition Medicine: Meditation III

Prerequisite: Healing I & II

Course Completion: 5 weeks class work, practicums with TAs and required texts.

Course Textbooks: See Class Text List

Through meditation and lab sessions students experience the basic energetic systems of Grounding, Aura, and Chakras and gain an understanding of their functions within the practice of Intuition Medicine. Self diagnostic and healing techniques utilizing Kundalini energy taught include: Spiritual Healing with Light and Color; Emotional Boundaries; Cross- Cultural Reference of Kundalini Healing Energy; and Synchronicity, Prosperity and Intention Meditations.

Master Certification in Intuition Medicine® (MIM)

Course Statement

Francesca McCartney, PhD is the primary teacher along with senior faculty. Dr. McCartney is creator of the Intuition Medicine specialty which is a sub-set of Energy Medicine This course of studies is a specific concentration path within the field of Energy Medicine. All course material is the copyright of Francesca McCartney. Academy of Intuition Medicine is a registered trademark owned by Francesca A. McCartney. The Master Certification in Intuition Medicine (MIM) Program is a vocational experiential course of study in the science and practice of Intuition Medicine.

Intuition Medicine is a system of expanded perception of the world through the development of the human sense of intuition. This system, developed by Dr. McCartney, includes an integrated study of subtle energy systems and their connection to the physical anatomical systems. This model of Intuition Medicine and its hypotheses have been synthesized from Francesca's intuitive counseling of thousands of people and her study of science, spirituality, education and holistic medicine. This material and theory are not intended to be used in place of a doctor's advice. Rather, Intuition Medicine is intended to be used to increase the effectiveness of conventional diagnosis and treatment of body, mind and spirit.

This course offers in-depth exploration of advanced intuitive skills, energy healing and spiritual consultation concepts. Graduation requirements are: participation in practicums; lab sessions; a mid-term and final paper; and required reading texts. Weekly tutorial and assessments are given by the master students' graduate student tutor. Award of diploma is based on the completion of all requirements and a final assessment by the faculty instructors and director of the program.

Course Overview

The Master Certification in Intuition Medicine® Program consists of 50 formal 3-hour classroom lectures; 60 1-hour tutor sessions (see "Tutor Program" description); regular participation at practicums (see "Practicum" description); a mid-term exam and paper; a final exam and paper. The student is expected Effective August 1, 2014 – July 31, 2015



to practice and integrate the information into his/her daily life awareness. This program is offered once each year in May.

Hours for the Master in Intuition Medicine certification include 174 hours lecture, 67 hours lab, 371 practicum hours for a total of 612 hours, over a period of 92 weeks, for 33 semester credits. Extra-curricular study hours of 177 hours are expected. Prerequisite courses total 211 hours (see Prerequisites). Total hours to receive Master in Intuition Medicine certification are 1000 hours. Diploma and transcript provided upon completion.

Master Certification Program Work

Each classroom meeting consists of an intention meditation; a lecture on the module topic; panel work with a facilitator; discussion and homework assignments.

Prerequisites

High School Diploma or GED required. Students complete the short-term prerequisite courses before admissions into the Master Certification program: Intuition Medicine: Healing I, II and Meditation III; California Psychological Inventory; Ethics in Energy Medicine. No prior learning credit can be transferred into this program.

Also required are an application, letter of intention and interview with program instructor. On advisement of Dr. Pamela Bradley, our faculty psychologist, a therapeutic course of work may be required for final acceptance into this program. The MIM diploma is awarded after 1000 hours is completed which usually takes two and a half to three years of study depending on your schedule.

ANATOMY and HEALING

Anatomy and Healing

Prerequisite: One quarter of MIM

Completion: 8 weeks class work, practicums with TAs

Course Textbooks: See Class Text List

This course will combine the energetic and intellectual understanding of how the body works with Intuition Medicine tools. An understanding of the anatomical and physiological landscape from an intuitive perspective allows a deeper and more holistic perception to arise when working with self and clients. Students are encouraged to learn from both an intellectual and experiential perception, and to discover their own unique intuitive perception of how they “see” the inner layout and functioning of the body. The modalities of nutrition, botanical medicine, homeopathy, and Academy of Intuition Medicine will be cross-referenced. A holistic perspective is taught with respect to all aspects of body, mind, emotions, energy, and spirit as complementary to the healing process.

MIM Course Textbooks: See Class Text List



MIM Course Description

The MIM program is taught as nine course modules with required texts:

Module 1: Energy Anatomy of the Grounding, Aura, Chakra Systems.

Module 2: Energy Contracts: Lessons, Personal Path.

Module 3: Past Lives: Karma and the Present Now.

Module 4: Male/Female Energy Anatomy System.

Module 5: Astral Body System and Dreams.

Module 6: Spiritual Incarnation System™: is an energy system researched by Dr. McCartney.

Module 7: Physio-Psychic System™: is an energy system researched by Dr. McCartney.

Module 8: Intention and Spiritual Abundance.

Module 9: Internship.

Mid-Term Examination

The mid-term exam is administered to each student in a classroom session by the assigned MIM tutor. A final, written evaluation of the student's exam results is completed by the MIM instructor. Course evaluation is in the form of a complete or incomplete determination.

Final Examination

The final exam is administered to each student in a classroom session by the assigned MIM tutor. A final, written evaluation of the students' exam results is completed by the MIM instructor. Course evaluation is in the form of a complete or incomplete determination.

Professional Skills Program

Prerequisite: MIM certificate.

The Professional Skills Program for Master in Intuition Medicine alumni is a twelve seminar course in the professional practice of Intuition Medicine. The program is designed for students interested in pursuing professional careers as Medical Intuitives, Intuition Medicine® Practitioners, Spiritual Coaches, Complementary care practitioners or integrating advanced intuitive skills into their existing careers. Some alumni take the course for their own healing and personal growth and to continue their vocational training. This program offers the same topics of study offered in the MIM program with an emphasis on professional communication protocol. This program consists of instructor-led training and dedicated hands-on procedures designed to practice or demonstrate a particular concept and/or skill. The



Professional Skills Program consists of 96 hours, per 12 months of seminars, for a total of 6 semester credits.

Campus Vocational Class Schedule

Our website maintains current dates: www.IntuitionMedicine.org

Master Certification in Intuition Medicine® Program:

Begins each year in May through June of the following year. With Internship through September.

Tuesdays/Thursdays, 7:00pm-9:30pm

Anatomy and Healing

Mondays, 7pm-9:30pm

Intuition Medicine: Healing I

Tuesdays/Thursdays 7pm-9:30pm

Intuition Medicine: Healing II

Tuesdays/Thursdays 7pm-9:30pm

Intuition Medicine: Meditation III

Tuesdays/Thursdays 7pm-9:30pm

Ethical Considerations in Energy Medicine

Saturdays, 9am-4pm

Personality and Intuition—California Psychological Inventory

Saturdays, 1pm-5pm

Professional Skills Program

Saturdays, 10am-5pm

Practicum

Wednesdays, 7pm-8:30pm

Research Library

Scheduled in accordance with administrative hours. Contact office for days/times.

Effective August 1, 2014 – July 31, 2015



Campus Vocational Program Faculty

The campus vocational program faculty credentials and biographical description located under AIMEMU Professors Section.

Pamela Bradley, PhD, MIM

Faculty Instructor

- Personality and Intuition:
California Psychological Inventory

Francesca McCartney, PhD

Founder, Faculty Instructor

- Master Certification in Intuition Medicine®
- Intuition Medicine® Program

Michael McCartney, BA, MBA, MIM

Faculty Instructor

- Professional Skills Program

Midge Murphy, JD, PhD

Faculty Instructor

- Ethical Considerations in Energy Medicine

Melissa Patterson, CMT, MIM, ND

Faculty Instructor

- Anatomy and Healing



Campus Vocational Program Course Costs

Program	Registration Fee Non-Refundable	**Student Tuition Recovery Fund Non-Refundable	Tuition Payment Period 1 Quarter 1	Tuition Payment Period 2 Quarter 2	Tuition Payment Period 3 Quarter 3	Tuition Payment Period 4 Quarter 4	*Total Cost
MIM	\$75	.50 per \$1000	\$1125	\$1125	\$1125	\$1125	\$4577.50
IMC	\$75	.50 per \$1000	\$480	\$480	\$400	\$575	\$2011.00
Professional Skills	\$0	.50 per \$1000	\$200	\$200	\$200	\$200	\$800.50

Tuition Payments

At the student's option payment may be made in full for the program tuition and fees including any institutional loans after the student has been accepted and enrolled and the date of the first class session is disclosed on the enrollment agreement.



COURSE TEXTBOOKS

See the complete listing of course books at our online bookstore on our website:

<http://astore.amazon.com/academyofintuitionmedicine-20>

Intuition Medicine® : Healing I:

Gawain, Shakti. *Creative Visualization*.

Leadbeater, C. W. *The Chakras*.

Leadbeater, C. W. *Man Visible and Invisible*.

McCartney, Francesca. *Intuition Medicine®: The Science of Energy*.

McCartney, Francesca. *Body of Health: The New Science of Intuition Medicine® for Energy
& Balance*.

Intuition Medicine® : Healing II:

Bruyere, Rosalyn L. *Wheels of Light: Chakras, Auras, and the Healing Energy of the Body*.

Leadbeater, C. W. *Clairvoyance*.

McCartney, Francesca. *Intuition Medicine®: The Science of Energy*.

McCartney, Francesca. *Body of Health: The New Science of Intuition Medicine® for Energy
& Balance*.

Intuition Medicine® : III

Bentov, Itzhak. *Stalking the Wild Pendulum: On the Mechanics of Consciousness*.

Bentov, Itzhak. *Brief Tour of Higher Consciousness: A Cosmic Book on the Mechanics of Creation*.

Lieberman, Jacob. *Light: Medicine of the Future*.

McCartney, Francesca. *Intuition Medicine®: The Science of Energy*.

Sannella, Lee. *The Kundalini Experience*.



MIM Modules:

Module #1: Energy Anatomy: Grounding, Aura, Chakra Systems and Past Lives

Brennan, Barbara Ann. *Hands of Light: A Guide to Healing Through the Human Energy Field.*

Cayce, Charles Thomas. *Edgar Cayce You Can Remember Your Past Lives.*

Module #2: Energy Contracts: Lessons, Personal Path

Myss, Caroline. *Anatomy of the Spirit..*

Myss, Caroline. *Sacred Contracts.*

Module #3: Past Lives: Karma and the Present Now

Cayce, Edgar Evans. *Edgar Cayce's Story of Karma.*

Dossey, Larry. *Reinventing Medicine.*

Leadbeater, C. W. *Soul's Growth through Reincarnation.*

Tolle, Eckhart. *The Power of Now: A Guide to Spiritual Enlightenment.*

Module #4: Male/Female Systems

Bolen, Shinoda. *Goddesses in Everywoman: A New Psychology of Women.*

Bolen, Shinoda. *Gods in Everyman: A New Psychology of Men's Lives and Loves.*

Johnson, Robert A. *He: Understanding Masculine Psychology.*

Johnson, Robert A. *She: Understanding Feminine Psychology.*

Johnson, Robert A. *We: Understanding the Psychology of Romantic Love..*

Module #5: Astral Body

Leadbeater, C. W. *The Astral Plane: Its Scenery, Inhabitants & Phenomena.* Theosophical

Monroe, Robert A. *Far Journeys.*

Monroe, Robert A. *Journeys Out of the Body.*

Monroe, Robert A. *Ultimate Journeys.*

Module #6: Spiritual Incarnation System™

Klimo, Jon. *Channeling: Investigations on Receiving Information from Paranormal Sources.*

Naparstek, Belleruth. *Your Sixth Sense.*

Reed, Henry and Charles Thomas Cayce (Editor). *Edgar Cayce on Channeling Your Higher Self.*

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Module #7: Physio-Psychic System™

Barbour, Julian B. *The End of Time: The Next Revolution in Physics.*

Hunt, Valerie V. *Infinite Mind: Science of Human Vibrations of Consciousness.*

Pert, Candace. *Molecules of Emotion: Why You Feel the Way You Feel.*

Bruce Lipton , *Biology of Belief.*

David Feinstein, *The Promise of Energy Psychology.*

Jeffrey Satinover, *The Quantum Brain.*

Module #8: Synchronicity, Intention and Spiritual Abundance

Chopra, Deepak. *How to Know God: The Soul's Journey into the Mystery of Mysteries.* Three

Dossey, Larry. *Healing Words: The Power of Prayer and the Practice of Medicine.*

Hayes, Louise. *Self-Healing: Loving Affirmations for Achieving and Maintaining Optimum Health*

Module #9: Internship

Feinstein, David, *Ethics Handbook for Energy Healing Practitioners*

Anatomy and Healing:

Myss, Caroline. *Anatomy of the Spirit.*

Clayman, Charles. *The Human Body.*

Ethical Considerations in Energy Medicine:

Murphy, JD, PhD, Midge. *Ethics in Energy Medicine.*

Personality and Intuition: California Psychological Inventory:

Hammer, Allen L. *Introduction to Type and Careers.*

Hirsh, Sandra Krebs and Kummerow, Jean. *LifeTypes.*

Kroeger, Otto and Thuesen, Janet M. *TypeTalk.*

Kroeger, Otto and Thuesen, Janet M. *TypeTalk at Work.*

Myers, Isabel Briggs. *Gifts Differing: Understanding Personality Type.*

Myers, Isabel Briggs. *Introduction to Type.*



ACKNOWLEDGEMENT AND RECEIPT OF SCHOOL CATALOG

Academy of Intuition Medicine® & Energy Medicine University

Campus Vocational Programs

Campus: Bridgeway Boulevard, Sausalito, CA 94965 USA

Postal: PO Box 1921 Mill Valley, CA 94942 USA

- ✓ I have received a copy of the school catalog that contains the rules, regulations, course completion requirements, and costs for the specific course in which I have enrolled.
- ✓ I have read the School Performance Fact Sheet provided by the School.

Print Name: _____

Signature: _____

Enrolled by: _____ Date: _____



Distance Learning Programs – Energy Medicine University

Dear Prospective Student:

Welcome to **Energy Medicine University the Distance Learning Graduate Program of the Academy of Intuition Medicine® & Energy Medicine University**. The School is a private higher education institution whose central mission is the development, cultivation and enrichment of the human mind and spirit. The distance education arm of the school, Energy Medicine University is dedicated to distance education instruction reaching students across the nation and around the world.

Energy Medicine University distance education was established in 2006 as the graduate degree school of the Academy of Intuition Medicine® & Energy Medicine University, and a division of Intuitive Development, Incorporated. The Academy was founded in 1984.

Energy Medicine University accepts transfer units from accredited universities and colleges toward a degree of **MS in Integrative Holistic Health or a PhD in Integrative Holistic Health**. The faculty of Energy Medicine University offers students a highly professional, specialized group of professors. EMU offers the following programs:

Distance Education Programs

Master of Science in Integrative Holistic Health

Doctor of Philosophy in Integrative Holistic Health

Non-Degree Certificate Program

Concentrations

Bioenergetics, Biophysics, Bioenergy Economy & Psychosomatic Health, Consciousness and Nature, Consciousness and the Creative, Controlled Remote Viewing, Energy Psychology, Energy Medicine, Hermetic Disciplines, Intuitive Counseling, Holistic Leadership in Organizations, Integral Psychology, Medical Intuition, Organizational Transformation, Spirituality & Health

California statute requires that a student who successfully completes a course of study be awarded an appropriate diploma verifying the fact. Prospective enrollees are encouraged to discuss personal educational with school personnel prior to enrolling or signing enrollment agreements.

All information in the contents of this school catalog is current and is so certified as true by the Founder/President.

Francesca McCartney, PhD
Founder/President



FACULTY PROFESSORS and COURSES

William F. Bengston, PhD

- ✚ Sociology of the Paranormal
- ✚ Research Methods
- ✚ Applied Statistics

Daniel J. Benor, MD, ABHM

- ✚ Phenomenology Research of Wholisitic Spiritual Healing
- ✚ Phenomenology Theory of Wholisitic Spiritual Healing
- ✚ WHEE: Wholistic Hybrid – EMDR and EFT - Theory and Clinical Practice

Richard Blasband, MD

- ✚ Functional Medicine and Research

Pamela Bradley, MIM, PhD

- ✚ Personality and Intuition in Psychology

Mali Burgess, CMT, PhD

- ✚ Consciousness and Nature - Concentration
- ✚ Consciousness and the Creative - Concentration

Catherine Crawford, LMFT, ATR

- ✚ The Spiritual Life of Children

York Dobyys, PhD

- ✚ Survey of Statistical Methods and Reasoning
- ✚ Literature Survey

Donna Eden, CMT

- ✚ A Hands-On Introduction to Energy Medicine

Mahboubeh Farzanegan, MD

- ✚ Bioenergy Economy & Psychosomatic Health - Concentration
- Effective August 1, 2014 – July 31, 2015



David Feinstein, PhD

- ✚ A Hands-On Introduction to Energy Medicine
- ✚ Introduction to Energy Psychology

Farzad Goli, MD

- ✚ Bioenergy Economy & Psychosomatic Health – Concentration

Maria Owl Gutierrez, MA, CCHT, MIM

- ✚ Introduction to Shamanism: Practices and Beliefs
- ✚ Indigenous Medicine: Multi-dimensional Ways of Healing
- ✚ Program Planning

Mary Hammond, MA, LPC

- ✚ Depression Free with Energy Psychology
- ✚ The Power of Energy Psychology with Children in Play Therapy
- ✚ The Power of Energy Psychology and Addictions
- ✚ PTSD Free with Energy Psychology

Gloria Horsley, RN, MIM, MFT, PhD

- ✚ Working with Bereaved Clients
- ✚ Extended-Family Therapy

Heidi Horsley, LMSW, MS, PsyD,

- ✚ Working with Bereaved Clients
- ✚ Extended-Family Therapy

Chuck R. Laurenson, MIM, MS

- ✚ Mentorship in Statistical Analysis

Francesca McCartney, PhD

- ✚ Intuition Medicine®: Energy Anatomy
- ✚ Intuition Medicine®: Healing Systems
- ✚ Kundalini Energy: Investigations in Transcendence Healing



Midge Murphy, JD, PhD

- ✚ Ethics and the Law in Energy Medicine
- ✚ Ethics in the Practice of Complementary and Alternative Medicine

James Oschman, PhD

- ✚ Biophysics in Energy Medicine
- ✚ Energy Medicine in Therapeutics

Harry Owens, MD, MIM

- ✚ Organizational and Personal Transformation
- ✚ Creating Environments that Heal

Melissa Patterson, MIM, ND

- ✚ Medical Intuition: Physiology and Subtle Energy
- ✚ Medical Intuition: Physiology and Chakra System

Cay Randall-May, Rev, PhD

- ✚ The Intuitive Career: Historical Perspectives
- ✚ The Intuitive Career: Contemporary Options
- ✚ The Art of Healing

Beverly Rubik, PhD

- ✚ The Biofield: Toward a Scientific Foundation for Energy Medicine
- ✚ The Science of Bioelectromagnetics and Its Clinical Applications
- ✚ Heart Rate Variability in Research and Clinical Practice
- ✚ Research Design and Methodology

Albert So, PhD

- ✚ Introduction to Scientific Feng Shui

Barbara Stone, PhD, LISW, DCEP

- ✚ Invisible Roots of Illness
- ✚ Clearing Past Life Trauma and Other Intuitive Level Disturbances



Dominique Surel, DM, MBA, PhD

- ✚ Controlled Remote Viewing - Concentration
- ✚ Holistic Leadership in Organizations - Concentration

Lucia Thornton, RN, MSN, AHN-BC

- ✚ Whole-Person Caring

EMU Professor

- ✚ Thesis/Dissertation Project Proposal
- ✚ Thesis/Dissertation Research and Writing Project
- ✚ Thesis/Dissertation Oral Exam/Defense
- ✚ Special Topics
- ✚ Internship in Energy Medicine
- ✚ Explorations in Holistic Health
- ✚ Prior Learning Portfolio

Mission Statement

Energy Medicine University is dedicated to providing higher education of academic excellence for study and research in the field of Energy Medicine. Energy Medicine encompasses alternative, bioelectric, complimentary, holistic, indigenous, integrative, intuitive, spiritual, and traditional modalities.

Furthermore Energy Medicine University strives to offer unique opportunities world-wide for adults to enter flexible, self-paced programs of higher education which are challenging and achievable, and which provide access to qualified faculty in a joint commitment to individualized distance learning.



Philosophy

Our purpose is to fill the need for a quality program which educates students at a higher degree level to be fluent in the art and science of the vocational and institutional field of Holistic Health and Energy Medicine. Our professors are among the most highly qualified instructors in their respective area of expertise. Energy Medicine University is a fully distance learning institution.

As an institution of higher learning, Academy of Intuition Medicine® & Energy Medicine University fulfills its mission by providing vocational, undergraduate and graduate learners from throughout the world opportunities to engage in a process-centered curriculum where learners become actively involved in organizing their own knowledge and experiences, rather than merely storing content put together for them by someone else. The educative process is based on an epistemological rationale that the way a learner organizes knowledge has a great deal to do with the role that knowledge plays in future thinking and the use that is made of it later on. The Academy and University does the things that most other universities do, but it does them as a fruition of commitment to a process-centered curriculum.

The University addresses the needs of a wide range of learners who are both academically qualified for and genuinely interested in the type of education it offers. The University serves adult learners whose education has been interrupted and who desire to complete the requirements for a university degree or certification. Meeting the needs of the wide diversity of adults from a variety of world cultures requires a corresponding diversity of educational programs and instructional strategies.

This Institution seeks to encourage and enable each learner to learn as much as possible. To this end promotes intellectual excellence in four complementary ways. Instruction and learning are designed to convey that: there are no single right answers; there are limited appropriate ways to obtain answers; there are limited criteria by which to judge the appropriateness of answers; and deriving answers is a process rather than a product.

In striving toward recognized excellence, the University continues to recruit, support, and nurture teacher-scholars who are distinguished for their intellectual competence and ability to develop and deliver distance learning which addresses the mission of the University.

In keeping with its philosophy, the University is committed to the following institutional goals:

To provide an open door to students who exhibit a sincere interest in continuing their education through independent guided study.

To provide an opportunity for self-inquiry, collaborative research, exploration and innovation as a result of interaction between students and faculty.

To maintain high standards of quality in the selection of faculty, requirements for completion, and evaluation of students.



To promote a learning environment which takes advantage of both traditional and non-traditional sites, and multiple human and technical resources throughout the world.

Admission and Entrance Policies

Energy Medicine University welcomes diversity and admits students without regard to race, creed, color, sex, age, national origin, handicap, political or religious affiliations or beliefs.

The School does not admit ability-to benefit students.

PROGRAM AUDIENCE

The Degree Program is designed to serve the needs of adult learners; professionals currently in a health care practice; those seeking a degree in the growing field of Integrative Holistic Health and Energy Medicine specialties; as well as those individuals seeking an education in states of Human Consciousness. The program audience includes:

- Psychologists and Practitioners whose career or personal interests move them into the fields of Consciousness, Intuition, Spirituality, Complementary, Integrative or Alternative Healing, or Transpersonal Studies and Counseling.
- Practitioners of mind/body relationship modalities interested in the nature of Consciousness and Healing.
- Teachers and Counselors who wish to add to their current understanding of Consciousness, Healing and Transpersonal Relationships.
- Professionals who wish to incorporate a greater understanding of the Human Condition onto their practice.
- Organizational Psychologists, Consultants, and Business People interested in adding the perspective of the nature Human Consciousness into their profession.
- Spiritual Psychologists, Spiritual Counselors and Pastoral Counselors interested in building their understandings and skills.
- Experimental or Research Psychologists, Practitioners of contemporary non-traditional research design and qualitative studies in alternative psychology.
- Individuals interested in areas such as: Spiritual Psychology, Metaphysics, Divinity, Parapsychology, Noetic Studies, Gnostic Studies, Shamanic Studies, Mysticism, Alternative Psychologies, Expressive States, the Death-and-Dying Process, or other Transformational Processes.



Degree Programs Admissions Requirements List

Admission Requirements for the Master Program:

1. Bachelor degree from: a United States Department of Education (USDE) regional or national accrediting body; or a degree granting institution approved by the Bureau of Private Postsecondary Education (BPPE); or from a recognized International College or University. All official transcripts delivered to our administrative office directly from applicant's degree institutions. Transcripts created in languages other than English must be submitted as literal translations prior to admission and must be sent for evaluation to the American Association of Collegiate Registrars and Admissions Officers (see page 35 for more information).
2. A narrative letter of introduction describing your academic and career goals as well as your personal interest in the field of Holistic Health/Energy Medicine. Or a description of your established competency in a Health/Energy Medicine specialty as a professional career, educational study, or mentorship/internship program. Admission determined by portfolio and interview.
3. Fluency in computer, email and Internet usage and current Microsoft Word program. Fluency in the English language.
4. Access to college-level library resources for the period required for completion of the degree program.

Admission Requirements for the Doctoral Program:

1. All of the above requirements plus a Masters degree from an International, USDE or BPPE recognized University or College. All official transcripts must be sent to our administrative office directly from applicant's degree institutions.

Application for Admission Requirements Checklist for Degree Program:

Note: All official transcripts and documents as well as letters of recommendation and prior internship verification must be sent to the University's administrative office directly from applicant's degree and internship institutions.

1. Submit completed admissions application (see last pages) with \$100 check or money order. This is a non-refundable application fee.
2. Submit two letters of recommendation from people who have direct knowledge of your academic and professional performance.



3. If relevant: Submit two letters of verification from people who are familiar with or supervise your internship or professional work in the field of holistic health/energy medicine.
4. Submit current resume or curriculum vita.
5. Academic writing sample.
6. Submit two recent passport size photographs for student ID card.
7. Fulfillment of admission requirements.
8. Interview with admissions committee.
9. Complete all admissions requirements paperwork.
10. Complete enrollment agreement.
11. Complete financial arrangements.

Application and Admission Requirements for the Non-Degree Certificate Program:

Non-Degree Certificate Program Admissions

Applicants must be high school graduates or have the equivalent education as indicated by a GED diploma. And meet the general admissions requirements of the University, as well as specific requirements of the Certificate program. Certificate Programs are open to non-degree students. The Certificate program is 18 semester credit hours. EMU offers two five-month semesters per calendar year commencing the first of September and March. Students may enroll in one or more courses per semester.

Each of the six courses earns 3 semester credits. Certificate program requirements are satisfied after completion of 18 credits of coursework. Tuition is \$400 per credit unit; plus non-refundable application and registration fees.

Upon advisement of the admissions committee, for students matriculating into the degree program, certificate coursework may satisfy degree electives. Note: Admission to the degree program is separate from enrollment as a non-degree/certificate student.

APPLICATION TO THE CERTIFICATE PROGRAM CHECKLIST

The following items are required from each Certificate Program applicant for the admissions process:

1. Submit completed admissions application (see last pages) with \$100 check or money order. This is a non-refundable application fee.
2. Submit two recent passport size photographs for student ID card.



3. Official transcripts postal mailed from the institutions of completion: High School diploma, AA, college, University, diplomas, courses, or other postsecondary education. Applicants must be high school graduates or have the equivalent education as indicated by a GED diploma.
4. Autobiographical statement which is your introduction to both EMU and each of your professors: A narrative letter of introduction describing your academic and career goals as well as your personal interest in the field of Holistic Health/Energy Medicine. Or if applicable, a description of your established competency in a Holistic Health/Energy Medicine specialty as a professional career, educational study, or mentorship/internship program.
5. Submit current resume or curriculum vita.
6. An academic writing sample may be requested but is not conditionally required.
7. Interview with admissions committee in person, via skype or telephone.

CERTIFICATE PROGRAM CONCENTRATIONS

Certificates are available to both matriculated and non-matriculated/non-degree-seeking students in any of the Concentrations listed below. To earn a certificate, students need to complete the six 3-credit certificate courses in one of the Concentrations. Students will earn 18 semester units with completion of the certificate program.

Concentrations: See Degree Program section for listing of courses within these Concentrations.

- ❖ Bioenergetics
- ❖ Bioenergy Economy & Psychosomatic Health
- ❖ Biophysics
- ❖ Consciousness and the Creative
- ❖ Consciousness and Nature
- ❖ Controlled Remote Viewing
- ❖ Energy Psychology
- ❖ Hermetic Disciplines
- ❖ Holistic Leadership in Organizations
- ❖ Integral Psychology
- ❖ Intuitive Counseling
- ❖ Medical Intuition
- ❖ Organizational Transformation
- ❖ Spirituality & Health
- ❖ Energy Medicine - This concentration is comprised of any six EMU course offerings



Tuition Payments

Tuition must be paid in full before each semester commences. Option of monthly payments is available with an additional administrative fee of \$25 per payment incurred. Late charge of \$25.00 is incurred if optional monthly payment is not received by the tenth of the month. Visa and MasterCard; checks, money orders and bank transfers are accepted. See tuition chart for payment plan schedule. Semester does not commence until tuition is received. Instruction is halted if student fails in tuition payment. Instruction resumes upon financial responsibility fulfillment.

Distance Learning Operations & Policies

Degrees and Transcripts

Upon satisfactory completion of course requirements and satisfying financial obligations, Energy Medicine University will issue an MS or PhD in Integrative Holistic Health degree diploma and final transcript. Professors are not authorized to issue degree diplomas. All degree diplomas must have the signature of the President to be valid and the University seal. Any additional requests for degrees/transcripts must be done in writing. Course transcript records will be provided to students within two weeks of degree completion.

Withdrawal/Termination

Upon withdrawal from a course, the school requests the student to state in writing the reason for leaving. If a student's course is terminated by the school, official notification will be made via email, certified mail or Federal Express delivery.

Course Completion and Communication Policies

Course completion policy is designed to ensure that students maintain satisfactory progress. Students are expected to complete all required coursework within the five-month semester in which they are enrolled; satisfactorily pass the essay or oral exam; and be an active participant in their course. Students must earn a Pass on the defense of dissertation and oral examination of thesis.

Students must complete all courses within the allotted five-month semester which is calculated from the commencement of the first course. Students who do not complete a course and do not complete the course with permission from their instructor, within the following five-month period, will be given an unsatisfactory for that course and will be required to reenroll and pay full tuition in order to fulfill completion of that course. Options: A student may request from instructor a 30 day grace period to



complete course with no additional tuition fee charged. Or, student may request from instructor a 3-month or 6-month course continuation option in order to complete the course. An additional tuition fee will be charged for course continuation option. The fee charged will be according to the University's fee schedule.

Faculty-Student Communication

In regard to lessons, projects, theses and dissertations, the student must agree in writing to respond to all telephone or other electronic communications with the faculty and the University Administration within 3 days of receipt and within 10 days of receipt of written correspondence.

It is essential that all parties respond quickly to correspondence from students, faculty or administration. Reply to a written communication within one week of receipt. A message by telephone, email and fax should be acknowledged within three days of receiving the message. If an answer cannot be given immediately to a communication, at least indicate that the message has been received and give an idea as to when the request will be addressed in greater detail. When faculty will be away for a period of time it is expected that they communicate the dates of their absence to their student and also to the administration by contacting the Administration.

Evaluations Reports

Midway through each semester, the Registrar will send a Mid-Term Progress Report by email to you and your supervising faculty instructor(s). You are required to return this within thirty days for, if there are any matters that require attention, the Registrar will follow up the matter with the appropriate person. We want to be sure that your program is matching your expectations and that you are mastering the organizational skills required to study at a distance. You are also required to submit your Course Completion Evaluation Form within two weeks from the end of semester in order to have your grades recorded for that semester work.

Attendance Policy

Regular and punctual attendance at all scheduled classes and during externship is expected of all students and is regarded as integral to course credit. When a student registers, that student accepts the responsibility of attending all classes on campus and Internet convened sessions; as well as, completing all class work assigned by the instructor. Beginning with the first class period, instructors will record absences at each class meeting and this information is entered in the student's permanent record.

To maintain satisfactory attendance a student may not miss in excess of 20% of the scheduled class sessions of a grading period. At the end of the grading period, if a student has missed in excess of 20% of the grading period, he / she will be placed on attendance probation beginning with the next grading period.



While on attendance probation a student may not miss in excess of 20% of the scheduled class sessions of the grading period. If at the end of the grading period for which a student is on attendance probation the student has violated the terms of probation, the student will be immediately withdrawn.

If a student on attendance probation does not exceed the 20% rule during the grading period, the student will be removed from attendance probation.

The institution reserves the right to sever its relationship with any student who incurs excessive absences. A student who misses an announced test, any examination, or class work shall receive a "0" on the test, examination, or class work unless the instructor deems the absence to be of a justifiable nature; then the student will be allowed to make-up the work.

Each student is directly responsible to the individual instructor and registrar for absences and for making up work missed.

Any student who misses ten (10) consecutive scheduled class sessions and does not return on the 11th session will be withdrawn, regardless of their attendance status. Students on externship must adhere to the 10-day attendance rule.

A student who has excessive absences and is terminated has the right to appeal in writing to the institution. For more information about the appeal process, contact the CEO or the Office of the Registrar.

Grading Standards for Distance Learning Courses

Course grades are based on the following elements of a student's participation and accomplishment. In determining grades the instructors generally use the following formula:

- Reading required texts and on-line readings – 25%
- Email and Internet Discussions – 25%
- Course Paper or Project – 30%
- Essay or Oral examination – 20%

Using this technique, there will be 100 points assigned to the course. Final semester grades will be calculated as follows:

- 92-100 points = A range
- 86-91 points = B range
- 80-85 points = C range
- 80-80 points = D range
- Under 80 points = F
- 0 points Incomplete = I

Effective August 1, 2014 – July 31, 2015



Grading Standards for Thesis/Dissertation

P = Pass

H = Honors

F = Fail

Leave of Absence

A leave of absence shall be reasonable in duration not to exceed one calendar year. A leave of absence may be granted for military leave, pregnancy, personal difficulties, and medical reasons. Return from a leave of absence will be at the time the same course is offered again, and the schedule must be approved by the academic office.

A written request for a leave of absence must be formally presented to the school by the student. The academic office will approve or deny the request and contact the student in writing. If a student fails to return from a leave of absence on the scheduled return date, he/she will be automatically terminated.

Leave Registered

If a student wishes to accomplish work on incomplete courses during a leave of absence they must pay a registered fee during those semesters of leave. The fee charged according to the University's fee schedule.



HISTORY of HOLISTIC and ENERGY MEDICINE

In the 1960s Humanistic Psychology became the first major "alternative" movement in modern Health Care. In the 1980s Holistic Medicine was introduced; soon thereafter, the terms Complementary, Integral, Quantum, Integrative, and Alternative Medicine became synonyms for concepts of Health Care that did not fit into the allopathic convention that has dominated American Medicine for almost a century. In 1989, Dr. Elmer Green and colleagues substantiated the comprehensive and inclusive term, "Energy Medicine" by founding The International Society for the Study of Subtle Energies and Energy Medicine (ISSSEEM). A few years later, Congress mandated the National Institutes of Health Office of Alternative Medicine, later converted into the Institute of Complementary and Alternative Medicine, and most recently designated as the National Center for Complementary and Alternative Medicine. NCCAM currently identifies five fields of complementary and alternative medicine:

- Alternative Medical Systems
- Mind-Body Interventions
- Biological-based Therapies
- Manipulative and Body-based Methods
- Energy Therapies

Energy medicine as it is practiced and studied is not restricted to what NCCAM includes in Energy Therapies, but also overlaps with practices in the other four NCCAM fields, such as the Alternative Medical Systems of Ayurvedic Medicine and Traditional Chinese Medicine.

During this forty-five year evolution, Americans and Canadians have embraced the many therapeutic approaches offered by the proponents of these movements. Now, each year almost half of Americans use some alternative therapy. Medical schools and hospitals are tentatively offering a few courses and programs which barely scratch the surface of the rich resources of Humanistic, Holistic, Complementary, Integral, Quantum Integrative, Alternative, and Energy Medicine.

The Field of Energy Medicine

Energy Medicine includes all concepts of energy: light, sound, electro-magnetism, body, mind and spirit. In addition to concepts central to electro-chemical physiology, older traditions of "life force" or "élan vital" are commonly found in the discourses of Energy Medicine. From Taoist alchemy and Chinese



Medicine comes the principle of Chi, with its Cosmic and Microcosmic cycles and flows through the channels or meridians in the physical body. From Yogic Hinduism comes the breath or Prana, and the principles of multiple energy vortices in the body – the Chakras, and especially the concepts of multiple bodies beyond the flesh and blood physiological body, conceived in various systems as layers such as the etheric body, the astral body, the emotional body, the mental body, and the spirit bodies.

Many roots and paths have contributed to these ecumenical and syncretic endeavors that are loosely allied around the concept of energy. The psychology of Carl Jung, with his conception of the collective unconscious and especially his emphasis of myth and Kundalini Yoga is a major root. Another main stream is Christian mysticism in its many forms. Christian Science and the spiritual healing practices of both conventional religious denominations and the

"New Thought" churches such as Unity and Science of Mind are also threads that underlie various practices in energy medicine. Recent studies on the healing efficacy of prayer are contributing to the resurgence in spiritual healing. Northern European folk healing traditions have come in through Naturopathy and the teachings of skilled healers such as Olga Worrall and Hanna Kroeger. On the more intellectual side, the emphasis on Spirit also has roots in American Transcendentalism and from Northern Europe, in German Idealism, which was heavily influenced both by the Hermetic Alchemical tradition coming via the Arabs in the fourteenth century from late Alexandrian Greek culture, and by Chinese Alchemical traditions coming into Continental Europe in the seventeenth century via the Jesuits, such as in the work of Athanasias Kircher. The Hindu Yogic revival in Europe comes in the Nineteenth century such as through the Theosophy of Madam Blavatsky and the later Anthroposophy of Rudolph Steiner, and then again in the second half of the Twentieth century in both Europe and America, as part of the enthusiasm for meditative disciplines and consciousness studies.

The work of Dr.'s Elmer and Alyce Green in the 1960s with their colleagues at the Menninger Clinic in Topeka, Kansas, pioneered investigations in biofeedback studies and what they preferred to call voluntary control of autonomic physiological processes. The Green's world view and research questions were influenced by their own exposure to traditions of psychic healing in the early Twentieth century and their researches in India in the 1960s, studying the physiology of Yogic adepts and Tibetan Tantric trance meditators.

Dr. Green and associates founded ISSSEEM as an interdisciplinary association for the study of energetic and informational interactions, to explore the concepts of subtle energies in the experience of consciousness, healing, and human potential. ISSSEEM is intended as a bridging organization for scientists, clinicians, therapists, healers, and any other interested people. This is an interdisciplinary professional organization representing the entire field of Energy Medicine. (Williams, 2004).



Specialties in Holistic and Energy Medicine

Acupuncture/Acupressure	Literature reviews, systematic reviews and meta-analyses research
Anthroposophy	Massage
Aromatherapy	Meditation
Ayurveda	Medical Acupuncture
Bioelectromagnetic therapy	Mind-body therapies (including behavioral and educational aspects)
Biofeedback	Naturopathy
Botanical medicine	Nonlocal therapies
Chiropractic	Osteopathic medicine
Craniosacral therapies	Orgonomy
Creative therapies (including art, dance, drama, and music)	Qigong
Flower and gem essences	Polarity Therapy
Diet/Nutrition/Nutritional supplements	Psychoneuroimmunology
Environmental medicine	Psychotherapy
Five Element Chinese Medicine	Reflexology
Health promotion	Reiki
Homeopathy	Relaxation/stress reduction
Hypnotherapy	Spiritual/transpersonal healing/prayer
Healing Touch	Therapeutic Touch
Imagery	Tibetan Medicine
Indigenous medical practices	Traditional Chinese Medicine
Intuition practices	Yoga

Recently holistic/energy medicine has come under increasing study by the scientific community. While holistic/energy medicine has existed in various forms for centuries, the current field does not have one absolute definition. The answer to the question "What is holistic/energy medicine?" varies according to



the practitioner. There is no standard scientific understanding or precise meaning of these ideas in the Western scientific paradigm, although various explanations are offered for holistic/energy medicine in terms of a vital force or life energy. A new paradigm for researching biology and medicine based on energy information is required to define holistic/energy medicine. (Rubik, 1995) Today, holistic/energy medicine is practiced in many forms. The following is a brief list of holistic/energy medicine specialties.

Meditation, Prayer

Guided visualization, deep breathing, focusing on a word or sound, and being mindful of your thoughts are some of the current applications of the ancient arts of meditation and prayer. Some benefits researched by Western scientists include lowered blood pressure, stimulation of the body's immune system, and stress release.

Acupuncture/Acupressure

Acupuncture is an ancient form of Chinese medicine. The acupuncturist identifies blockages to the energy flow and opens up the pathways to increase circulation. This is done by inserting small needles into the skin at specific energy points along the meridians. Electro-acupuncture uses the same method with the addition of a regulated low-voltage electric current sent through each needle into the meridians. Acupressure uses no needles, the trained hands of a therapist applies pressure to the nodal points on the meridians.

Chi Gung/Qi Gong

The movement meditation of Chi Gung sprouted the Western version called, Tai Chi Chaun; this practice is a dance like movement of the hands, body, and feet aligned with breathing techniques. The practitioner focuses on feeling and moving the Chi energy through the meridians of the body. Medical Qi Gong is the root from which many hands-on healing techniques branched out into the West.

Reiki/Therapeutic Touch

Reiki is a Japanese practice that trains practitioners to access the “Buddha/Christ universal healing energy.” This ancient modality is passed on from master teacher to student and involves specific symbol and energy transference. It is an easily accessible form of energy healing to people of all walks of life. This is a hands-on healing modality where a practitioner touches specific locations in a patient's body. In the early 1980s, Dolores Krieger, R.N., created an American version called Therapeutic Touch. She learned some basics of spiritual healing from theosophy. She introduced this concept of spiritual healing energy, which she referred to as “prana,” to thousands of nurses. (Goldner, 1999)



Homeopathy

Homeopathy was formulated 200 years ago by Samuel Hahnemann, a German physician. Remedies are prescribed according to the classical Greek Law of Similars, namely “that which makes sick shall heal.” This means that the symptoms caused by an overabundance of a substance can be cured with a small dose of that substance. The homeopathic remedies are diluted so greatly that no chemical trace of the original substance remains. This process apparently imprints the energy pattern into a container of water in which it is diluted. (The Society of Homeopaths, 1998)

Biofeedback

Developed at the Menninger Clinic in Kansas, by Elmer Green, the biofeedback machine operates via electrodes connected to a patient’s head and fingers. People learn to control muscle tension, skin temperature, brain wave activity, and blood pressure. A widely used modality and accepted in many medical institutions for its proven efficacy in treating migraines, high blood pressure and other illness.

Intuition Medicine®

Intuition Medicine® is based on the premise that all matter, including human bodies, is comprised of energy. Physics has taught this for years, and it is now considered a scientifically proven fact. Intuition Medicine® focuses on the energy and spirit of a person. Our cells are meticulously organized into systems that doctors use as a basis for diagnosis and healing, and it is the same for our energy. Intuition Medicine® practitioners have many diagnostic and intervention tools to heal these energy systems. All cellular and chemical matter has energy as its base component, so when you shift the energy, you also physically heal the body. Because it works with energy, the basic element of matter, Intuition Medicine® offers a healing modality that can be both an alternative and a complement to our traditional methods of healing. (Laurenson-Shiple, 2000)

Kinesiology

Kinesiology interfaces between subtle energy and physical medicine. Basically it is the testing of muscle power at its simplest physical level. Physical therapists and exercise specialists have very detailed manual techniques for evaluating muscle strength. A wide variety of tests may be done ranging from placing an unknown substance in the mouth, to colors, to thoughts that affect the muscle energy.

Flower Essences

Flower essences are vibrational preparations which were originally created by Dr. Edward Bach, a British physician, early in the 20th century. Many practitioners believe that the Bach flower remedies or flower essences are among the most popular of the homeopathic approaches. Rescue remedy is perhaps the most popular of all and is said to be of great use in both emotional and physical shocks.

Magnetic Therapy

Studies in the application of magnets to the body have reported significant reduction of pain with applications of 11,000 gauss magnets to specific areas of the body. These magnets, which have



been demonstrated to be of some benefit physiologically and psychologically, produce an electromagnetic field which creates a differing electromagnetic response in the area of the body where it is placed. Research has been done with 2500 gauss magnets placed six inches above the top of the head which results in increasing Delta activity deep inside the brain.

Color and Light Therapy

Color therapy has scientific evidence to support that the application of different colored lights can markedly change body chemistry, including oxytocin, prolactin, beta endorphins, etc. Flashing red lights have been used successfully to treat migraine headaches. The Lucia Color Test is a psychological diagnostic based upon one's preferences of up to 156 colors.

Sound, Music and Tone

The brain can be entrained by sound frequencies just as it can be by light frequencies. The late Robert Monroe has done the best work in this field at his Monroe Institute in Virginia. The Institute has reports of research of marked reduction in pain, as well as many health improvements using pulse frequencies of sound. Music is well documented as an emotional calming agent, as well as can be used in psychotherapy to assist with emotional catharsis.

Electro-Physiological Measures

Another technique was discovered by Reinhold Voll, MD. Dr. Voll is a German doctor who found in 1940 that the electrical resistance of the skin decreases dramatically at the acupuncture points when compared to the surrounding skin. This led the Western founders of the current approach to energy medicine. These discoveries created a new field of energy medicine instruments (e.g., Voll Meter, Meridian Stress Analyzer) that have been developed both for assessment and treatment.

The Burton Goldberg Group (1993) reported the following:

Franz Morrel, MD, a colleague of Dr. Voll, created another treatment instrument called the Mora. Dr. Morrel believed that all biological processes are essentially a matter of electromagnetic signals that can be described by a complex waveform. Health can be considered as a smooth wave, while disease is identified by unwanted variations on this wave, both higher and lower. Dr. Morrel had the idea of taking the electromagnetic signals directly from the body and manipulating the aberrant waveforms by raising or lowering them to create normal waves. These corrected waves are then fed from the device back into the patient at the corresponding acupoints. The signals can be taken from any area of the body, modified, and then returned to the specific area (p. 195).

The Future of Energy Medicine in Holistic Health

There are prominent and influential Western leaders emerging in the field of energy medicine. The Rev. Rosalyn Bruyere, founder of the Healing Light Center Church in California has influenced most of the healers in the United States including many of the nurses who have studied therapeutic touch as well as Barbara Brennan, PhD who directs a school for healing science in Florida (Goldner, 1999).



Other Western leaders in holistic medicine include: Deepak Chopra, MD, an advocate of meditation; Dr. Jon-Kabat Zinn, founder of a stress-reduction clinic at the University of Massachusetts; and, cardiologist Dr. Dean Ornish, an expert on reversing heart disease through diet, yoga and meditation. They found that calmness and self-knowledge gained through meditation may have therapeutic biological effects.

In the 1990s, three mainstream doctors published books on the interaction of the human energy field and medicine. Christine Northrop, MD, wrote about energy anatomy in her best-selling book, *Women's Bodies, Women's Wisdom*. Judith Orloff, MD, wrote about clairvoyance in the practice of psychiatry in her book, *Second Sight*. Psychiatrist and neuroscientist Mona Lisa Schultz, MD wrote, *Awakening Intuition*, which explains how to use the mind-body network for insight and healing.

In the 1980s, C. Norman Shealy, MD, grounded holistic and energy medicine into mainstream acceptability with his study and training of medical intuitives. His groundbreaking research with clairvoyant Caroline Myss, PhD, created the accepted definition of the term "medical intuitive." In the 1970s Dr. Shealy was one of the prime founders of the American Holistic Medical and Nurses Associations. Dr. Shealy created the first degree granting Energy Medicine Program within Greenwich University. This program participated in a new academic paradigm for the study of biology and medicine based on energy-information.

Holistic Medicine in Mainstream Health Care

In the past decade, holistic medicine has become a recognizable presence in the healthcare field. Holistic medicine modalities are being taught to hospital staff at California Pacific Medical Center, Health and Healing Clinic in San Francisco. Medical Intuitives are sitting in surgery rooms at Stanford Medical Center in Palo Alto, California. Energy medicine documentation forms for medical insurance claims have been available on the Internet since January 1999 (Henderson, 1999).

Hospitals, surgery rooms, medical clinics, insurance companies, and burgeoning academic programs have grounded holistic/energy medicine into the present. Courses on the role of religious devotion and prayer in healing are currently being taught in approximately 50 U.S. medical schools. This is an historic development, a stunning reversal of the exclusion of these factors from medical education for most of the twentieth century. In addition, conventional medical journals, such as the *Journal of the American Medical Association (JAMA)*, are increasingly willing to publish studies involving unconventional therapies. JAMA's issue of November 11, 1998, was devoted exclusively to the field of alternative medicine.

National Statistics:

- The National Center for Complementary & Alternative Medicine (NCCAM) reports that more than 42% of Americans use alternative medicine to address their health and wellness concerns.
- The budget for the NCCAM rose from \$2 million in 1993 to \$50 million in 1999.
- In addition, Americans spent more than \$28 billion on these therapies in 1998, exceeding out-of-pocket spending for all USA hospitalizations.



- The Journal of the American Medical Association reports a 48.3% increase in total visits to alternative medicine practitioners between 1990 and 1998.
- A 1994 published survey revealed that more than 60% of doctors from a wide range of specialties recommended alternative modalities to patients at least once. The same study also reported that 48% of those doctors used alternative modalities themselves.
- Nearly 85% of USA medical schools offer elective courses in alternative and complementary medicine or include it in required courses.
- In 1993, the New England Journal of Medicine reported that more than 34% of all Americans have used some form of alternative medicine. A 1998 follow-up study showed that this figure increased to 42% of all Americans.

Holistic Medicine Meets Western Medicine

A groundbreaking move was made by the American Board of Holistic Medicine (ABHM) in December, 2000; the first ABHM board review of holistic medicine “The Art, Science, and Practice of Holistic Medicine” was presented in Denver, Colorado. Approximately 200 MD’s sat for the first ABHM certification examination.

The opening statement of the Art, Science, and Practice of Holistic Medicine course included this statement:

Holistic medicine is based on the core belief that unconditional love is life's most powerful healer. At its essence, the practice of holistic medicine embraces a spirit of interdisciplinary and physician-patient cooperation; balances the mitigation of causes with relief of symptoms; integrates conventional and complementary therapies; and facilitates the experience of being fully alive.

It is at present not possible to fully academically test candidates for these core issues in holism. It has been the intent of the directors of the ABHM, however, to carefully structure the testing for skills in complementary medicine, the interview and the required paper for candidates for the board examination, in the content of this review course itself, to be a total learning experience for those in attendance to foster the enhancement of the practice of holistic medicine.

The review course and the board certification examination will begin to incorporate reasonable standards into American medical practice and education, health planning, and research, regarding the application of the body of knowledge which encompasses the field of holistic medicine. The ABHM founders envisioned a paradigm shift in the direction of incorporating holistic principles into the practice of medicine in the United States. Standardization of the curriculum and the certification examination will help the public demand and professional interest in the inclusion of “alternative” medical practices in the integrated delivery of the best possible medical care.



This board certification examination opened a new chapter of holistic/energy medicine in the history of science. The ABHM board of trustees established twelve principles of holistic medical practice; twelve areas of the science of holistic medicine were approved; and three components of holistic health – body, mind, and spirit – were defined. During the first board review course intensive, thirty-two specific holistic courses were presented by thirty medical and osteopathic doctors. Each physician presented a course designed to introduce his or her specialty, and taught a complementary allopathic to holistic approach. The learning objective of this intensive review course of holistic medicine was that the participants should be able to, “...describe the areas encompassed by holistic medicine; and implement a personalized program for creating a condition of optimal health” (*The Art, Science, and Practice of Holistic Medicine*, 2000).

The twelve ABHM principles of holistic medical practice are:

1. Unconditional love is life’s most powerful healer.
2. Optimal health is much more than the absence of sickness
3. Illness is viewed as a manifestation of the whole person, not as an isolated event.
4. Holistic physicians embrace a variety of safe, effective options in diagnosis and treatment, including:
 - a. education for lifestyle changes and self-care
 - b. complementary approaches; and
 - c. conventional drugs and surgery.
5. Searching for the underlying cause of disease is preferable to treating symptoms alone.
6. Holistic physicians expend as much effort to establishing what kind of patient has a disease as they do establishing what kind of disease a patient has.
7. Prevention is preferable to treatment and is usually more cost-effective. The most cost-effective approach evokes the patient’s own healing capabilities.
8. A major determinant of healing outcomes is the quality of the relationship established between physician and patient, in which patient autonomy is encouraged.
9. The ideal physician-patient relationship considers the needs, desires, awareness and insight of the patient as well as those of the physician.
10. Physicians significantly influence patients by their example.
11. Illness, pain, and the dying process can be learning opportunities for patients and physicians.
12. Holistic physicians encourage patients to evoke the healing power of love, hope, humor and enthusiasm, and to release the toxic consequences of hostility, shame, greed, depression, and prolonged fear, anger, and grief.



The American Board of Holistic Medicine took an enormous leap for Western medicine putting aside the rationalistic/scientism model for understanding the human condition moving into the current transitional approach in holistic medicine research by stating that, “The primary objective of the practice of holistic medicine is the experience of optimal or holistic health. Optimal health is the unlimited and unimpeded free flow of life force energy through body, mind, and spirit.” The statements continued further with an expression of, “Holistic physicians believe the essence of this energy is unconditional love. It is also called and chi (Chinese), ki (Japanese), prana (Sanskrit), and chai (Hebrew). The art of practicing holistic medicine lies in healing/loving ourselves; and our work is to help our patients by identifying and committing to mitigate and remove the restrictions and obstructions that cause dis-ease to prevent us from fully experiencing and enjoying life. It is a process of facilitating growth and maximizing human potential.” (ABHM, 2000)

History by the word itself implies an event which occurred *in the past*, and in examining this recent historic movement in medical science we are observing history in the making – or maybe in the remembering of ancient principles of holism. The ABHM also created their definition for the science of holistic medicine and in part stated, “... this science has been evolving for the past three decades...”

A regimented course of “areas of study” is required for board certification in holistic medicine, in addition to a written exam, an essay, interview, holistic health self-assessment, and recommendations. The twelve topics which comprise the core curriculum for certification are in themselves a current history of the science of energy medicine. The ABHM areas of study are:

The Science of Holistic Medicine

BODY: Physical and Environmental Health

1. Nutritional Medicine
2. Environmental Medicine
3. Exercise Medicine

MIND: Mental and emotional health

4. Behavioral Medicine (including Psychoneuroimmunology)

SPIRIT: Spiritual and Social Health

5. Spiritual Medicine
6. Social Medicine

The six specialized areas are:

1. Biomolecular Medicine
2. Botanical Medicine
3. Energy Medicine
4. Ethno- Medicine
5. Homeopathic Medicine
6. Manual Medicine



The introductory talk in the The Art, Science, and Practice of Holistic Medicine conference included statements more akin to ancient principles of spirituality rather than the modern science of medicine. In addressing the conference of physicians Dr. Ivker used phrases like: “Path of self-nurturing; Listening to your heart; Guiding our patients” and presented a list of components of holistic health which reads like a powerful list of greater-good affirmations. The ABHM compiled a list for:

Components of Holistic Health

Loving your BODY:

Physical Health

- high energy and vitality
- freedom from or high adaptability to pain, dysfunction, and disability
- a strong immune system
- a body that feels light, balanced, and has good aerobic capacity
- ability to meet physical challenges
- full capacity of all five senses and a healthy libido

Environmental Health

- harmony with your environment (neither harming nor being harmed)
- awareness of your connectedness with nature
- feeling grounded
- respect and appreciation for nature, the earth at all of her inhabitants
- contact with the earth; breathing healthy air; drinking pure water; eating uncontaminated food; exposure to the sun, fire, or candlelight; immersion in warm water (all on a daily basis)

Loving your MIND:

Mental Health

- peace of mind and contentment
- a job that you love doing
- optimism
- a sense of humor
- financial well-being
- living your vision



Emotional Health

- self-acceptance and high self-esteem
- capacity to identify, express, experience, and accept all of your feelings, both painful and joyful
- awareness of the integral connection between your physical/emotional bodies
- confronting your greatest fears
- fulfilling your capacity to play
- peak experiences on a regular basis

Loving your SPIRIT:

Spiritual Health

- experience of unconditional love/absence of fear
- soul awareness with a personal relationship with God or spirit
- trust in your intuition and a willingness to change
- gratitude
- creating a sacred space on a regular basis through prayer, meditation, walking in nature, observing a Sabbath day, or other rituals
- sense of purpose
- being present in every moment

Social Health

- intimacy with the spouse, partner, relative, or close friend
- forgiveness
- sense of belonging to a support group or community
- touch and/or physical intimacy on a daily basis
- selflessness/altruism

Reinventing Ancient Healing Wisdom

Holistic physicians are listening to their patients, as well as their own hearts and spirits, and changing the practice and the science of medicine by the complementary inclusion of the art and science of energy medicine. Holistic practitioners are being educated in the protocol of integrating their ancient practice of healing arts into the current western model of medicine. Greenwich University granted the first Master and PhD degrees in energy medicine until closure in 2002. Many universities and medical schools in the US are offering courses in energy medicine and holistic health as part of their complementary and alternative medicine program. Presently Energy Medicine University is one of five higher degree granting institutions offering Master and Doctoral degrees in Holistic Health.



We are in a renewed era of energy medicine. We are embracing a renewed belief in holism and spiritually as part of medicine thus re-embracing ancient healing wisdom. The future of Holistic/Energy Medicine is in the education of compassionate, humanistic practitioners (McCartney, 2002).

If a man empties his purse into his head no one can take it away from him. An investment in education pays the best interest.

~ Benjamin Franklin

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What Graduates Do with the Integrative Holistic Health Degree

- Establish and direct healing centers
- Consult and facilitate workshops on wellness in the corporate world
- Produce television programs on health
- Raise funds in health-related charities
- Teach yoga, meditation or stress-relief courses
- Practice an integrative healing art
- Conduct wellness classes for seniors
- Establish and work in nonprofits
- Facilitate cancer support groups
- Practice as an holistic/energy medicine practitioner in hospitals/clinics
- Practice as a medical intuitive in hospitals/clinics
- Serve on relief teams utilizing PTSD healing tools and other holistic arts skills
- Conduct a private practice as a holistic health coach
- Conduct a private practice as an energy medicine practitioner
- Conduct a private practice as a medical intuitive
- Teach related courses at the university level
- Broaden and deepen their understanding of holistic medicine and of the human condition as a complement to their more conventional training
- Provide health education in a hospital or HMO wellness program
- Conduct research in the field of Holistic Health and Energy Medicine.
- Author books, write articles and papers in the field of Holistic Health and Energy Medicine
- Found publication houses which promote books in the field of Energy Medicine and Holistic Health.



University Overview

Energy Medicine University is a distance learning university offering an exciting global classroom without boundaries. We live in an energetic non-local universe, and with the entrance of cyberspace communications our minds can now transmit messages (via the Internet) nearly as fast as our spirits.

Our Distance Education in Integrative Holistic Health Program has been created to meet the needs of people globally. Our program courses have been taught in Universities, Academies and Medical Clinics and via distance education courses by the respective professors as far back as 1984. Our Professors collectively have a total of over 550 years of teaching experience. Notably, our Professors have a combined wisdom of teaching, practicing, researching and writing in the field of Holistic/Energy Medicine at a collective total of over 700 years. We offer to our global students Professors who are prominent and respected specialists in the field of Holistic/Energy Medicine.

The Energy Medicine University Distance Education Program is open to individuals interested in the field of holistic health, energy medicine, complementary and alternative medicine, intuition, spirituality and the betterment of humankind through the academic study of these subjects. Energy Medicine University serves the educational needs of students, licensed professionals, educators, entrepreneurs, and holistic, complementary, alternative practitioners, and those interested in pursuing the study of Integrative Holistic Health as a career or to compliment an already existing career or simply as an avocation.

Format of Distance Learning

Our program is designed for the independent adult learner. Our program is mentored by dedicated teachers and is not a paper-correspondence course program. We have designed our Distance Program courses to include the use of syllabi that allow the professors to work with students so that they learn the material in a supervised, independent course of study. Professors work one-on-one with each student by telephone, fax, email, and Internet conferences. The Program Planning and some of the research courses have the option of campus instruction. Professors welcome meeting you in person if the opportunity presents itself.

Course Materials

Course materials may include texts, course packs, Internet links to lectures, audio and videotapes and online research databases, online university libraries, and so forth. Specific books and materials requirements will be communicated upon enrollment and within each course syllabus. You may buy your books via the EMU Online Bookstore found on the website. Gathering of and payment for course materials is the responsibility of the student.

Course Communication Venue

Students must be email and computer literate and write papers in the current Microsoft Word format. Research thesis requires literacy in Microsoft Excel format. All papers are submitted to instructors electronically via the Internet. All coursework is conducted in English.



Students' lessons, quizzes and exams will be evaluated within ten business days of receipt. Final projects will be graded within fifteen business days of receipt.

Computer communication skills will be evaluated by the instructor during the Program Planning course whereupon students will receive computer protocol instruction needed to operate within the curriculum requirements. If needed, additional instruction in computer technology skills will be suggested for the student to resource at his or her own expense at a local venue.

Course Length –Semester Dates

Our programs are offered as five-month semesters. Two semesters commence each year on September 1 and March 1. The September 1 semester ends January 31 and March 1 semester ends July 31. Plan your schedule so that you have ample time to complete the registration, interview and tuition payment before your initial semester begins and thereafter at each successive semester. All admissions paperwork must be completed at least by August 1 and February 1 which is 30 days before the September 1 and March 1 semester commencements. All coursework must be completed two weeks before the end of each semester to be recorded into that semester's certificate of grades.

Rolling Admissions – you may be admitted into the University at any time during the year. You may also enroll in and complete your first required Program Planning course at anytime during the year via distance. Formal semesters begin March 1 end July 31 and September 1 end January 31 of each year.

Degree Program Course Credit Hours

The Energy Medicine University Master in Integrative Holistic Health degree program requirement consists of 38 semester credit hours; and the Doctorate consists of 62 semester credit hours. The combined MS and PhD program consists of 74 semester credit hours.

Each individual course is conducted on a five-month semester calendar and upon completion the student earns 3 semester credit units per course. The Thesis earns 8 credits and the Dissertation earns 10 credits. The minimum number of credits a student may enroll in is 3 per semester; the maximum is 15 per semester. Students are encouraged to complete 15 credits in a 6-12 months enrollment period. The 1-credit Program Planning may be taken as a single course the first semester of enrollment.

Transfer Credit Hours

EMU courses are unique and specialized to the degree of Integrative Holistic Health. Transfer of credits is allowed only for a comparable course from an accredited university or college. These transfer credits may not exceed six (6) semester credits for the MS program and thirty (30) semester credits for the PhD program. The course equivalency must also be approved by the University administration. A transfer of equivalency course fee of \$400.00 per course is incurred.

Regarding students with transfer credits: One year or two semesters with a total minimum of 18 EMU units of credit is required for a Master Degree award. One and a half years or three semesters with a total minimum of 30 EMU units of credit is required for a Doctoral Degree award. It is essential that students commit to completing at least one cumulative calendar year of full-time enrollment which is 15



credits at the Master level; and one and a half cumulative calendar years of full-time enrollment 21 credits at the Doctoral level.

Transfer equivalency credits are recorded in the Master and Doctoral student program planning only after courses totaling 15 hours for the Master and 24 hours for the Doctoral degree are completed. These equivalency credits are formally registered in the student transcript in the first semester of the Thesis and Dissertation Phase of the degree program.

Accepted Transfer Equivalencies from the Academy of Intuition Medicine®

Students who have earned a Master in Intuition Medicine® diploma (MIM) and completed equivalent EMU courses at the Academy of Intuition Medicine®, which is our vocational school division, may petition to transfer up to (six) 6 credit hours of MIM equivalency courses toward the 38 credit University Master degree. A MIM diploma student entering the 62 credit Doctoral program with an additional Master degree from an accredited university may petition to transfer up to (eighteen) 18 MIM credit hours toward the University Doctoral degree. An MIM diploma student entering the 74 credit combined Master/Doctoral program may petition to transfer up to (eighteen) 18 MIM credit hours toward the University Doctoral degree. Determination reviewed in the program planning course.

No transfer course fee for MIM equivalency credits is incurred for MIM alumni students. These MIM transfer equivalency credits are recorded in the Master and Doctoral student program planning only after courses totaling 15 hours for the Master and 24 hours for the Doctoral degree are completed. These equivalency credits are formally registered in the student transcript in the first semester of the Thesis and Dissertation Phase of the degree program.

Accepting Transfer Credits from Accredited Schools

Transfer credit will only be granted for courses:

- Taken at an institution accredited by a United States Department of Education regional or national accrediting body or a degree granting institution approved by the Bureau of Private Postsecondary Education; or a recognized International institution;
- Taken in the same field of study as that required at the time of enrollment, as reflected in the University Catalog in effect at the time of enrollment, and for no greater number of semester units than that required;
- Verified through an official transcript requested by and received by University directly from the institution at which the course was taken;
- If required, for which the student has produced course descriptions, course outlines, copies of assignments and tests, textbooks, university or college catalogs or any other documents, materials or things deemed reasonably necessary by the University in order to perform an evaluation of the equivalency of the course in question;
- Courses within a major will be reviewed and evaluated by the Chief Academic Officer. The student may be required to take a proficiency examination. Credit will be granted if a score of 75% or better is achieved on the proficiency examination.
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Accepting International Applicants Transfer Credits from Accredited Schools

Energy Medicine University welcomes admissions application materials from international students with degrees from accredited postsecondary colleges and universities or equivalent schools.

Transcripts created in languages other than English must be submitted as literal translations prior to admission and must be sent for evaluation to the American Association of Collegiate Registrars and Admissions Officers at:

AACRAO International Education Services
One Dupont Circle NW, Suite 520 Washington DC 20036 USA
Tel: 202.296.3359 Fax: 202.822.3940
Web: <http://www.aacrao.org/international/foreignEdCred.cfm> Email: oies@aacrao.org

AACRAO will issue a Basic Statement of Comparability that should be sent directly to Energy Medicine University by AACRAO. All other admissions documents must be submitted in English.

Verifying the Equivalency of the Transcripts

The following guidelines will be adhered to when evaluating transfer credits:

- Students must receive a C or higher in order for the credits to transfer.
- Student's credits will be evaluated on a case by case basis.
- The University does not guarantee that credits earned elsewhere will fully satisfy the EMU course requirements.

Initial determinations of transfer credit equivalencies are made during the Program Planning course through a comparison of course descriptions and/or course titles. If substantial similarity exists between a course taken at another institution and a University course, transfer credit will be awarded for the University course.

The Office of the Registrar evaluates the units completed by the student at other institutions and will submit a decision regarding the award of transfer credits to the Dean of Students. The Dean of Students will notify the student within the Program Planning course. If a student wishes to petition this decision, student must appeal to University Chief Executive Officer within ten (10) working days. The Chief Executive Officer will review all work completed and will notify the student by email regarding the final decision.

The following specific policy guidelines for establishing course equivalency have been adopted by the University:

- Semester units will be transferred on a one for one basis.
- Only courses for which the degree candidate has earned a grade of 2.0 (C) or better will be considered.
- The academic office will review and evaluate the documents supporting course work in a student's major area of study for transfer.

Effective August 1, 2014 – July 31, 2015



Credit from Prior Learning

The University is very effective at assessing the value of our student's prior learning from employment and non-college training. This is done through focused reviews and evaluations initiated and controlled by University faculty and academic office. The portfolio prepared by the student is measured against the goals, requirements and outcomes of the courses for which exemptions are sought. The student may be granted credit entitlements with a grade, may be asked to complete a missing element of the course, or may be asked to enroll and complete the course. The 3 credit Prior Learning Portfolio courses are the venue through which this credit is established and verified. The cost for evaluating experiential or prior learning is \$400 per credit hour awarded for the prior learning, or \$1200 for a 3 credit course.

Maximum number of credits for prior learning:

- Of the first 30 semester units awarded students in the graduate programs, no more than 6 semester units may be awarded for prior experiential learning
- Of the second 30 semester units awarded students in the graduate programs, no more than 3 semester units may be awarded for prior experiential learning.
- No credit for experiential learning may be awarded after a student has obtained 60 semester units in a graduate program.

Documents required in the verification process:

The University will only grant prior experiential learning if all of the following apply:

- The prior learning experience demonstrates a balance between theory and practice.
- The learning experience demonstrates a balance between theory and practice.
- The credit awarded for the prior learning experience directly relates to the student's degree program and is applied in satisfaction of some of the degree requirements.
- Each learning experience for which credit is sought shall be documented by the student in writing.
- The documentation included should provide evidence of the learning in the form of certificates, reference letters, actual documents or products that the student created.

The Office of the Dean of Students will be responsible for evaluating the prior learning and shall prepare a written report that includes all of the following:

- Documents in the student's record on which the determination of prior learning was made
- The basis for determining that the prior experience is equivalent to university level learning, and demonstrates a balance between theory and practice
- The basis for determining the university level to which the experience is equivalent and the proper number of credits to be awarded toward the degree for that experience.

Official Transcripts

All degree candidates must provide official transcript(s), catalogs or course syllabi of previous coursework, and other documents to the University's Admissions Department for analysis of applicable transfer credits. Upon receipt of the documents, the Admissions Office of the Registrar will fill out a



Transfer Credit Assessment Form and submit the form along with copies of official transcripts and other related documents to the Academic Office for review and evaluation.

Specifically, to receive previous academic learning, an applicant must provide documentation regarding the transfer of credit prior to the program start date. Students applying for transfer credit for courses taken at other institutions must observe the following guidelines:

- Provide official student transcripts (verified through an official transcript requested by and received by the University directly from the institution at which the course was taken);
- Courses within a major must have been completed with a grade of C or better;
- Students may be asked to provide a copy of the catalog containing the description of the course from the institution that the student attended.

Course Grades

Upon completion of each semester the student receives a certificate of grades. An official transcript is given at the completion of the degree program or by request.

University Degree Graduation Requirements

Master of Science candidates must satisfactorily complete a minimum of 30 semester credit hours. Following a completion of the required courses, students enter the 8 semester hours Thesis Writing or Thesis Research phase of their Master program. Defense of the Thesis with a Pass or Honors grade culminates the degree program.

Doctor of Philosophy candidates must satisfactorily complete a minimum of 52 semester credit hours. Following a completion of the required courses, students enter the 10 semester credit hours Dissertation Research phase of their Doctoral program. Defense of the Dissertation with a Pass or Honors grade culminates the degree program.

Regardless of total transfer credits and credits awarded for prior learning, as a minimum degree requirement, degree students are expected to complete at least 18 credits at the Master level and 30 credits at the Doctoral level plus the research component of the degree. The minimum enrollment period is one-year for the Master and one and a half years for the Doctorate.

Standard Degree Periods

Unless a student enters a program with advanced standing, the anticipated enrollment period would be three full-time years for a Doctoral and two full-time years for a Master degree. For Master degree level the minimum enrollment period is one year. For Doctoral degree level the minimum enrollment period is one and a half years. The maximum cumulative period of enrollment is four years for Masters and six years for Doctoral. If you require an extension beyond the maximum period of enrollment, you may petition the University Administration in writing for additional time.



<u>Degree Level</u>	<u>Standard Period</u>	<u>Minimum</u>	<u>CumulativeMaximum</u>
Master	2 years	1 years	4 years
Doctoral	3 years	1.5 years	6 years

At the student's expense and responsibility, a copy of the thesis and dissertation manuscript for oral defense must be provided for each committee member. It is the responsibility of the student to provide two bound copies of the completed thesis and dissertation manuscript and one electronic copy for the School archives. The thesis and dissertation is to be bound at student expense and according to established School guidelines. The diploma is awarded and an official transcript is provided upon satisfactory completion of the degree program and submission of bound theses and dissertations. Additional transcripts may be requested for an administrative fee of \$25.00 each.

Integrative Holistic Health Degree - Required Courses

Students must satisfactorily complete the following required courses for degree award:

- Program Planning
- Literature Survey
- Critical Thinking
- Ethics and the Law in Energy Medicine
- Energy Medicine Internship
- Mentorship in Statistical Analysis
- Research Methods
- Applied Statistics
- Thesis/Dissertation Project Proposal
- Thesis/Dissertation Research and Writing Project
- Thesis/Dissertation Oral Review/Defense



Degree Program Educational Objectives

Our graduate level programs are created to provide the student with information that can be acquired, analyzed and synthesized into a grounded construct of knowledge.

Each Master course:

- Focuses learning outcome on the process of knowledge formulation emphasizing: Demonstrable comprehension, measurable verbal and written communication mastery level in area of study, as well as integrated professional career skills.

Each Doctoral course:

- Focuses learning outcome on a balance of theory, research and experimentation.
Experimental Portion:: Students conduct experimental work in relationship to their Doctoral courses and in conference with their respective professor and write a scholarly paper based on their original research conducted.
- Requires research and writing of publishable papers.
Research Writing:: Doctoral students are expected to write publishable quality 20-page minimum, scholarly papers. The Doctoral student is encouraged to submit these papers for publication.

Degree Program Course Numbering System

Master degree courses:

- All 700-799 numbered courses are Master degree offerings.
- Courses 880, 890 and 891 are Thesis courses.

Doctoral degree courses:

- All 800-879 numbered courses are Doctoral degree offerings.
- Courses 980, 990 and 991 are Dissertation courses.



PROGRAM

MASTER OF SCIENCE IN INTEGRATIVE HOLISTIC HEALTH

DOCTOR OF PHILOSOPHY IN INTEGRATIVE HOLISTIC HEALTH

Program Statement

A growing consensus among scientists, scholars, health-care practitioners and visionaries is that our understanding of the world is being transformed at an unprecedented evolutionary pace. From this transformation is evolving a renewed approach in these disciplines that recognizes the causative centrality of consciousness, an approach which grounds us in a holistic understanding of our world and our role as human beings.

Program Overview

Students focus on the nature of consciousness and healing in historical and contemporary context. Relationships are explored between the conscious and unconscious mind, health and harmony of the body, and spiritual and religious nature of the person. Students distinguish experiences and ways of being that transcend the limits of psychological, philosophical and social paradigms. Transformative approaches to spiritual and holistic counseling are examined. Students receive an integral education that honors scholarly texts and the wisdom voice of the person.

Program Modules

Students may choose a sub-set specialty Concentration of Holistic Health in conference with the academic office. Specific Concentration modules are offered however the student may upon advisement of the academic office create a Concentration which supports the student's chosen Integrative Holistic Health focus. The Concentrations offered are: Biophysics, Consciousness and Nature, Consciousness and the Creative, Integral Psychology, Organizational Transformation, Medical Intuition, Spirituality & Health, Bioenergetics, Energy Psychology, Hermetic Disciplines, Holistic Leadership in Organizations, Controlled Remote Viewing, Energy Medicine, and Intuitive Counseling.

Required Courses

Effective August 1, 2014 – July 31, 2015



Students must satisfactorily complete the following required courses for a

38 credit Master degree:

- Program Planning
- Literature Survey
- Ethics and the Law in Energy Medicine
- Energy Medicine Internship – Masters level
- Critical Thinking
- Thesis Project Proposal
- Thesis Research and Writing Project
- Thesis Oral Review

62 credit Doctoral degree:

- Program Planning
- Literature Survey
- Ethics and the Law in Energy Medicine
- Energy Medicine Internship
- Critical Thinking
- Mentorship in Statistical Analysis
- Research Methods
- Applied Statistics
- Dissertation Project Proposal
- Dissertation Research and Writing Project
- Dissertation Defense

74 credit combined Masters and Doctoral degree:

- Program Planning
- Literature Survey
- Ethics and the Law in Energy Medicine
- Energy Medicine Internship
- Critical Thinking
- Mentorship in Statistical Analysis
- Research Methods
- Applied Statistics
- Dissertation Project Proposal
- Dissertation Research and Writing Project
- Dissertation Defense

Concentrations

Students choose six courses from one Concentration to fulfill credit hours for degree award of:

“Integrative Holistic Health with a Concentration in _____”



❖ **Integral Psychology**

- Personality and Intuition in Psychology
- Relationships, Patterns and the Dynamics of Consciousness
- Working with Bereaved Clients
- Extraordinary Dreams
- Extended-Family Therapy
- Ethics in the Practice of Complementary and Alternative Medicine

❖ **Medical Intuition**

- Functional Medicine
- Functional Medicine Research
- Energy Medicine in Therapeutics
- Medical Intuition: Physiology and Chakra System
- Medical Intuition: Physiology and Subtle Energy
- The Art of Healing
- Ethics in the Practice of Complementary and Alternative Medicine

❖ **Bioenergetics**

- Biophysics in Energy Medicine
- Energy Medicine in Therapeutics
- Energy, Integrity & Eternity
- Creative Awareness & Self Healing
- The Subtle Body and the Rainbow Lights
- Phenomenology Theory of Wholisitic Spiritual Healing
- Phenomenology Research of Wholisitic Spiritual Healing
- Ethics in the Practice of Complementary and Alternative Medicine

❖ **Organizational Transformation**

- Organizational and Personal Transformation
- Creating Environments That Heal
- Whole-Person Caring
- The Architecture of Space
- Evolutionary Aesthetics: Education, Imagination, Social Transformation
- Introduction to Scientific Feng Shui
- Ethics in the Practice of Complementary and Alternative Medicine



❖ **Holistic Leadership in Organizations**

- Intuitive Intelligence
- Intuitive Intelligence - Part II
- Spiritual Leadership
- Spiritual Leadership - Part II
- Critical Thinking
- Critical Thinking - Part II

❖ **Intuitive Counseling**

- The Subtle Body and the Rainbow Lights
- Invisible Roots of Illness
- The Intuitive Career: Historical Perspectives
- The Intuitive Career: Contemporary Options
- Intuition Medicine®: Energy Anatomy
- Intuition Medicine®: Healing Systems
- Ethics in the Practice of Complementary and Alternative Medicine

❖ **Biophysics**

- The Biofield: Toward a Scientific Foundation for Energy Medicine
- Electromagnetic Fields and Their Clinical and Research Applications
- Heart Rate Variability in Research and Clinical Practice
- Biophysics in Energy Medicine
- Functional Medicine I
- Ethics in the Practice of Complementary and Alternative Medicine

❖ **Energy Psychology**

- Introduction to Energy Psychology
- WHEE: Wholistic Hybrid derived from EMDR and EFT - Theory and Clinical Practice
- Depression Free with Energy Psychology
- The Power of Energy Psychology with Children in Play Therapy
- The Power of Energy Psychology and Addictions
- Post Traumatic Stress Depression Free with Energy Psychology
- Ethics in the Practice of Complementary and Alternative Medicine

❖ **Spirituality & Health**

- Invisible Roots of Illness
- Clearing Past Life Trauma and Other Intuitive Level Disturbances
- Kundalini Energy: Investigations in Transcendence Healing
- Phenomenology Theory of Wholistic Spiritual Healing
- The Spiritual Life of Children
- The Art of Healing
- Ethics in the Practice of Complementary and Alternative Medicine



❖ **Hermetic Disciplines**

- Radiesthesia: Vibrational Physics
- Sociology of the Paranormal
- Extraordinary Dreams
- Introduction to Scientific Fung Shui
- Controlled Remote Viewing
- Indigenous Medicine: Multi-dimensional Ways of Healing
- Introduction to Shamanism: Practices and Beliefs

❖ **Consciousness and Nature**

- The Art and Architecture of Consciousness
- Energy, Integrity and Eternity
- Connection, Communication, Creation and Communion
- Chaos, Eros and Nomos
- Consciousness Cosmologies and Maps
- Sensitivity and the Sublime
- Women, Wisdom & the World

❖ **Consciousness and the Creative**

- The Architecture of Space
- Creative and Visionary Processes
- Creative Awareness and Self Healing
- Relationship, Patterns and Dynamics of Consciousness
- Dreams, Death and the Divine
- The Subtle Body and the Rainbow Lights
- Evolutionary Aesthetics: Education, Imagination and Social Transformation

❖ **Controlled Remote Viewing (CRV)**

- Controlled Remote Viewing
- CRV-Part II
- CRV-Part III
- CRV-Advanced
- CRV-Monitor
- Radiesthesia: Vibrational Physics
- Advanced Application of Radiesthesia
- Special Topics-CRV Research Institute: Internship

❖ **Bioenergy Economy & Psychosomatic Health**

- Bioenergy Economy
- Bioenergy Economy Tutorship
- Bioenergy Economy Leadership
- Epigenetics and Healing Response
- Biosemiotic Pharmacology
- Psychosomatic Healing

❖ **Energy Medicine**

- Students choose a mix of six three-credit degree courses to fulfill this Concentration.



Master of Science in Integrative Holistic Health Courses
38 Semester Credit Hours Required

Semester			
Course Number	Credit Hours	Course Title	Instructor
EMP 700A	1	Program Planning	M. Gutierrez
EMP 706	3	Energy Medicine Internship - Masters Level	EMU Professor
EMP 708	3	Ethics and the Law in Energy Medicine I	M. Murphy
EMP709	3	Introduction to Scientific Feng Shui	A. So
EMP 7101	3	Literature Survey	Y. Dobyms
EMP 7101	3	Literature Survey	M. Burgess
EMP 711	3	Ethics in the Practice of Complementary and Alternative Medicine	M. Murphy
EMP 712	3	Personality and Intuition in Psychology - Clinical	P. Bradley
EMP 715	3	Medical Intuition: Physiology and Chakra System	M. Patterson
EMP 716	3	Medical Intuition: Physiology and Subtle Energy	M. Patterson
EMP 7171	3	Energy, Integrity and Eternity	M. Burgess
EMP 7181	3	Women, Wisdom & the World	M. Burgess
EMP 719	3	Intro to Whole-Person Caring	L. Thornton



Semester			
Course Number	Credit Hours	Course Title	Instructor
EMP 720	3	Working with Bereaved Clients – Clinical Application	G. Horsley
EMP 721	3	Extended-Family Therapy –Clinical	G. Horsley
EMP 723	3	Jung, Intuition, and the Personal Quest for Wholeness I	P. Bradley
EMP 724	3	Intro to Energy Medicine in Therapeutics	J. Oschman
EMP 725	3	Intro to Biophysics and Energy Medicine	J. Oschman
EMP 729	3	The Intuitive Career : Historical Perspectives	C. Randall-May
EMP 730	3	The Intuitive Career: Contemporary Options	C. Randall-May
EMP 731	3	Intro to Organizational and Personal Transformation	H. Owens
EMP 732	3	Intro to Creating Environments that Heal	H. Owens
EMP 733	3	Intuition Medicine® : Energy Anatomy	F. McCartney
EMP 734	3	Intuition Medicine® : Healing Systems	F. McCartney
EMP 735	3	Introduction to Sociology of the Paranormal	W. Bengston
EMP 736	3	Functional Medicine I	R. Blasband
EMP 740	3	Introduction to Energy Psychology	D. Feinstein
EMP 741	3	A Hands-on Introduction to Energy Medicine	D. Eden D. Feinstein
EMP 742	3	Introduction to the Human Biofield: Scientific and Philosophical Concepts	B.Rubik
EMP 743	3	Intro to the Science of Bioelectromagnetics and Its Clinical Applications	B.Rubik



Semester			
Course Number	Credit Hours	Course Title	Instructor
EMP 745	3	Kundalini Energy: Experiential Methods in Transcendence Healing	F. McCartney
EMP 746	3	Invisible Roots of Illness	B. Stone
EMP 747	3	Clearing Past Life Trauma	B. Stone
EMP 748	3	Depression Free with Energy Psychology	M. Hammond
EMP 749	3	The Power of Energy Psychology with Children in Play Therapy	M. Hammond
EMP 750	3	The Power of Energy Psychology and Addictions	M. Hammond
EMP 751	3	PTSD Free with Energy Psychology	M. Hammond
EMP 752	3	The Art of Healing	C. Randall-May
EMP 753	3	Introduction to Shamanism: Practices/Beliefs	M. Gutierrez
EMP 7531	3	Indigenous Medicine: Multi-dimensional Ways of Healing	M. Gutierrez
EMP 754	3	The Spiritual Life of Children	C. Crawford
EMP 755	3	Spiritual Leadership - A Transformational Process	D. Surel
EMP 755A	3	Spiritual Leadership – Part II	D. Surel
EMP 756	3	Intuitive Intelligence – 21 st Century Thinking	D. Surel
EMP 756A	3	Intuitive Intelligence - Part II	D. Surel
EMP 757	3	Principles and Applications of Radiesthesia	D. Surel
EMP 758	3	Critical Thinking	D. Surel
EMP 759	3	Controlled Remote Viewing	D. Surel
EMP 759A	3	Controlled Remote Viewing- Part II	D. Surel



Semester			
Course Number	Credit Hours	Course Title	Instructor
EMP 759B	3	Controlled Remote Viewing- Part III	D. Surel
EMP 761	3	The Architecture of Space	M. Burgess
EMP 763	3	Consciousness, Cosmologies & Maps	M. Burgess
EMP 764	3	Sensitivity and the Sublime	M. Burgess
EMP 765	3	Creative and Visionary Processes	M. Burgess
EMP 770	3	Prior Learning Portfolio	EMU Professor
EMP 771	3	Explorations in Holistic Health	EMU Professor
EMP 772	3	Special Topics	EMU Professor
EMP 775	3	Research Writing and Mentorship	M. Burgess
EMP 880	3	Thesis Proposal	EMU Professor
EMP 890	1	Thesis Oral Review	EMU Professor
EMP 891	4	Thesis Research and Writing Project	EMU Professor



Doctor of Philosophy in Integrative Holistic Health Courses
62 Semester Credit Hours Required

Semester			
Course Number	Credit Hours	Course Title	Instructor
EMP 800A	1	Program Planning	M. Gutierrez
EMP 806	3	Energy Medicine Internship – Doctoral Level	EMU Professor
EMP 808	3	Ethics and the Law in Energy Medicine II	M. Murphy
EMP 8101	3	Literature Survey II	Y. Dobyns
EMP 8101	3	Literature Survey	M. Burgess
EMP 812	3	Personality and Intuition in Psychology – Research Approach	P. Bradley
EMP 819	3	Bioenergy Economy	F. Goli M. Farzanegan
EMP 8191	3	Bioenergy Economy Tutorship	F. Goli M. Farzanegan
EMP 8192	3	Bioenergy Economy Leadership	F. Goli M. Farzanegan
EMP 8193	3	Epigenetics and Healing Response	F. Goli M. Farzanegan
EMP 8194	3	Biosemiotic Pharmacology	F. Goli M. Farzanegan
EMP 8195	3	Psychosomatic Healing	F. Goli M. Farzanegan
EMP 820	3	Working with Bereaved Clients –Research Applications	G. Horsley
EMP 821	3	Extended-Family Therapy – Research Applications	G. Horsley
EMP822	3	Extraordinary Dreams	S. Krippner
EMP 824	3	Energy Medicine in Therapeutics	J. Oschman



Semester			
Course Number	Credit Hours	Course Title	Instructor
EMP 825	3	Biophysics in Energy Medicine	J. Oschman
EMP 826	3	WHEE: Wholistic Hybrid derived from EMDR and EFT - Theory and Clinical Practice	D. Benor
EMP 827	3	Phenomenology Research of Wholistic Spiritual Healing	D. Benor
EMP 828	3	Phenomenology Theory of Wholistic Spiritual Healing	D. Benor
EMP 831	3	Organizational and Personal Transformation	H. Owens
EMP 832	3	Creating Environments that Heal	H. Owens
EMP 835	3	Sociology of the Paranormal - Research Applications	W. Bengston
EMP 836	3	Functional Medicine –Clinical Applications	R. Blasband
EMP 837	3	Functional Medicine - Research	R. Blasband
EMP 839	3	Connection, Communication, Creation and Communion II	M. Burgess
EMP 840	3	Clinical Practice of Energy Psychology	D. Feinstein
EMP 841	3	The Hands-on Practice of Energy Medicine	D. Eden D. Feinstein
EMP 842	3	The Biofield: Toward a Scientific Foundation for Energy Medicine	B.Rubik
EMP 843	3	The Science of Bioelectromagnetics and Its Clinical Applications	B.Rubik
EMP 844	3	Heart Rate Variability in Research and Clinical Practice	B.Rubik
EMP 845	3	Kundalini Energy: Investigations in Transcendence Healing	F. McCartney
EMP 846	3	Invisible Roots of Illness: Clinical Practice	B. Stone
EMP 847	3	Clearing Past Life Trauma : Soul Detective	B. Stone



Semester			
Course Number	Credit Hours	Course Title	Instructor
EMP 852	3	The Art of Healing: Research Practice	C. Randall-May
EMP 855	3	Spiritual Leadership - Toward Evolving the Human Species	D. Surel
EMP 856	3	Intuitive Intelligence: Toward a Higher Cognitive Paradigm	D. Surel
EMP 857	3	Advanced Principles and Applications of Radiesthesia	D. Surel
EMP 858	3	Advanced Critical Thinking	D. Surel
EMP 859	3	Controlled Remote Viewing -Advanced	D. Surel
EMP 860	3	Art and Architecture of Consciousness	M. Burgess
EMP 861	3	Teachings on Nondual Awareness	M. Burgess
EMP 862	3	Relationship, Patterns of Consciousness	M. Burgess
EMP 866	3	Creative Awareness and Self Healing	M. Burgess
EMP 867	3	Dreams, Death and the Divine	M. Burgess
EMP 8671	3	The Subtle Body and the Rainbow Lights	M. Burgess
EMP 8672	3	The Subtle Body and the Rainbow Lights - Advanced	M. Burgess
EMP 868	3	Evolutionary Aesthetics: Education, Imagination and Social Transformation	M. Burgess
EMP 869	3	Chaos, Eros and Nomos	M. Burgess
EMP 870		Prior Learning Portfolio	EMU Professor
EMP 871	3	Explorations in Holistic Health	EMU Professor
EMP 872	3	Special Topics	EMU Professor
EMP 873	3	Research Design and Methodology	B.Rubik
EMP 874	3	Survey of Statistical Methods and Reasoning	Y. Dobyngs



Semester			
Course Number	Credit Hours	Course Title	Instructor
EMP 875	3	Research Writing and Mentorship	M. Burgess
EMP 877	3	Research Methods	W. Bengston
EMP 878	3	Applied Statistics	W. Bengston
EMP 879	3	Mentorship in Statistical Analysis	C. Laurenson
EMP 980	3	Dissertation Proposal and Qualifying Exam (A-Exam)	EMU Professor
EMP 990	6	Dissertation Research and Writing Project	EMU Professor
EMP 991	1	Dissertation Oral Defense	EMU Professor

**INTEGRATIVE HOLISTIC HEALTH PROGRAM
COURSE DESCRIPTIONS**

See EMU website “Online Bookstore” for the complete listing of all course textbooks and links to purchasing. <http://astore.amazon.com/intuitionmedi-20>

EMP 700A & 800A: Program Planning (1 credit)

AUDIENCE

Master and Doctoral Program students.

DESCRIPTION

During the first period of enrollment, all Master students and all Doctoral students must participate in the Program Planning course with the Dean of Students. If you are intending to apply transfer credits and prior learning credits to your degree program, this will be reviewed during this initial communication with the Dean. Please note that the transfer credits and prior learning credits are only registered after a minimum number of credits have been completed, 15 credits at the Master level and 21 credits at the Doctoral level and then only registered in your program in the last semester of your degree program.



NOTE: In this required first course students are invited to attend a 3-day residential. This is encouraged, but not required. This residential brings students together as a graduate group. If possibilities apply, students are encouraged and supported by administration to continue to convene as study groups. Check with the Registrar for dates of this residential offering.

OBJECTIVES

This is the first required Dean of Students communication which all students complete during their first semester of enrollment and prior to beginning any course. The student should work closely with Dean of Students and faculty members to develop a planned program of course study, which will be achievable and thereby finalize their program schedule and timeline.

The Program Planning course communication is carried out through an ongoing dialogue with the Dean of Students. The essential outcome for the course is the completion of the formal Program Schedule, which establishes the program elements and the timeline for completion of the Master or Doctoral degree. During the course communication students will be asked to read assigned textual materials including the University Program Catalog and the Energy Medicine University website and to participate in dialogue with the Dean of Students. This is the appropriate forum for discussing general required program prerequisites. This is the time to explore the acceptability of course transfers and the approval of course waivers and to discuss elements of work experience and non-college training which might be eligible to receive college equivalency credit. This is also the stage at which ideas are discussed regarding the program courses and the final project as well discussing ideas related to special student-designed courses and individualization of course assignments across the degree program. Students will also be guided in the selection of materials to guide their scholarly writing, manuscript preparation, and literature search and study skills.

The student is required to have basic computer literacy for the degree program communications. Basic proficiency in computer skills will be assessed. If additional technical skill level is needed the student may choose to be tutored in computer proficiency by procuring their own private computer tutoring.

TEXTS

Simonson, Michael, *Teaching and Learning at a Distance – Foundation of Distance Education*

Gerber, Richard, *Vibrational Medicine for the 21st Century*.

Benor Daniel J., *Healing Research Volume II: Consciousness, Bioenergy and Healing*,

EMP 706 & EMP 806: Energy Medicine Internship (3 credits)

DESCRIPTION

The majority of Programs at the University are conducted by 100% distance learning and do not require field or practical studies. However the retention of field studies within the curriculum was deemed essential to retain program completeness and integrity thus the Energy Medicine Internship is a vital component of the program. Enrollment in these courses is therefore



dependent upon the student obtaining prior comprehensive insurance coverage, which protects the student, the University, and any outside institution from liability claims.

PROCEDURE

- The student will, in consultation with the faculty advisor, submit an application to an appropriate insurance company in his or her region, requesting comprehensive insurance coverage for proposed field or practical activities. This coverage must protect the student, the University, and any host institution in which field studies are to be conducted.
- Insurance is to be at the student's expense.
- Documentation must be approved and signed by the student's Committee Chair, and then a copy forwarded to the School office for approval with a copy added to the student file.

The range of specialties in Integrative and Holistic Health practice are arrayed across a broad spectrum of methods and disciplines. Examples of practice in which a student may choose to study with an internship include, but are not limited to Acupuncture, Acupressure, Apometrics, Aroma Therapies, Biofeedback, Color Diagnosis and Therapy, Electromagnetic Therapies, Herbology, Homeopathy, Kinesiology, Medical Intuition, Meditation & Stress Reduction, Music Therapy, Naturopathy, Psychometry, Reiki, Therapeutic Touch, Qigong, etc

Evaluation of locations and organizations in which student internships are appropriate is based on the standards of good practice that are particular to the specialty field. The professional societies or associations active in the field service as community arbiters of good practice and these standards are used to evaluate candidate internship sites. In addition, either active faculty with education and experience in the practice, or consulting faculty with education and experience in the practice, serve as program and location evaluators of candidate internship sites.

Internship course faculty includes both the supervising faculty member and a field-site supervisor. The field-site supervisor will provide monthly student performance reports to the course supervising faculty member, and also provide a semester final assessment of student performance. Assessments by the on-site supervisor will provide evaluation of the student's integration and demonstration of professional competence, and accomplishment of program goals and objectives.

The student will provide to the course supervising faculty member an assessment of their own learning and performance, and also a scholarly paper investigating the tools, techniques, knowledge, and practices experienced during the specialty internship.

Course grading is determined by a final oral exam, the coursework papers, field-site supervisor and instructor assessment of integration and demonstration of professional competence during the Energy Medicine internship.



TEXTS

A 30-page reference book list in subset categories of Energy Medicine is provided.

EMP 708 & EMP 808: Ethics and the Law in Energy Medicine (3 credits)

DESCRIPTION

Students will gain an understanding about the ethical, legal, and regulatory issues that affect the therapeutic relationship, with a specific emphasis on energy medicine practitioners. This course will explore ethics in energy medicine as a gateway to transformational consciousness based on Maslow's hierarchy of needs. Students will gain an understanding about the place of energy-orientated modalities within complementary and alternative medicine and the new delivery system of healthcare in the U.S., identified as integrative/integral medicine. Students will learn ethical and legal principles for energy-oriented practices, the core psychological concepts in ethics, what is considered unethical behavior, and risk factors for potential legal liability. Students will learn the importance of self-accountability as the cornerstone of ethical actions. Students will learn a model for assessing potential ethical vulnerabilities based on the chakra system. Students will understand what ethical considerations need to be addressed in introducing innovative energy-based therapies in a clinical practice.

OBJECTIVES

Participants will become familiar with the following:

- Students will gain a greater perspective regarding the current national movement towards the regulation of energy medicine and the integration of energy medicine into a new health care model identified as integrative/integral medicine.
- Students will understand the necessity of complying with federal, state, and local laws and regulations that may affect the energy medicine modality they use in their practice or would like to incorporate into their practice.
- Students will understand the history and development of ethics codes from related fields, such as medicine, psychology, and massage that offer guidelines and a foundation for ethics in energy medicine.

TOPICS

- Introduction to ethics in energy healing as a gateway to transformational consciousness. The place of energy-oriented modalities within complementary and alternative medicine. Ethical, legal, and regulatory issues in energy medicine.
- Introduction to the chakra system as a template for assessing potential ethical vulnerabilities. Ethical and legal considerations in introducing energy therapies to potential clients.



TEXTS

Creating Right Relationships: A Practical Guide to Ethics in Energy Therapies, Dorothea Hover-Kramer and Midge Murphy.

Future Medicine, Ethical Dilemmas, Regulatory Challenges, and Therapeutic Pathways to Health Care and Healing in Human Transformation, Michael H. Cohen.

EMP709: Introduction to Scientific Feng Shui (3 credits)

DESCRIPTION

Feng Shui is an ancient culture of China, still being practiced today at almost all corners of the world. Feng Shui studies the harmony between heaven, earth and men. In modern terms, it is a study of the relationship between human beings, the natural environment and the built environment. There was no such term as architecture in ancient China, Feng Shui being the appropriate terminology for such area of study. So, in a modern sense, Feng Shui could be regarded as a combination of architecture and environmental science, though there are elements within whose principles and effectiveness are still unclear to us. The western interpretation of Feng Shui (Skinner 2006) is “To be in the right place facing the right direction doing the right thing at the right time” (p. 4). Scientific Feng Shui means the adoption of a scientific way to study Feng Shui. In this course, the fundamental principles of Feng Shui related Chinese philosophy will be introduced, followed by a discussion on modern physics and various scientific methods that could be used to study Feng Shui. Then, the two Schools of Feng Shui, namely Form School and Compass School, will be presented in more details with a hope that students could make use of the rules of the Form School learnt to select a good *cave*, (i.e.) the spot, somewhere and then design the general layout, the orientation in particular, of a good house based on the rules of the Compass School.

OBJECTIVES

To introduce philosophical fundamentals of ancient China related to Feng Shui and present scientific methods to study Feng Shui in a logical, consistent and scientific way.

To introduce basic rules and techniques of the two schools of Feng Shui, namely Form School and Compass School.

To let students apply the rules and techniques learnt to pick and study a good scenic spot and design the general layout of a house accordingly.

TEXTS

Michael Y. Mak and Albert T. So, *Scientific Feng Shui for the Built Environment – Fundamentals and Case Studies*, City University of Hong Kong Press, 2011.



EMP 7101 & EMP 8101: Literature Survey (3 credits)

DESCRIPTION

A literature survey of Integrative Holistic Health and Energy Medicine. An exploration study of the recent research in this field and the cross-cultural comparisons of health, healing and energy medicine.

OBJECTIVES

Students will research chosen topics of interest within the EMU Concentrations and areas suggested by the instructor. Discussion, text reading and writing of scholarly papers is the focus of this survey course.

TOPICS

- Learn literature survey techniques.
- Develop writing skills that communicate the multi-level areas of holistic health and energy medicine.
- Understand the range of modalities within the field of alternative, complementary and integrative health.

TEXTS

Assigned by instructor.

EMP 711: Ethics in the Practice of Complementary and Alternative Medicine (3 credits)

DESCRIPTION

This is a comprehensive course for practitioners of energy medicine of all kinds dedicated to providing the highest level of ethical service to their clients. This course fills a crucial need as ethical conduct is vital to the integrity, authenticity and acceptance of complementary and alternative medicine practitioners in the health care industry.

OBJECTIVES

Participants will become familiar with the following:

- Learn valuable risk management tools to minimize exposure to legal and regulatory actions that create problems.
- Practical information provided about the ethical management of your practice
- Understanding of ethical concepts in all mind/body therapies
- Understanding what is considered unethical behavior in mind/body therapies.
- Case studies of ethical and legal scenarios to help navigate dealing with clients, regulatory boards and the legal system.



TOPICS

- The current legal movement towards the regulation of mind/body therapies.
- The integration of the energy medicine profession into a new health care model.
- History and development of healers code of ethics.
- Ethical principles and key terms.
- Practice management, office policies and other business practices.
- Keys to professional and ethical behavior.

TEXTS

Michael H. Cohen, *Future Medicine, Ethical Dilemmas, Regulatory Challenges and therapeutic pathways to Healthcare and Healing in Human Transformation.*

Kylea Taylor, *The Ethics of Caring, Honoring the Web of Life in our Professional Healing Relationships.*

Cherie Cohnen-Moe, *Business Mastery.*

EMP 712 & EMP 812: Personality and Intuition in Psychology (3 credits)

DESCRIPTION

The *California Psychological Inventory (CPI)* and the *Myers-Briggs Type Indicator (MBTI)* in combination are a powerful tool for psychological assessment. The information you receive through the CPI and MBTI will provide new insight into your personality to assist you in dealing with the emotional material that inevitably comes up in the practice of Energy Medicine. In professional practice one finds that looking at the combination of CPI and MBTI results together greatly enhances human personality discovery.

The *Myers-Briggs Type Indicator* is a wonderful instrument, non-judgmental in its constructs, which takes into account the ways in which we perceive the world (including intuitive processes), and the ways in which we make decisions about what we perceive. The results are more complex than they seem at first blush.



OBJECTIVES

The CPI looks at personality types in a detailed way and you learn the importance of learning about one's own type for empathic self-knowledge and for understanding client-centered relationships. You will be administered the CPI at the start of this course. You will be presented with an introduction to the history of the CPI, the purpose and psychology of the instrument, how the CPI measures "level of psychological integration," and why this is so important. The information presented will greatly assist you in understanding your own CPI results. The CPI is a comprehensive psychological assessment instrument, the interpretation of which requires professional training and intuitive skills. The patterns and configurations making up the CPI profile will depict the unique personality of each individual. The information you receive will be based on sound empirical research combined with intuitive perceptions, offered in a supportive, grounded atmosphere of neutrality. You will receive a personal narrative report with information about the test results and their meaning.

Further Course Information

URL for CPI information: <http://cpp.com/images/reports/smp219250.pdf>

URL for MBTI information: <http://cpp.com/images/reports/smp261148.pdf>

EMP 715: Medical Intuition: Physiology and Chakra System (3 credits)

DESCRIPTION

In this course students will learn basic anatomy and physiology and how they connect to the chakra system of the body. They will receive an understanding of the energy of the body from a scientific, medical intuitive and eastern perspective. We will review in-depth the connection the chakra system inter-links to the creation of health or dis-ease. The connection to emotional, psychological and spiritual responses that create or disempower health and healing will also be reviewed. Lastly, the students will learn and refine how to use energetic diagnosis within the systems of the body.

TOPICS

- Introduction to the concepts of medical/energetic correlations
- Patterns that produce disease
- Traditional medicine vs. intuitive diagnosis
- The holistic perspective
- Historical perspectives of intuitive diagnosis
- Life issues reflected in the chakras
- The three principles of the human energy field
- How we heal
- Understanding the Seven Chakras and their correlation to the physical body



- Introduction of anatomy and physiology of the seven main chakras.
- Understand how our actions and attitudes create health or disease
- Review case studies of common illnesses and their correlation to emotional, psychological, and spiritual perspectives
- Perspectives on how to create health and stay healthy

OBJECTIVES

Each student at the end of course should have a deeper understanding of health/healing and the correlation to our energetic systems. Also, each student should be able to do a basic assessment of energy fields and their correlation to the anatomy/physiology of the body.

TEXTS

Dr. Patterson's Course Packet of Information.

Myss, Caroline, PhD, Shealy, C. Norman, MD, PhD, *The Creation of Health: The Emotional, Psychological and Spiritual Responses that Promote Health and Healing*

Clayman, Charles, MD, *The Human Body, An Illustrated Guide to Its Structure, Function and Disorders*

EMP 716: Medical Intuition: Physiology and Subtle Energy (3 credits)

DESCRIPTION

In this course students will learn basic anatomy/physiology and how it connects to the subtle energy systems of the body. They will receive an understanding of the energy of the body from a scientific, medical intuitive and eastern perspective. Connection to the physical systems and it's inter-links to the creation of health or dis-ease will be reviewed. As well as, the connection to emotional, psychological and spiritual responses that creates or disempowers health and healing. Lastly, the students will learn and refine the use of energetic diagnostic tools within the systems of the body.

TOPICS

- Advanced concepts of medical/energetic correlations
- More patterns that produce disease
- Traditional medicine vs. intuitive diagnosis
- How to integrate a holistic perspective
- Life issues reflected in the physiology
- How we maintain health
- Review case studies of your choice illnesses and research their correlation to emotional, psychological, and spiritual perspectives
- Attitudes on how to create and stay healthy



OBJECTIVES

Each student at the end of course should have a deeper understanding of health/healing and the correlation to our subtle energetic and physical systems. Also, each student should be able to do a basic health assessment of energy fields and its correlation to the anatomy/physiology of the body.

TEXTS

Dr. Patterson's, Course Packet of Information
Charles Clayman, *The Human Body*.
Caroline Myss, *Anatomy of the Spirit*.
W. Kapit, L. M. Elson, *The Anatomy Coloring Book*.

EMP 7171: Energy, Integrity & Eternity (3 credits)

DESCRIPTION

This course is an exploration of energy, integrity, and eternity. The course explores psychophysiological and phenomenological aspects of energy including physical, emotional, mental, and subtle energy, creative, spatial, and natural energy, and healing and life energy. The course explores sensitive, sustainable, and ethical ways of working with energy. Explorations include research, practicum, written reflection, and dialogue.

OBJECTIVES

Students will:

- Develop and deepen their awareness of the integral aspects of energy.
- Be able to utilize the knowledge that energy is integral to extend their own research and therapeutic methods in a healing profession.
- Develop skills needed in identifying essential factors pertaining to energy.
- Be able to assist clients using the understanding of energy they have gained.
- Develop the critical skills they need to apply their knowledge of energy wisely and effectively.

TEXTS

Becker, Robert O. M.D. and Gary Selden. *The Body Electric. Electromagnetism and the Foundation of Life*

Braden, Gregg. *The Spontaneous Healing of Belief. Shattering the Paradigm of False Limits*



Brahm, Ajahn. *Who Ordered This Truckload of Dung? Inspiring Stories For Welcoming Life's Difficulties*

Callahan, Phillip S. Paramagnetism. *Rediscovering Nature's Secret Force of Growth*

Dale, Cyndi. *The Subtle Body: An Encyclopedia of Your Energetic Anatomy*

Mookerjee, Ajit. Kundalini. *The Arousal of the Inner Energy*

Pogacnik, Marko. *Nature Spirits & Elemental Beings. Working with the Intelligence in Nature*

Worrall, Ambrose A. with Olga N. Worrall. *The Gift of Healing, A Personal Story of Spiritual Therapy*

EMP 7181: Women, Wisdom & the World (3 credits)

DESCRIPTION

This course is an exploration of women, wisdom, and the importance of the wisdom of women in the world today. The course explores the lives of women visionaries and women of wisdom, and the ways women contribute to the collective wisdom of the world in education, the arts and sciences, culture, and social, economic, political, and spiritual life. The course explores the feminine and creativity, healing, intuition, emotion, nature, sustainability, and global transformation. Explorations include research, practicum, written reflection, and dialogue.

OBJECTIVES

After completing this course participants will have gained an expanded understanding of women and their wisdom in the world; they will have experienced the wisdom of women in new ways; and they will have developed and expanded their ability to work with women and wisdom in their personal and professional lives.

TEXTS

Martin, Katherine. Ed. *Women of Courage*.

Megre, Vladimir. Anastasia. Ringing Cedars Press.

Mookerjee. Ajit. Kali. *The Feminine Force*.

Neal, Viola Petitt, and Shafica Karagulla. *Through the Curtain*.

Oliver, Mary. *New and Selected Poems*.

Shinn, Florence Scovel. *The Wisdom of Florence Scovel Shinn*.



EMP 719: Whole-Person Caring (3 credits)

DESCRIPTION

This course will offer students the opportunity to understand, explore, and integrate a model of care designed and proven to facilitate personal and organizational transformation. The Model of Whole-Person Caring is energetically and spiritually based and is interdisciplinary in nature. Originally designed and implemented for healthcare practitioners and hospitals this model is useful for any profession or organization. A hospital that fully integrated the WPC model was transformed into a place for healing, significantly improved its patient care and staff retention and was awarded the 2004 Norman Cousins Award for excellence in relationship-based care.

OBJECTIVES

The essential elements of theory formation will be analyzed and the utility and application of theories reviewed and discussed. Key concepts and definitions within the Model of Whole-Person Caring will be explored and participants will have the opportunity to integrate selected concepts into their lives and work. The key concepts of the model are: Sacredness of Being, Therapeutic Partnering, Self-Care & Self-Healing, Whole-Person Well Being, Transformational Leadership, and Caring as Sacred Practice. Students will be presented with a variety of readings to stimulate their inquiry into theories that underpin and impact their practices and ways of Being. This course will provide participants with tools to enhance their own well-being and to create healthier environments in which to live and grow.

Fields of Inquiry:

- Theory Formation
- Transdisciplinary Exploration of Concepts and Theories
- Key Concepts and Definitions of Whole-Person Caring
- Synthesis and Integration

TEXTS

A sampling of texts:

Nightingale, F. *Notes on Nursing*.

Macrae, J. *Nursing as a Spiritual Practice: A contemporary application of Florence Nightingale's Views*.

Thornton, L., Gold, J., & Watkins, M. *The art and science of whole-person caring: an interdisciplinary model for health care practice, International Journal for Human Caring*.

Thornton, L. *The Model of Whole-Person Caring: Redefining our way, Bridges, International Society for the Study of Subtle Energy and Energy Medicine*.



EMP 819, 8191, 892, 8193, 8194, 8195: Bioeconomy and Psychosomatic Health-Concentration (3 credits)

DESCRIPTION

This course combines on-campus and off-campus components. In addition to reading and written assignments, students will be required to attend four 2-day courses, taught by the instructors, at a residential location of their choice in the USA, Canada, Germany, Iran or Turkey. Registration for the workshops requires additional fees beyond the EMU tuition for the course. Students must register for the workshop separately with the instructor through - www.bioee.org

This Concentration Certificate course is for non-degree, degree and postgraduates especially for health professionals. The word of Economy etymologically indicates that we need to manage (nomy) our home (Eco) and find reasonable ways to connect resources to deficiency (D) and being (B) needs.

The 6 courses in this concentration are: Bioenergy Economy (BEE), BEE Healership, BEE Trainership, BEE)Leadership, Epigenetics and Healing Response, Biosemiotic Pharmacology, Psychosomatic Healing.

OBJECTIVES

1- Promote Personal development via:

Extending body awareness, settling in the Center of gravity (being), developing biofield perception, Increasing biofield resonance, Releasing, Motivating, Reprocessing and Opening the Bioenergy flow. Providing more reasonable and proactive cathexis.

2- Healing skills:

Begin to enhance healing servomechanisms for themselves and others via:

- Cognitive-Behavioral modulations
- Physical stimulators (movement & manipulation)
- Bioenergetic attunements

3- Training skills:

Begin to perform:

- Basic communication skills (verbal/nonverbal)
- Basic relaxation techniques (applied relaxation)
- Tensegrity training (posing the body in balance)
- Biofield Attunement:
- *Hara* activating (intrapersonal biofield)
- Aura activating (interpersonal biofield)



- Scientific Explanation of bioenergetic phenomena.

TEXTS

Goli, Farzad; *Bioenergy Economy: A Methodological Study on Bioenergy-Based Therapies*.

Oschman, James L; *Energy Medicine: The Scientific Basis*.

Reich, W; *The Function of the Orgasm: Discovery of the Orgone (Discovery of the Orgone, Vol1)*,
Jung, C. G.; *On the Nature of the Psyche*.

EMP 720 & EMP 820: Working with Bereaved Clients (3 credits)

DESCRIPTION

This course examines the specific application of assessment, intervention, and evaluation strategies to families confronting a major loss. Assessment and differential treatment selection within the context of this particular vulnerable population will be explored. This course will focus on understanding the impact of anticipated and traumatic loss and grief on individuals, and the family system, and will look at the development of continuing bonds. The evolution of current theories of trauma and bereavement will be explored as they reflect more general social and psychological theories and social and political trends tasks of the grief process including anticipatory grief, symptoms of uncomplicated and complicated grief, the interface of trauma and grief, and associated risk and protective factors will be explored.

OBJECTIVES

Students will become familiar with:

- Learning engagement and assessment skills with individuals and families confronting both anticipated and traumatic loss
- Managing our own responses to loss and threat of loss
- Understanding theories underlying current practice models
- Developing competence with culturally diverse expressions of trauma and grief
- Empowering clients through knowledge and social connection
- Managing practice constraints: e.g. time, resources etc, identifying relevant outcome measures

TEXTS

A three-page required text will be provided and a course packet of relevant articles.

Worden, W. *Grief Counseling and Grief Therapy*.

Bonanno, G. and S. Kaltman. *The varieties of grief experience*.



Horsley, G., "Baggage From The Past," *American Journal of Nursing*.
Stroebe, M.S., Stroebe, W., Hansson, R.O. *Handbook of bereavement*

EMP 721 & EMP 821: Extended-Family Therapy (3 credits)

DESCRIPTION

This course will provide an overview of the field of family therapy. The leading figures in the field will be identified and their theories and techniques compared and contrasted to each other. Students will learn how to evaluate clients using a family systems perspective and how to intervene using family therapy techniques.

OBJECTIVES

Students will participate in the:

- Study and mapping the process of a Genogram (generational information gathering) to include at least three generations.
- Documentation of present clinical intervention strategies and concepts.

Fields of Inquiry:

- Structural Family Treatment
- Strategic Family Treatment
- Experiential Treatment: PsychoEd.
- Solution-Focused Therapy/Questioning as Intervention
- Language as Intervention
- Families Living with Young Troubled Children
- Families Living with Physical Illness
- Asthma, power, and the therapeutic conversation

TEXTS

Goldenberg, I. & Goldenberg, H. *Family therapy. An overview*.
McGoldrick, M., Gerson, R. & Shellenberger, S. *Genograms in family assessment*.
Horsley, G. C. *In-laws: A Guide to Extended-Family Therapy*.
Anne Fadiman. *The Spirit Catches You and You Fall Down*.



EMP 724 & EMP 824: Energy Medicine in Therapeutics (3 credits)

DESCRIPTION

Energy Medicine in Therapeutics and Human Performance explores the human body's potential by drawing on an extraordinary range of sources from physiology and biophysics, to examples from the realms of spontaneous healing, cutting-edge athletic and artistic performance, the martial arts, and various contemplative and spiritual practices. This course presents clues that make no sense by themselves, but reveal a logical pattern when taken together. With new perspectives and theoretical models, this course offers ways to apply these concepts directly, practically and clinically. Applications include treating traumas of all kinds as well as movement disorders, including paralysis. The concepts open up new maps of the unconscious, intuition, and insight--subjects previously considered too difficult or imprecise for scientific exploration.

OBJECTIVES

Are there limits to the human body's potential for healing and physical performance? The body employs regulatory circuitry to maintain a high level of functioning for healing or obtaining optimal performance. Diseases and injuries compromise the regulatory circuitry. This course studies a high-speed communication system in the human body that senses and responds to the energetic environment. This communication system is the substrate for systemic cooperation. Learning how to achieve more as a therapist, performer or team involves increasing the cooperative interactions within the network that reaches all parts of the body and affects all systems.

Fields of Inquiry within Course:

- Provide an understanding of the nature of energy medicine by exploring science and common experience.
- Explain complex scientific concepts in ways that are both vivid and easy to grasp.
- Connect abstract theories with practical applications.
- Address technical detail in a manner that allows readers from different backgrounds and with different depths of experience to choose their own level of access.
- Include detailed references to cutting-edge research and time-tested studies for the most well rounded perspective on the subject.

TEXTS

Oschman, J.L. *Energy Medicine in Therapeutics and Human Performance*

A course packet of relevant articles written by Dr. Oschman.



EMP 725 & EMP 825: Biophysics in Energy Medicine (3 credits)

DESCRIPTION

Modern research science is validating and explaining the beneficial effects of a wide range of Biophysics and Bioenergy therapies, both those used in conventional medicine and those used in alternative therapy settings. This course brings together the science and the experience of a wide range of energy therapies.

There is growing interest world wide in the field of mind-body medicine and the effect which the natural "energy forces" within the body play in the maintenance of normal health and wellbeing. This in turn has led to interest in how these energies or forces may be channeled to assist in healing and restoration to health. This course brings together evidence from a wide range of disciplines which is beginning to provide an acceptable explanation for the energetic exchanges that take place in all therapies.

OBJECTIVES

The focus of this course is the understanding of what has implemented alternative and complementary therapies as the fastest growing sector of our health care system. Fundamental to many of these techniques is an appreciation of energetics that has long been deemed unacceptable and unapproachable from the scientific perspective. Modern research is rapidly changing this picture by revealing a plausible basis for therapies that predate our current biomedical paradigms. We now know that measurable energy fields exist within and around cells and organisms. The sources of these fields are understood and we know that they have physiological importance. A common denominator to the artful and medical application of this information is the remarkable sensitivity of cellular and molecular processes to tiny electromagnetic fields, whether produced by therapists or by therapeutic devices. Medical research and the experiences of energy therapists are converging on this point, with profound implications for healthcare and biomedical research.

Fields of Inquiry:

- Historical Background
- Acupuncture and related methods
- Measuring the fields of life
- Polarity, therapeutic touch, magnet therapy, and related methods
- Therapeutic entrainment
- Vibrational medicines
- Homeopathy and related vibrational medicines
- Gravity, structure, and emotions
- Structural integration (Rolfing), osteopathic, chiropractic, Feldenkrais, Alexander, myofascial release, and related methods
- Energy circles
- Is energy medicine the medicine of the future?



TEXTS

Oschman, J.L. *Energy Medicine: The scientific basis*

A course packet of relevant articles written by Dr. Oschman.

EMP 826: : WHEE: Wholistic Hybrid derived from EMDR and EFT - Theory and Clinical Practice (3 credits)

DESCRIPTION

WHEE: Wholistic Hybrid derived from EMDR and EFT is an easily learned, rapidly and deeply effective method for self-healing. WHEE is elegantly simple, enabling people to address physical and emotional pains, stress and distress, and to clear blocking beliefs and core beliefs that make it difficult to release the vicious circles of stress - > anxiety - > tension - > spasm - > pain - > anxiety - > etc. WHEE also enables people to install positive feelings and cognitions with equal ease and rapidity, to replace whatever has been released. WHEE includes a philosophy in addition to the technical methodology, addressing spirit, relationships (with other people and the environment), mind, emotions and body. Students will explore the component methods of WHEE experientially in addition to learning to understand their theoretical basis.

OBJECTIVES

- Students will understand wholistic healing – addressing body, emotions, mind, relationships (with people and environment) and spirit.
- Students will understand a spectrum of theories to explain how mind-body problems develop.
- Students will understand how mind-body problems can be treated through self-healing.

TOPICS:

I. THEORIES of Wholistic Self-Healing – addressing body, emotions, mind, relationships (with other people and the environment) and spirit – through intent to make changes, affirmations and mind-body connections as demonstrated in WHEE

- A. How mind-body problems develop
- B. How mind-body problems can be treated through self-healing

II. CLINICAL APPLICATIONS OF WHEE

- A. Fears and phobias
- B. Pains – physical and psychological
- C. post-traumatic stress disorders
- D. Depression and grief
- E. Craving

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TEXTS

Benor, Daniel J. *Seven Minutes to Natural Pain Release: WHEE for Tapping Your Pain Away*

Benor, Daniel J. *WHEE workbook*.

EMP 827: Phenomenology Research in Wholistic Spiritual Healing (3 credits)

DESCRIPTION

Wholistic spiritual healing addresses the many levels of a person's being, including spirit, relationships (with other people and the environment), mind, emotions and body. Many therapists, using a variety of healing interventions, claim they are helping people to deal with dis-ease and disease, as well as to grow in psychospiritual awareness – personally and professionally. This course will give participants tools to understand and assess the research evidence that supports claims for efficacy and effectiveness of the various Complementary and Alternative (CAM) therapies. Students will explore a spectrum of research, including: individual case reports, observational reports, qualitative studies and randomized controlled trials to understand and explain wholistic spiritual healing. The strengths and weaknesses of each of these research approaches will be clarified.

In the course of studying methodologies, students will also learn some of the advantages and limitations of various CAM therapies. Study will be through reading published research studies, writing student papers that review and critically analyze research reports and their underlying theories, and critiques of classmates' papers.

TEXTS

Benor, Daniel J, *Healing Research: Volume I, (Professional Supplement) - Spiritual Healing: Scientific Validation of a Healing Revolution*.

Benor, Daniel J. *Healing Research, Volume II: Consciousness, Bioenergy and Healing*.

EMP 828: Phenomenology Theories of Wholistic Spiritual Healing(3 Credits)

DESCRIPTION

Wholistic spiritual healing addresses the many levels of a person's being, including spirit, relationships (with other people and the environment), mind, emotions and body. A graduate student in the healing professions needs to understand the assumptions and values at the core of their knowledge – in order to fully communicate their own knowledge, critically assess the work of other professionals, and extend their own research and therapeutic methods. Students will explore a spectrum of theories to understand and explain wholistic spiritual healing. No single theory encompasses or explains the entire spectrum of CAM and spiritual approaches to healing. Students will appreciate the over-all combination and balance of explanations that



together begin to make spiritual healing understandable. Study will be through reading of source books and published papers, writing student papers that review and critically analyze research reports and theories, and critiques of classmates' papers.

TEXTS

Benor, Daniel J, *Healing Research: Volume I, Spiritual Healing: Scientific Validation of a Healing Revolution*

Benor, Daniel J. *Healing Research, Volume II: Consciousness, Bioenergy and Healing.*

EMP 729: The Intuitive Career: Historical Perspectives (3 Credits)

DESCRIPTION

Throughout human history every culture and era has defined roles for individuals with intuitive and healing abilities. This practical, dynamic course will explore careers which use these skills from the most ancient times through the 20th Century. Many of these ancient careers are still vital in the 21st Century; perhaps with slight modifications for contemporary culture. Biographies of famous intuitives and healers will be discussed in detail in order to define three general approaches to their work: the oracular method, the reader method, and the consultant method. This course will closely examine the views, opinions, and expectations concerning practitioners in these fields which may be held by individuals in our modern society.

OBJECTIVES

Students will become familiar with:

- The timeless roles of auricle, prophet, seer, shaman, medicine man/woman, and healer.
- How the general public views intuition and energy medicine in light of previous cultural roles.
- How and why to promote and maintain a high level of professionalism in their career.
- A variety of approaches to building successful careers in these fields based on the lives of well-known historical figures.

TOPICS

- Overview and importance of germination, cultivation, empowerment, achievement, and legacy stages of careers in intuition or energy medicine.
- Discussion of the three general approaches to these careers:
 - oracular; reader; and consultant methods.
 - Definition and description of skills and tools used in these methods.
 - Exploration of the relationships between ancient roles and modern careers which use these methods, skills, and tools.
 - In depth discussion of historical, scientific, and religious perspectives on the skills and



- phenomena which form the basis of these careers.
- Biographies of well-known intuitives and healers.

TEXTS

Cay Randall-May: *The Intuitive Career*

The Intuitive Career Workbook & The Intuitive Career Audio System (CD)

EMP 730: The Intuitive Career: Contemporary Options (3 Credits)

DESCRIPTION

This practical class explores modern career building strategies in the fields of intuition and energy medicine including approaches to advertising, the importance of professional image, setting and collecting fees, and much more. The instructor will share her personal perspective, gained through more than 25 years in the field, as well as insights from other professionals' careers. This class will assist participants to set reasonable career goals while increasing their understanding of contemporary options.

OBJECTIVES

Students will:

- Explore several ways to begin and grow a successful career in intuition or energy medicine.
- Identify their professional strengths and areas where they need more guidance and resources.
- Form immediate, intermediate, and long-term career goals and appropriate strategies for how to accomplish them.

TOPICS

- How to begin a career based on intuition or energy medicine
- How to grow your career while maintaining balance
- Personal promotion
- The importance of image
- Effective advertising methods, including the internet
- Publishing options for books, articles, columns
- Other products
- The press kit and media appearances
- Other media opportunities
- Working with a mentor or through an internship
- Integrity and professional standards
- Safety and other practical considerations



- Public attitudes and their impact on the profession

TEXTS

Cay Randall-May: *The Intuitive Career*

The Intuitive Career Workbook & The Intuitive Career Audio System (CD)

EMP 731 & EMP 831: Organizational and Personal Transformation (3 credits)

DESCRIPTION

This course will examine: Personal growth—potentiation—of employers and employees; and how to provide a service/product that will benefit humanity. Inclusion of these items in the organization/corporation's mission, vision, values, goals, and objectives expands the mission plan to benefit the greater good.

OBJECTIVES

This course will focus on: How to create projects to concisely develop and engage the employees in their personal growth curves. And the inclusion of information/training on how to employer/employee will touch into transformative lifestyles that give them:

- Increased personal energy,
- Increased ability to work with coworkers of like mind in a synergistic way
- Increased ability both individually and (especially) in groups to work far more creatively, and in many cases to tap into a bigger collective energy.

TEXTS

Course Packet of Information provided.

EMP 732 & EMP 832: Creating Environments that Heal (3 credits)

DESCRIPTION

Creating Environments that Heal has been intentionally designed to not only bring documented information to the clinical professional, but to move the participant into understanding their clinical and ethical accountability for the clinical environment. This involves looking at interpersonal relationships between patients and caregivers, between caregivers themselves, and between physicians-patients-and families. It addresses behavioral issues that impact how the patient perceives the quality of care, and offers strategies for pro-active changes in the

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current setting on both a short-term and long-term basis. This course also includes processes, which offer a direct understanding of the physiological and psychological symptoms generated by a healthcare setting.

AUDIENCE

Students i.e. nurses, therapists, volunteers, and anyone else involved in patient/client care and with patients/clients families.

COURSE PURPOSE

This course discusses the issues of healing environments, what is at stake in the patient/client experience, and how perceptions shape the quality and effectiveness of healthcare. Exploring how the environment must be intentionally designed to have a positive function, rather than be inconsistent and precarious in nature. For example, while the environment is experienced on all sensory levels, the auditory environment is by far the most invasive and has been most dramatically impacted by technology.

COURSE OBJECTIVES

- Students will understand the term “Healing Environment” and the epistemology of the environment in healthcare.
- Students will distinguish subjective experience from empirical evidence regarding the impact of the healthcare environment on patient/client outcomes.
- Students will be able to identify environmental stressors and their symptoms.
- Students will become aware of the environment as it impacts attitudes, relationships, disease, and recovery.
- To design the environment of care to function as a therapeutic protocol.
- To investigate environmental tools that will facilitate the realization of the healthcare that heals as well as cures.
- To positively impact the quality of healthcare and healing delivery on an institutional and a practitioner basis providing a continuous therapeutic presence.
- To provide environment that will serve the needs of multiple generations.

TOPICS

- The impact of the environment, both physiologically and psychologically, and strategies for
- Designing a healing environment
- Research in the use of music and medicine is reviewed
- Research in the use of nature, lighting, sound, and other environmental factors on health
- In addition, students have the opportunity to evaluate the current status of their work and community environments and become cognizant of their short and long-term impact.



TEXTS

Reinhold VanNostrand, *Innovations in Healthcare Design*.

VanNostrand, *Sound Choices: Using Music to Design the Environments in which We Live, Work, and Heal*

Course Packet which includes many journal articles.

EMP 733: Intuition Medicine®: Energy Anatomy (3 credits)

DESCRIPTION

This course provides learning of a specific healing modality which is used in the Energy Medicine specialty of Intuition Medicine®. This energy-anatomy practice was designed in 1984 by Dr. McCartney and has been incorporated into vocational practices by thousands of people certified in Intuition Medicine®. Only offered in the Fall semester.

TOPICS

This course covers three specific energy anatomy systems. The modules are:

- Grounding to the Earth System
- Aura, Life Force & Earth Energy Healing
- Chakra System

OBJECTIVES

The ability for an Energy Medicine practitioner to communicate, coach and facilitate healing is a valuable, professional skill. The cornerstone of this skill is the study of the human subtle energy field. At course completion the student will have a subtle energy coaching modality to put into a professional practice.

TEXTS

Francesca McCartney, *Body of Health: The New Science of Intuition Medicine® for Balance & Energy*

Francesca McCartney, *Intuition Medicine®: The Science of Energy*.

Eckhart Tolle, *The Power of Now*.

Barbara Brennan, *Hands of Light*.

Roselyn Bruyere, *Wheels of Light*.



EMP 734: Intuition Medicine®: Healing Systems (3 credits)

DESCRIPTION

This course provides learning of a specific healing modality which is used in the Energy Medicine specialty of Intuition Medicine®. This energy-anatomy practice was designed in 1984 by Dr. McCartney and has been incorporated into vocational practices by thousands of people certified in Intuition Medicine®. Only offered in the Fall semester.

TOPICS

This course covers three specific energy anatomy systems. The modules are:

- Color in Healing and Meditation
- Intention and Affirmation in the Healing Process
- Male/Female Energy Healing

OBJECTIVES

The ability for an Energy Medicine practitioner to communicate, coach and facilitate healing is a valuable, professional skill. The cornerstone of this skill is the study of the human subtle energy field. At course completion the student will have a whole subtle energy coaching modality to put into a professional practice.

TEXTS

Francesca McCartney, *Body of Health: The New Science of Intuition Medicine® for Balance & Energy.*

Francesca McCartney, *Intuition Medicine®: The Science of Energy.*
Shakti Gawain, *Creative Visualization.*

Larry Dossey, *Healing Words: The Power of Prayer and the Practice of Medicine.*

Louise Hay, *Self-Healing: Affirmations for Achieving and Maintaining Optimum Health*

Jean Bolen, *Goddess in Everywoman: A New Psychology of Women.*

Gods in Everyman: A New Psychology of Men's Lives and Loves.

Robert A. Johnson, *He: Understanding Masculine Psychology.*
She: Understanding Feminine Psychology.
We: Understanding the Psychology of Romantic Love.



EMP 735 & EMP 835: Sociology of the Paranormal (3 credits)

DESCRIPTION

This course offers a critical analysis of the methodology of parapsychology and other approaches to the study of psychic phenomena. The importance of the current interest in paranormal phenomena will be sociologically interpreted.

OBJECTIVES

- To critically analyze the methods and perspectives of parapsychology.
- To analyze the theoretical implications and practical consequences of paranormal research for scientific inquiry.
- To sociologically interpret the importance and relevance, both for the individual and society as a whole, of the current interest in paranormal phenomena.

TOPICS

- Approaches to Paranormal Beliefs
- The Field of Parapsychology
- Anomalous Healing
- Human Energy Systems
- Altered States of Consciousness
- The Sociology of Psi
- Practical Applications of Psi
- The Implications for Science
- The Social Implications of Paranormal Research

TEXTS

Daniel J. Benor, *Healing Research: Spiritual Healing*:
Edge, Hoyt, Morris, Palmer, Rush, *Foundations of Parapsychology*.
Paul Kurtz, *The Skeptics Handbook of Parapsychology*.
Edgar Mitchell, *Psychic Exploration: A Challenge for Science*.
Michael Murphy, *The Future of the Body*:
Benjamin Wolman, *Handbook of Parapsychology*.
Erich Goode, *Paranormal Beliefs: A Sociological Introduction*.
Dean Radin, *The Conscious Universe*.
William Bengston, *The Energy Cure*.



EMP 736 & EMP 836: Functional Medicine (3 credits)

DESCRIPTION

From about 3000 BC to the 1600's a mode of thought originally named "perennial philosophy" by the philosopher Leibniz and later resurrected by Aldous Huxley, was a major, if not the principle, way of understanding Man and nature. According to Woodhouse, "Perennialism encompasses two relatively independent traditions whose main principles converge. One tradition springs from the experiences of both Eastern and Western mystics and spiritual leaders, supplemented at times with substantial philosophical insight and argument. The other tradition, which I shall term the 'Occult Wisdom' centers around the teachings of psychically gifted individuals or groups whose connection with recognized religious traditions is marginal. Both traditions stress the existence of irreducible and interpenetrating dimensions beyond the physical, a Godhead, spiritual evolution, and the interconnectedness of all things." With the Renaissance and the work of Galileo, modern science has, however, with a few exceptions, pursued an increasingly mechanistic direction eschewing all explanatory causes of action except for the movement of atoms within a void. This reductionistic philosophy and practice has held sway in mainstream science until the present day.

Perennialism, did manage to survive, however, although mostly "underground" into our present age, carried forward by independently thinking scientists, philosophers, and physicians. While mechanism maintains that the investigator's subjective states must be discounted in order to obtain an accurate understanding of reality free of the distortions of the thought processes of the scientist, those operating with the perennial point-of-view hold that subjectivity not only must not be eliminated from the scientific equation, but must necessarily be included, indeed must be paramount. It is not that objectivity and objectification through experimentation should be ignored, but objectification should only be conducted after one has a deep subjective appreciation of the object under investigation. Scientists who espoused perennialism or something akin to it, without necessarily naming their practice as such, included scholars such as Goethe and Rudolph Steiner and in our modern era the physician and scientist, Wilhelm Reich. In this course we will focus primarily on Reich's work, but include the writings of other perennial thinkers, some who pre-dated and influenced Reich, and others who arrived at their point-of-view after Reich and independently of him.

OBJECTIVES

To study the processes of conscious and unconscious intention of human beings in the natural biological realm, in medical pathology, and in the Earth's environment. To research and estimate the effect of human consciousness on biological and physical systems.



TOPICS

- Examine results of consciousness healing and health in the anatomy and physiology of diseased tissue and organs on the physical level.
- To study the process of the subtle bodies function in unity with the physical body to provide information and energy and act as repositories of thought and emotion.
- Document states of health of the physical and subtle bodies working in balance and harmony to facilitate the development and realization of the potential of man's spirit.

TEXTS

Course packet with more than 50 articles published by Dr. Blasband and other experts on therapy, cancer, organomic biophysics, consciousness, and healing. Articles include:
The Significance of the Eye Block in Psychiatric Orgone Therapy, *The Journal of Orgonomy*, 1:1&2, 1967

The Ordering of Random Events by Emotional Expression, *Journal of Scientific Exploration*.

Two Case Reports of Distant Healing: New Paradigms at Work? *Alternative Therapies*, 8:1, Jan/Feb, 2002

EMP 837: Functional Medicine - Research (3 credits)

AUDIENCE

Doctoral students with an honors level of completion of Functional Medicine for enrollment in this research course. Optional residencies: Research study can be conducted at The Center for Functional Research is a non-profit 501(c)(3) scientific research and literary organization in Sausalito, California. Research study can also be conducted at The Orgone Biophysical Research Laboratory, in Ashland, Oregon.

DESCRIPTION

This research course investigates a continuation of those same principles of Functional Medicine I at a deeper level. The focus is on integration of the material into a research study as well as a functional practice.

This course will support, conduct, and disseminate information on research involving the natural energetic processes in living and non-living matter, and the distorted or pathological transformations and variations of natural processes. Fundamental premises at the center of this course is that the same basic processes are operating at the microscopic and macroscopic level,



in living and non-living systems, and that these processes are essentially energetic in nature and often co-function with the conscious and unconscious intention of human beings.

OBJECTIVES

The goal of the course is to provide the student with a mode of thought and investigation that is a viable, potentially more productive alternative to mechanism, an alternative that can provide a truer, deeper understanding of Man and nature. To explore participatory realms in order to test the concept: that in disease there is imbalance and disharmony and the spirit cannot flourish.

Of critical importance in this process is the establishment of harmony and balance:

- Between damaged organ systems and organ systems that co-function with them in maintaining homeostasis in the body
- Between organ systems and the brain and between organ systems and their subtle bodies.

TEXTS

Course packet with more than 50 articles published by Dr. Blasband and others on therapy, cancer, organomic biophysics, consciousness, and healing. Articles include:

"Two Case Reports of Distant Healing: New Paradigms at Work?"

Barbara Koopman, MD, PhD and Richard A. Blasband, MD

"Psychic Healing and the Anisotropic Universe", Barbara Koopman, MD, PhD and Richard A. Blasband, MD

EMP 839 Connection, Communication, Creation, and Communion (3 credits)

DESCRIPTION

Many of the most pressing interpersonal, community, and international issues revolve around communication, or the lack thereof. This course explores the process of connection, communication, creation, and communion: internal and external, verbal and nonverbal, interpersonal and international, subtle and intuitive, local and nonlocal. Course explorations include thoughts, words, and actions, social networks, global dynamics, subtle and natural systems, and communication processes including Bohmian dialogue, Nonviolent Communication, wisdom councils, Self Reflective Dialogue, and self-inquiry. Explorations include research, practicum, written reflection, and dialogue.

TOPICS

Connection, communication, creation, communion, consciousness, nature, and energy medicine.

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OBJECTIVES

After completing this course participants will have gained an expanded understanding of connection, communication, creation, and communion; they will have experienced ways of connecting, communicating, creating, and communing in new ways; and they will have developed and expanded their ability to work with connection, communication, creation, and communion in their personal and professional lives.

TEXTS

Berger, John,

John Christie. *I Send You this Cadmium Red*

Buchanan, Mark. Nexus. *Small Worlds and the Groundbreaking Science of Networks*

Katie, Byron, with Stephen Mitchell. *A Thousand Names For Joy*

Lipton, Bruce. *The Biology of Belief. Unleashing the Power of Consciousness, Matter and Miracles*

Nhat Hanh, Thích. *Creating True Peace.*

Nichol, Lee, Ed. *The Essential David Bohm*

Rosenberg, Marshall B. *Speak Peace in a World of Conflict.*

EMP 740 & EMP 840: *An Introduction to Energy Psychology and Clinical Practice (3 credits)

DESCRIPTION

This class is organized around a 5-day intensive workshop that introduces students to the fundamental principles and procedures of meridian based Energy Psychology. Energy Psychology draws from ancient spiritual practices and healing traditions, yet it is a thoroughly modern approach that is consistent with current scientific understanding of how emotion and psychological treatments affect the brain.

Using acupuncture points and related energy systems, maladaptive emotional responses can rapidly be uncoupled from their triggers, providing greater freedom to live one's life more effectively and joyfully. This class is a hands-on introduction that will teach you the basic principles and enough technique that you can immediately begin using Energy Psychology in your own life and, if you are a psychotherapist, to consider how to integrate it into your practice.

TOPICS

1. History and current uses of Energy Psychology.
2. Protocols for applying Energy Psychology.
3. Working with fear and trauma.
4. Working with other psychological concerns.
5. Working toward goals and peak performance.
6. Back-home applications

Effective August 1, 2014 – July 31, 2015



OBJECTIVES

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

1. Discuss the role of Energy Psychology (EP) in clinical and non-clinical settings.
2. Perform a basic EP protocol for working with psychological issues.
3. Adapt the protocol to working with psychological concerns with self and others.
4. Adapt the protocol for reaching goals and peak performance with self and others.
5. Discuss limitations and cautions in using the technique.
6. Present a plan for using the approach in their back home setting.

TEXT

The Promise of Energy Psychology, David Feinstein, Donna Eden, & Gary Craig.

EMP 741 & EMP 841: A Hands-on Introduction to Energy Medicine (3 credits)

DESCRIPTION

The core of this class is a lively 5-day intensive workshop that introduces students to the fundamental principles and procedures of energy medicine. Energy medicine recognizes energy as a vital, living, moving force that determines much about health and happiness. Drawing from a wide range of health systems and spiritual traditions, energy medicine heals body and spirit both by activating the person's natural healing energies ("energy as the healer") and by restoring energies that have become weak, disturbed, or out of balance ("energy as the patient"). Energy medicine is both a complement to other approaches to medical care and a complete system for self-care and self-help. It can address physical illness and emotional or mental disorders, and can also promote high-level wellness and peak performance.

The class will show participants how to increase their vitality, effectiveness, and joy in life by attending to their body's energies. It will also provide a set of techniques that can be readily adapted to a professional health care practice for overcoming physical and emotional problems by shifting stagnant, blocked, or scrambled energies. Participants will receive clear instruction and hands-on experience with over half the topics introduced in Donna Eden's book, *Energy Medicine*. The class is fun, spiritually uplifting, and offers a wealth of useful tools.

TOPICS

- An overview of energy medicine principles and practice
- Assessing and balancing the meridians
- Assessing and balancing the chakras
- Working with the aura, Celtic weave, and strange flows



- A five-minute daily energy routine
- Addressing physical pain
- Triple warmer and the immune system

OBJECTIVES

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

- Perform—to the level of being able to teach others—a basic “daily energy routine,” and related techniques, which are designed to increase vitality, improve health, and enhance mental clarity and state of mind.
- Perform a “general indicator test,” a spleen test, a self-test, a surrogate test, a pulse test, and a chakra test for determining how energy is flowing through each of the major systems of the body.
- Identify and have basic knowledge about assessing, clearing, and rebalancing each of the eight major energy systems in the body.
- Begin to apply energy techniques for improving physical concerns, including pain, chronic stress, allergies, vision problems, and illness.
- Begin to apply energy techniques for improving psychological concerns, including fear, anger, anxiety, emotional stress, and dysfunctional habits.

TEXTS

Required for all class participants:

Energy Medicine by Donna Eden .

Vibrational Medicine (3rd Ed.) by Richard Gerber, M.D.

Required for doctoral-level students, recommended for all class participants:

Energy Healing by Donna Eden (6-hour DVD training program).

Recommended for all class participants:

The Energy Medicine Kit by Donna Eden.

EMP 742 & EMP 842: The Biofield: Scientific and Philosophical Concepts of the Human Energy Field in Health and Healing (3 credits)

DESCRIPTION

Living systems are complex, nonlinear, dynamical, self-organizing systems of ionic, molecular, intracellular, cellular, and extracellular components, structures, patterns, and processes in continual interaction and transmutation through the mediating effects of energy fields imbued with information. The living system continually exchanges mass, momentum, and energy-with-information within and across multiple levels of organization to heal, maintain, or—in the case of humans—advance



themselves. This course will provide a philosophical and scientific overview of holistic biotonic principles that are central to the organism, including the vital force or bioenergy field, also called the biofield. Such holistic field concepts have played central roles in the traditional worldviews and healing systems of all indigenous cultures on earth. Both Eastern and Western biofield concepts will be covered in this course. Although such holistic field concepts generally have been frowned upon in conventional Western science and medicine for over a century, their resurrection may be essential to building an appropriate scientific foundation for energy medicine. The most recent work in biofield science and its future prospects will also be discussed.

TOPICS

Concepts of energy and information in philosophy, physics, and biophysics; the élan vital, chi, prana, and other bioenergy and biofield concepts; the role of self-organizing dynamical systems theory in biology and medicine; homeodynamics; the biofield in embryology and cognitive neurophysiology; East-West theories of the acupuncture system, including the meridians, acupuncture points, and dantians; East-West views of the chakra system; holistic biotonic principles in relation to the dominant biomedical paradigm; recent progress in biofield theory and experiment; the possible relationship between biofields and consciousness; directions for future research.

OBJECTIVES

- Define energy and information, as well as energy-with-information
- Elucidate at least four different concepts of vital force or vital energy in Eastern and Western culture and explore the differences among them.
- Explain self-organizing (or “far-from-equilibrium”) dynamical systems theory and homeodynamics and how they are related to health and healing.
- Explain how biofield concepts have been used in developmental biology and cognitive neurophysiology.
- Explain the anatomy of the acupuncture system and its function from a biofield perspective.
- Elucidate the chakra system from a biofield perspective.
- Compare and contrast the dominant biomedical paradigm with a biofield perspective.
- Explain how the biofield may provide a scientific foundation for energy medicine.
- Explore the possible relationship between the biofield and consciousness in the context of various theories and views emerging from the scientific and medical community.



- Analyze some recently published research that is at the forefront of biofield science, both experimental and theoretical.
- Assess the key areas for future research that are likely to further the development of a scientific basis for energy medicine.

TEXTS

Benor, D. *Spiritual Healing: Scientific Validation of a Healing Revolution*.

Rein, G. "Bioinformation within the biofield: beyond bioelectromagnetics." *Journal of Alternative and Complementary Medicine*, 10(1):59-68.

Rubik, B. "The Biofield Hypothesis: Its Biophysical Basis and Role in Medicine." *Journal of Alternative and Complementary Medicine*, December 2002, 8(6), 703-718.

Rubik, B. "The unifying concept of information in acupuncture and other energy medicine modalities." *Proceedings of the 1996 Medical Acupuncture Research Foundation Symposium on the Physiology of Acupuncture. Journal of Alternative and Complementary Medicine*, Vol. 3, Suppl. 1, pp. S-67 - S-76.

Rubik, B. "The Perennial Challenge of Anomalies at the Frontiers of Science." In: Bastide, M. (ed.) *Signals and Images*, Amsterdam: Kluwer Academic Publishers, pp. 15-28.

Rubik, B. "Information, Energy, and the Unpredictable Whole." *Advances: The Journal of Mind-Body Health*. vol.13 (2), Spring, 1997, pp. 67-70.

Rubik, B. "Energy Medicine and the Unifying Concept of Information." *Alternative Therapies in Health and Medicine*, March, vol. 1(1): pp. 34-39.

Rubik, B., Pavek, R., Greene, E., Laurence, D., Ward, R. "Manual Healing Methods." In Rubik, B. (11-member editorial review board), *NIH Report: Alternative Medicine: Expanding Medical Horizons*. U.S. Government Printing Office, Washington, D.C., pp. 113-157.

EMP 743 & EMP 843: The Science of Bioelectromagnetics and Its Clinical Applications (3 credits)

DESCRIPTION

Bioelectromagnetics (BEM) is the science that involves the interrelationship of low-level nonionizing electromagnetic fields and life. There is evidence for a variety of biological effects following the application of extremely low-level electromagnetic fields to the human body, including accelerated healing and regeneration associated with certain field parameters. The course will touch upon the history and basics of BEM, the hazards of certain BEM fields, and mostly address the use of therapeutic fields for health and healing. Several promising areas of medical application considered include the

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treatment of nonunion bone fractures, wound healing, tissue regeneration, pain management, and neuroendocrine regulation. BEM medical devices typically emit pulsed magnetic or electric fields, or electromagnetic fields such as microwaves. Some notable examples from the growing number of BEM medical devices on the market such as the trans-cranial electrical stimulator will be shown and discussed, along with clinical data and case studies. The scientific controversies that remain concerning the modus operandi and difficulties in reproducing effects in BEM studies will also be presented. The future prospects of BEM medical applications will be outlined.

TOPICS

The electromagnetic spectrum; ionizing and nonionizing radiation; wave parametrics; narrow “windows” of biological response to EM fields; geophysical fields & life; positive, neutral, and life-thwarting EM fields; early discoveries in tissue regeneration; bone growth stimulators; neuroendocrine applications including trans-cranial electrical stimulation; soft-tissue regeneration; low-level laser stimulation; static magnets for pain control; scientific theories of BEM interactions with living systems, including chaos and biofield theories; scientific controversies in BEM.

OBJECTIVES

- Describe the electromagnetic spectrum. What regions have life-positive effects? Life-thwarting effects? What are the relevant wave parametrics for BEM medicine?
- Describe the geomagnetic field, its fluctuations, and its relationships to the rhythms of life.
- Explain three key discoveries in BEM that launched clinical applications.
- Describe five BEM medical applications on the market and their medical claims. Describe five BEM consumer health applications (nonmedical) and their health claims.
- What are the medical applications of BEM presently approved by the FDA?
- What is the position of various inventors and their corporations on clinical studies and FDA approval of BEM medical devices?
- How do BEM fields interact with living systems? Contrast and compare three main scientific theories and state the evidence pro and con for each.
- What are some scientific controversies that remain in this area?
- What are the prospects for the future of BEM medicine?

TEXTS

Becker RO, Seldon G. *The Body Electric: Electromagnetism and the Foundation of Life*.

Burr HS. *Blueprint for Immortality: The Electric Patterns of Life*.



Gandhi OP. *Biological Effects and Medical Applications of Electromagnetic Fields*.

Gerber R. *Vibrational Medicine: New choices for healing ourselves*.

Oschman JL. *Energy Medicine: The Scientific Basis*.

Rubik, B. "Bioelectromagnetics and the Future of Medicine." *Administrative Radiology Journal*, Vol. XVI, No. 8., August 1997, pp. 38-46.

EMP 844: Heart Rate Variability in Research and Clinical Practice (3 credits)

DESCRIPTION

Heart Rate Variability (HRV) is the marker of the heart's response to the autonomic nervous system activity. It measures the range of heart rate across different phases of the breathing cycle (inhalation and exhalation). When properly interpreted in the context of respiratory and cardiac challenges, it serves as an indicator of heart health as well as the "tone" of the sympathetic and parasympathic nervous systems. As monitored noninvasively through a finger pulse, it can reveal information about psychophysiological stability and/or distress in response to various external and internal stimuli, with implications for treatment strategies in energy medicine and other holistic interventions. Recently it has gained popularity in the clinic as well as in research. HRV is affected by many factors including breathing behavior, nutrition, obesity, circadian rhythms, hormones, certain pharmaceutical drugs, and many chronic diseases. Conditions and disorders such as diabetes, obesity, multiple sclerosis, cancer, depression, chronic anxiety, and cardiovascular disease greatly narrow the dynamic spectrum of heart function, which is readily seen in HRV parameters. On the other hand, holistic interventions, including biofeedback and relaxation exercises, respiratory training, qigong, other mind-body therapies, and biofield therapies have been shown to improve HRV parameters. Consequently, HRV may become a new vital sign in medicine and especially in holistic care. Acceleration photophethysmography (APG), which uses the same device as HRV, along with other software and parametrics, and CapnoBreath training, which integrates heart rate and respiratory monitoring with real-time software analysis, will also be discussed. APG is an indirect measure of arterial elasticity and vasodilation. Student has option to work with instructor in her lab. This course requires eight classroom hours of experience using the Medicore SA-3000p HRV/APG equipment and the CapnoBreath device at the Institute for Frontier Science laboratory in Emeryville, California. Or similar equipment that may be available to the student elsewhere as provided by the instructor.



TOPICS

SDNN (standard deviation node-to-node); Fourier spectrum analysis of HRV; the breath and pranayama in HRV; mind-body modalities and their effect on HRV; energy medicine interventions and their effect on HRV; HRV in psychophysiological research; systematic evaluation of HRV and some pitfalls in measurement; comparisons of HRV devices and their software; HRV, the FDA, and Medicare; HRV as a new vital sign in the clinic; specific and nonspecific effects on HRV; the autonomic nervous system and physiological regulation; stressors and distress; HRV biofeedback; parasympathetic and sympathetic exercises; APG as a measure of biological age; effects of various holistic lifestyle choices and interventions on HRV and APG.

OBJECTIVES/KEY QUESTIONS

- Define HRV or SDNN (standard deviation from node-to-node); what it reveals about the health of the heart; and its typical healthy ranges of values.
- How is it measured?
- What is the frequency (Fourier) analysis of HRV, and what does it tell us about the autonomic nervous system function?
- What does autonomic nervous system balance mean, and how does it relate to stressor, distress, physiological regulation? To fatigue and exhaustion?
- What are some key factors that determine the values of SDNN?
- What is “functional wellness” and how are the assessments of HRV and autonomic nervous system balance related to it?
- What is the most important FDA-approved parameter in HRV measurement that predicts mortality due to myocardial infarction?
- Why is HRV measurement important for the holistic health practitioner? Is an improvement in HRV parameters always a positive outcome for an intervention? Can HRV be used as a tool in prognosis and tailored therapy?
- Define acceleration photoplethysmography (APG) and explain what it reveals about the health of the circulatory system.
- How is arterial elasticity related to atherosclerosis and biological age? What holistic interventions can be used to improve the APG parameters?
- How are HRV and APG useful in research on integrative health studies?

TEXTS

Gorman JM et al. (2000) HRV in depressive and anxiety disorders. *Am Heart J* 140 (4 suppl):77-83.

Horst, Gert J Ter (2000). *The Nervous System and the Heart*. New Jersey: Humana Press.

HRV and APG Operation Manual (2003). Medicare SA-3000p,

Stein, PK et al. (1999) Insights from the study of HRV. *Annual Rev Med* 50:249-61.



EMP 745: Kundalini Energy: Experiential Methods in Transcendence Healing (3 credits)

DESCRIPTION

Within Intuition Medicine® a sub-set system of energy medicine which Dr. McCartney has researched and created Kundalini energy is approached from a Western body/mind model. With a focus to bring the information of this cell based energy into a healing meditation practice this researcher has studied Kundalini from an intuitive perspective. In working with thousands of people over three decades many commonalities have been observed, such as, Kundalini energy stimulates specific physical changes; awakens creativity and inspiration and experiences of spirituality and unity. As well, consistent with most references to Kundalini, the meridian pathway which this energy follows is noted as upward through the spinal channel from the base of the spine and continuing to the top of the head.

Prerequisite: Enrollment in this course requires completion of the EMP 733 or 833: Intuition Medicine®: Energy Anatomy. Only offered in the Spring semester.

TOPICS

- Kundalini Energy as a catalyst for change.
- Kundalini anatomy system – concept and structure.
- How to use Kundalini to improve health.
- Spiritual and transcendent healing aspects of Kundalini.

OBJECTIVES

- Achieve health and functionality of Kundalini anatomy system.
- Effective ways to activate Kundalini energy.
- Recognize symptoms associated with activated Kundalini.
- Understand beneficial uses of this energy.
- How to modulate Kundalini and turn the energy off and on.

TEXTS

Kundalini: Psychosis or Transcendence , Lee Sanella

Body of Health, Francesca McCartney

Intuition Medicine®:The Science of Energy(Book+CD-set), Francesca McCartney



EMP 845: Kundalini Energy: Investigations in Transcendence Healing(3 credits)

DESCRIPTION

This is a qualitative research project course. Enrollment in this course requires completion of the EMP 745 Kundalini Energy: Experiential Methods in Transcendence Healing course; and completion of, or concurrent enrollment in a research design or research methodology course.

The student will be doing readings in comparative systems and practices of Kundalini Energy and writing scholarly papers. As the final project the student will conduct a qualitative research project with subjects using a self-assessment questionnaire provided by the instructor. A doctoral level research report is the final objective of this course.

TOPICS

- Comparative readings of multi-modality approaches on Kundalini Energy
- Eastern and Western cross-references on the usage, practice and integration of this energy
- Writing of papers demonstrating objective analysis of Kundalini Energy

OBJECTIVES

- Conduct a qualitative research project
- Write a publishable research report

TEXTS

<i>Kundalini: Psychosis or Transcendence</i>	Lee Sanella
<i>Stalking the Wild Pendulum</i>	Itzhak Bentov
<i>A Brief Tour of Higher Consciousness</i>	Itzhak Bentov
<i>Energies of Transformation</i>	Bonnie Greenwell
<i>A Farther Shore</i>	Yvonne Kason
<i>Body of Health</i>	Francesca McCartney
<i>Intuition Medicine®:The Science of Energy(Book+CD-set)</i>	Francesca McCartney



EMP 746 & EMP 846: Invisible Roots of Illness (3 credits)

DESCRIPTION

Many emotional, mental, and even physical problems have roots in the outer layers of the human energy field. When a symptom is unresponsive to standard treatments for that disorder, we need to look deeper into the energy matrix to find the invisible root that keeps regenerating the problem. This course presents an assessment method using five levels of healing and a treatment method from energy psychology that rebalances the flow of energy through the meridian system.

TOPICS

- Centering the Human Energy Field
- Using Clinical Kinesiology to identify the root of a problem
- The Five Levels of healing:
 1. Physical
 2. Etheric
 3. Emotional/Mental
 4. Intuitive
 5. Spiritual
- Emotional aspects connected with the Meridian System
- Mastering customized meridian treatment sequences

OBJECTIVES

1. Be able to identify and treat improper polarity in all three vectors of the human energy field: up-down, front-back, and left-right.
2. Employ an anchoring technique to quickly center the energy field.
3. Use the Five levels of healing to identify the root cause of an emotional disturbance.
4. Correlate the 14 energy meridians delineated by Oriental Medicine with the positive and negative emotions that ride on each one.
5. Master the process of building customized meridian treatment sequences.

TEXTS

Dennison, P. & Dennison, G. *Brain Gym: Simple Activities for Whole Brain Learning*

Diamond, J. *Life Energy: Using the Meridians to Unlock the Hidden Power of Your Emotions.*

Hawkins, D. R. *Power vs. Force: An Anatomy of Consciousness: The Hidden Determinants of Human Behavior.*

Stone, B. *Invisible Roots: How Healing Past Life Trauma Can Liberate Your Present.*

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Bender, S. & Sise, M. *The Energy of Belief: Psychology's Power Tools to Focus Intention*.

Benziger, I. K., and Sohn, A. *The Art of Using Your Whole Brain*.

EMP 747 & EMP 847: Clearing Past Life Trauma and Other Intuitive Level Disturbances (3 credits)

DESCRIPTION

Sometimes problems keep recurring in therapy—unexplained phobias and negative reactions to other people. Whether the therapist believes in the theory of reincarnation or not, if the client communicates a belief that the origin of the problem lies in the ancestral realm or in another lifetime, then treating the problem as if it were a past life successfully resolves the issue. This workshop teaches a way of using clinical kinesiology (also called muscle testing) to access the client's deepest wisdom to find this information, and then clear the trauma with meridian-based therapies which center the energy field and then delete the trauma by rebalancing the energy flow. This workshop elaborates the protocols Dr. Stone developed for treating past life trauma and earthbound spirit attachment in her book *Invisible Roots: How Healing Past Life Trauma Can Liberate Your Present*.

TOPICS

1. Past Life Trauma
2. Curses and Hexes
3. Ancestral Wounds
4. Soul Loss
5. Energetic Cords
6. Vows
7. Earthbound Spirit Attachments

OBJECTIVES

- A. Identify diagnostic indicators of cases appropriate for past life therapy
- B. Identify symptoms of earthbound spirit attachment
- C. Practice the Soul Detective 15-step protocols for clearing past life trauma and earthbound spirit attachments
- D. Practice the step-by-step protocol in *Invisible Roots* to remove curses and hexes
- E. Identify and treat ancestral trauma, soul loss, energetic cords, and vows

TEXTS

Hill, G. L. *People Who Don't Know They're Dead*.

Luthke, M., and Stein-Luthke, L. *Beyond Psychotherapy: Introduction to Psychoenergetic Healing*.

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Ritchie, G. *Return from Tomorrow.*

Newton, M. *Journey of Souls.*

Newton, M. *Destiny of Souls: New Case Studies of Life Between Lives.*

Snow, R. *Looking for Carroll Beckwith: The True Story of a Detective's Search for His Past Life.*

Weiss, B. *Through Time Into Healing.*

EMP 748: Depression Free with Energy Psychology (3 credits)

DESCRIPTION

This course is designed for students to develop expertise in the energetic treatment of depression while holding awareness of relevant allopathic, naturopathic and other complimentary treatments. Participants will apply the general principles and strategies of energy psychology and specific strategies from Dynamic Energetic Healing® to collapse the energetic structure of depression including neurological, emotional, mental, and spiritual disturbance. With prescriber supervision students are enabled to use the energy strategies to gradually assist most patients to become medication free. Ultimately, students will guide patients to replace the depressed energy field with a stronger energy field to hold positive thinking, undisturbed sleep, an optimal ability to concentrate and focus, and an improved ability to relate and serve.

TOPICS

- History and Neurology of Depression
- Illness as energetic structure
- The Energy of Depression
- Treating the depressed person energetically
- Working at the origins

OBJECTIVES

1. Demonstrate in writing the differences in the different disciplines of depression treatment.
2. Demonstrate in an assessment the difference between dysthymia, major depression, and bipolar disorder—clinically and energetically.
3. Practice preparing the energy field for treatment.
4. Develop energetic intention with depressed clients, understanding that thought fields are energy fields.
5. Develop written safety plans for suicidal clients that include recommended energy interventions.
6. Demonstrate a specific, thorough energetic protocol in a practicum with depressed client.
7. Demonstrate a protocol for using energetic strategies to assist clients with desire to be medication free.
8. Demonstrate guiding a client to live a depression free life behaviorally, physically, emotionally,

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mentally, socially, spiritually.

9. Participate in using standardized pre- and post assessment tools to measure the effects of energetic strategies with depression.

TEXTS

Feeling Good: the New Mood Therapy, David D. Burns, MD

Change Your Brain, Change Your Life, Daniel Amen MD

Living Your Soul's Purpose: Wellness and Passion with Energy Psychology and Energy Medicine, Mary Hammond

EMP 749: The Power of Energy Psychology for Children with Play Therapy (3 credits)

DESCRIPTION

Join in the child's journey of healing through play and energy psychology. Through reading, writing, discussion, exploring play and art, experiencing energy psychology interventions and practicum students will develop proficiency in guiding young children in their healing. Working with the whole family will be emphasized as students guide parents to use energy interventions to heal whatever is in the way of their child's healing.

This course is designed to give students the basics of play therapy, a standard child therapy, explained with both developmental theory and energetic principles. Students will be presented with both play and energetic strategies to heal attachment, trauma, and childhood depression. Strategies will also be offered to address ADD, ADHD, and learning challenges. Students will be asked to work with at least one child and their family. Students are taught to guide parents to use the energy strategies to heal their traumatic blocks that overlap with their children's energy fields, and create some of the interference to their child healing. The material in this course reduces treatment time for children to 1/3 of the average treatment time for these issues.

TOPICS

- Developmental Play
- The Basics of Energy Psychology
- Energetic Interventions with Children
- Work with children 3-12
- Regression and Origins in play and energy work
- Practicum



OBJECTIVES

1. Describe the developmental stages from infancy through adolescence.
2. Describe the basics of play therapy.
3. Describe the basics of Energy Psychology.
4. Describe and demonstrate combining play and energy psychology.
5. Describe how trauma disrupts neurology and cognitive processing abilities and learning.
6. Demonstrate creative ways to teach children about chakra balancing.
7. Demonstrate using a variety of energy strategies with children.
8. Demonstrate working with parents using energetic clearings.

TEXTS

Living Your Soul's Purpose: Wellness and Passion with Energy Psychology and Energy Medicine, Mary Hammond

Play Therapy, Virginia Axline

Play Therapy: The Art of the Relationship, Gary Landreth

EMP 750: The Power of Energy Psychology and Addictions (3 credits)

DESCRIPTION

Addiction as a misdirected spiritual path will be the guiding force for students to build a treatment protocol for addicts, including some traditional material as well as energetic interventions. Students will be guided in working with Dynamic Energetic Healing®, meridian therapies and other energetic interventions to collapse the energetic structure of substance addictions—alcohol, drugs, food, and process addictions-- gambling, shopping, co-dependency, sex, media, and work. A developmental model provides the framework to applied comprehensive treatment for addiction.

TOPICS

- An historical view of addictions treatment and why the need for some traditional treatment with energetic treatment.
- A developmental view of addiction
- An energetic view of addiction
- Addiction as the misdirected spiritual path
- Protocols for treating addiction
- Redefining self, addiction free



OBJECTIVES

1. Describe the interface of addictions medicine and energy medicine.
2. Demonstrate the ability to assess addictions.
3. Address denial as energetic reversal and limiting beliefs.
4. Identify areas for the practitioner where judgment and other negative feelings come up regarding addicts.
5. Assist addicts in creating a safe spiritual container for recovery.
6. Describe the likenesses and differences in treating the process and substance addictions.
7. Demonstrate using energy interventions with addicts, and their families.
8. Demonstrate using origins work with addicts.
9. Write about using energy work with relapse.
10. Write about creating comprehensive treatment programs for addicts which include energy medicine/psychology.

TEXTS

Living Your Soul's Purpose: Wellness and Passion with Energy Psychology and Energy Medicine, Mary Hammond

I'll Quit Tomorrow, Vernon Johnson

Under the Influence, James Milam

Another's Chance: Hope and Health for the Alcoholic Family, Sharon Wegscheider

It Will Never Happen to Me, Claudia Black

EMP 751: Post Traumatic Stress Depression Free with Energy Psychology (3 credits)

DESCRIPTION

A thorough understanding of Post Traumatic Stress Disorder and the various nuances with different types of victims will be presented in this course. The effects of trauma on neurology and other physiology, thinking, emotions, behavior, and connection with soul and spirit will be discussed. Students will be guided through a practicum with a person with PTSD, and energetic interventions will be demonstrated and practiced to treat trauma in adults, and teens. This course presents current theory and research regarding trauma both clinically and energetically. Discussion of differential treatment concerns for abuse survivors—physical and sexual, victims of other crimes, war veterans, the trauma of chronic illness, and the death of a loved one and those that witness violence.



TOPICS

- An historical view of trauma treatment
- A Developmental View of trauma
- An energetic view of trauma
- Protocols for treating trauma
- Redefining Self trauma free

OBJECTIVES

1. Demonstrate in writing the history of trauma treatment.
2. Demonstrate in writing and discussion the difference in the quality of PTSD in war vets, abuse survivors, crime victims and witnesses to trauma.
3. Develop energetic intention with traumatized clients, understanding that thought fields are energy fields.
4. Demonstrate in writing the relationship between trauma and depression.
5. Demonstrate a specific, thorough energetic protocol in a practicum with traumatized client.
6. Demonstrate guiding a client to live a PTSD free life behaviorally, physically, emotionally, mentally, socially, spiritually.

TEXTS

Living Your Soul's Purpose: Wellness and Passion with Energy Psychology and Energy Medicine, Mary Hammond

Traumatic stress the effects of overwhelming experience on mind, body, and society, Bessel van der Kolk.

EMP 752 & 852: The Art of Healing (3 credits)

DESCRIPTION

Students will explore the interrelationships between a variety of healing modalities and the creative response within those who perform healings and those who receive them.

TOPICS

1. Overview of many alternative modalities including energetic, intuitive, spiritual healing and prayer.
 - a. In-person and distant healing techniques will be discussed in detail.
2. Introduction to the role of healing in creativity through what the instructor calls the creativity response will be explored as a central theme of this course.
 - a. instructor calls the creativity response will be explored as a central theme of this course.



OBJECTIVES

- Students will learn about a wide spectrum of healing modalities often included in energy medicine and spiritual healing.
- Students will become familiar with practices of healer preparation and training for various approaches and healing delivery protocols.
- Students will study practical examples of how giving and receiving healing is linked to heightened creativity in the lives of healers and intuitives both contemporary and historical.

TEXT & CD

Randall-May, Cay *Healing and the Creative Response*. CayMay Press

Randall-May, Cay *Pray Together Now: How to Find or Form a Prayer Group*

EMP 753: Introduction to Shamanism: Practices and Beliefs (3 credits)

DESCRIPTION

Shamanism is the oldest healing practice known on the planet. Petroglyphs found in France may prove that shamanism was practiced as far back as Paleolithic times. But what is shamanism? This course gives the student a thorough overview, as well as in depth study of the ancient to modern day traditional shaman. This course will invite students to consider controversial topics such as the survival of shamanic traditions through incorporating Christianity, modern culture's bias towards male shamans, and spiritual consumerism's co-opting of shamanism. Students will be asked to consider their own calling to follow the path of the healer and how their journey compares and contrasts to a traditional native shaman's life experience.

Students will engage with research on shamanic cultures, traditions and practices from around the world through a reflective writing practice, concluding the semester with a final paper inviting the student to dive deeper into the life of one specific traditional shaman, and then a final integrative oral exam.

TOPICS

- Shamans Past and Present
- The Life of a Traditional Shaman
- Shamanic Culture Clash and Assimilation with Christianity
- Women and Shamanism
- False Shamanism
- The Value of Shamanism in our Modern World



OBJECTIVES

After completing this course students will have a broader knowledge of shamanic cultures, traditions and practices from around the world. They will also have acquired a thorough knowledge of the history of shamanism, how shamanism is the ancestor of modern healing arts, and they will have formed their own opinion on shamanism's relevance today.

TEXTS

Film: *Brujo*; directed by Georges Payrastre, Claudine Viallon, 1977.

Spirit & Reason: The Vine Deloria, Jr., Reader by Vine Deloria; Fulcrum Publishing, 1999.

Shamans Through Time: 500 Years on the Path to Knowledge edited by Jeremy Narby and Francis Huxley; Tarcher/Penguin, 2004.

The Strong Eye of Shamanism: A Journey Into the Caves of Consciousness by Robert F. Ryan; Inner Traditions International, 1999.

The Woman in the Shaman's Body by Barbara Tedlock; Bantam Books, 2005.

The Bowl of Light: Ancestral Wisdom from a Hawaiian Shaman by Hank Wesselman; Sounds True Inc., 2011

EMP 7531: Indigenous Medicine: Multi-dimensional Ways of Healing (3 credits)

DESCRIPTION

Indigenous science has been recorded for thousands of years, by ancient astronomers, healers, shamans and wisdom keepers, through oral tradition mostly, but also through scribing on stone, wood or woven materials. Today, Western trained physicists, doctors and anthropologists are sharing notes with traditional indigenous wisdom keepers and finding that modern science has finally caught up to the wisdom held by native societies.

Traditional native societies around the world perceive reality from an animist, dynamic viewpoint, where human beings are in constant relationship with other non-human intelligences, such as the ancestors, elements, supernatural beings, cosmic forces, animals, plants and minerals. It was through tending to these sacred relationships that native healers were able to heal. During the five month semester students will engage in research of many different indigenous modalities for healing. Indigenous Medicine includes working with many forms of consciousness and in many dimensions of reality to find the cause of disease or imbalance in a person, a community or a place. The goal of indigenous medicine technologies is to "uplift" or "awaken" into health and balance, or to remind the organism of its true nature of harmony. Students will explore these diverse indigenous medicine ways through academic



research and integrate their learning through reflection papers, a final paper, and a final oral exam.

TOPICS

- Native North American mysticism and science
- The Mayan calendar and mathematics
- The shamanic traditions of Mongolia
- The dream incubation tradition of ancient Greece and Italy
- The use of community ritual by the Dagara people of Burkina Faso, Africa.
- Final project topic focuses on the student's own ancestral indigenous culture and healing sciences

OBJECTIVES

After completing this course students will have a broader knowledge of indigenous medicine practices from around the world; they will understand the contemporary uses of indigenous medicine ways and have a deeper comprehension of the role of the traditional doctor/healer. Students will also gain insight into the traditional healing ways of the native people within their own ancestry.

TEXTS

Blackfoot Physics by F. David Peat; Weisner Books, Boston, 2002.

Riding Windhorses: A Journey into the Heart of Mongolian Shamanism by Sarangerel; Destiny Books, Vermont, 2000.

Sacred Vine of Spirits by Ralph Metzner; Park Street Press, Vermont, 1999, 2006.

In the Dark Places of Wisdom by Peter Kingsley; Gerald Duckworth & Co. Ltd, London, 2001.

Welcoming Spirit Home: Ancient African Teachings to Celebrate Children and Community by Sobonfu Some; New World Library, Novato, 1999.

EMP 754: The Spiritual Life of Children (3 credits)

DESCRIPTION

This course will explore the spiritual life of children within the context of healthy human development. It will focus in depth on the roles of intuition and empathy in a child's life. Focus will span from how to support children at home, school and interpersonally, to how indigenous cultures support the inner life of

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the child. This course will support students in their current and future work with children, as well as in building more understanding of how childhood disturbances in healthy development may be impacting adult client fulfillment. Personal reflection on student's own childhood experiences is a valued component of this course of study.

The spiritual life of children is an often overlooked or misunderstood part of childhood. This course is designed to explore, celebrate and understand the rich inner life of children, especially as it relates to intuitive and empathic development.

This class is grounded in holistic theory in child development and incorporates modern psychology, neurobiology research, art therapy, spirituality, intuitive abilities, indigenous wisdom traditions and life-span theory. Students will come away with practical skills to incorporate in their future work with children, families and adults healing from the psycho-spiritual wounds of childhood. This class encourages thinking outside of the traditional box of viewing children as well as your own creativity in the process.

TOPICS

- The life of a highly intuitive child at home, school and interpersonally
- How to support the spontaneous inner life of a child through play, art and nature
- Review of attitudes within the family of origin, extended family and culture at large that support or thwart a child's healthy spiritual development
- Explorations in multi-cultural support of children's intuition
- Energy hygiene practices for children
- Spotting an intuitive or empathic child in distress; how to help
- Supporting boundary setting in intuitive and empathic children
- 10 Skills for Success for Intuitive Children
- Reflections on students own spiritual development (including intuitive)

OBJECTIVES

- Know how to identify intuitive empathy in children
- Cultivate ways of supporting the psycho-spiritual health of intuitive and/or sensitive children in their family systems and communities
- Learn how to spot disturbances in the psycho-spiritual growth of adult clients that likely began in childhood, assess for these challenges and plan for how to support healing and integration
- Commit to an honest exploration of your own experiences as a child-- as pertains to this subject matter-- to assist you in being an effective, compassionate witness to your future clients

TEXTS

The Highly Intuitive Child: A Guide to Understanding and Parenting Unusually Sensitive and Empathic Children by Catherine Crawford, MFT, ATR

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The Secret Spiritual World of Children: The breakthrough discovery that profoundly alters our conventional view of children's mystical experiences . Tobin Hart, PhD.

EMP 755 & 855: Spiritual Leadership – A Transformational Process

DESCRIPTION

This course will explore the meaning of leadership which starts with the individual and his/her level of consciousness. In order to understand the nature and value of spiritual leadership, students will learn about the historical evolution of leadership styles and models throughout the ages. In order to acquire a grounded understanding of leadership students will learn about the importance of environment and different organizational systems such as rational systems, natural systems, and open systems. Because the essence of spiritual leadership resides in the consciousness of the individual, the course will examine character elements such as power, ego, influence, authenticity, empathy, and humility. Emotional intelligence will also be studied to understand the role of emotions and relationships in how the leader communicates and can inspire others. Ethics and values will be addressed as an integral part of spiritual leadership. The topic of spirituality will be addressed specifically and in parallel to the other topics. The students will be guided through analysis and reflection to create their own model for spiritual leadership.

TOPICS

- Defining leadership
- Defining Spirituality
- Historical evolution of leadership styles
- Organizational environments
- Emotional Intelligence
- Ethics
- Becoming a spiritual leader

OBJECTIVES

Students will explore through readings and their own research the meaning and value of Spiritual Leadership as it applies to the challenges of the 21st Century. Students will learn about the latest scientific paradigms in neuroscience and quantum physics that relate to spirituality and consciousness. The research project will provide grounding in the real world so that students will learn how to apply the concepts and skills involved in spiritual leadership. At the end of the course students will have the skills and tools necessary to sustain their transformational process and to know how to inspire others to their own higher selves. The course will also encourage students to pursue research in the future by identifying topics that need to be further elucidated.

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TEXTS

Csikszentmihalyi, M. *Flow: The psychology of optimal experience.*

Talbot, M. *The Holographic Universe.*

Zohar, D., Marshall, I. *Spiritual Intelligence: The Ultimate Intelligence.*

EMP 755A: Spiritual Leadership - Part II

DESCRIPTION

Enrollment in this course requires completion of EMP 755: Spiritual Leadership - A Transformational Process - Part I which examined the historical development of leadership with its different models and schools of thoughts. The element of spirituality was studied and integrated into the basic attributes and qualities that make a leader. Students explored their own meaning of spirituality and how it relates to the responsibility of leadership. The focus of this course, Spiritual Leadership Part II, will be to prepare the student for the unexpected leadership challenges of the 21st Century.

Instead of operating solely through the use of models, students will learn how to fortify their own character structure and develop critical thinking skills and tools to become a competent spiritual leader.

This course will encourage the students to demonstrate their developing leadership skills by giving them some freedom on two levels: selecting outside reading material of their choice and suggesting writing exercises that contribute to their transformational process. A list of reading materials will be offered with specific writing exercises assigned, but the student will have the opportunity to suggest alternative readings and assignments with the approval of the professor. The guidelines are that readings and writing must be of scholarly level and have a relevance to the course topics.

As students take a more global and holistic view of reality and context of reality, critical issues emerge such as values. Different cultures and social groups believe in different sets of values. This course will address the topic of ethics and the values that compose ethics.

TOPICS

- Elements of Spirituality and Leadership
- Major transformational criteria supporting development of spiritual leadership
- Knowledge & Wisdom
- Ethics and Values
- Unexpected and challenging issues



OBJECTIVES

The goal of this course is to open the student's mind by exploring and synthesizing diverse concepts related to spiritual leadership. Students will learn how to break away from models and build self-confidence in their mode of thinking while remaining grounded and rational in the real world.

This course will encourage the students to demonstrate their developing leadership skills by giving them some freedom on two levels: selecting outside reading material of their choice and suggesting writing exercises that contribute to their transformational process. This relative freedom of choice will have two learning purposes: 1/ discernment and appreciation for scholarly level work and 2/ opportunity to focus on what is meaningful to the student. These two learning criteria support the integration of theory and applications. At the end of the course students will be prepared to manage 21st Century leadership issues by having developed a critical thinking process and holistic approach to assess situations and create consciously evolved win/win solutions.

TEXTS

Hartman, L. *Perspectives in business ethics*.

Nierenberg, R. *Maestro: A surprising story about leading by listening*.

Vaill, P.B. *Learning as a way of being: Strategies for survival in a world of permanent white water*.

EMP 756 & 856: Intuitive Intelligence – 21st Century Thinking (3 credits)

DESCRIPTION

Students will learn the components that are involved in intuitive thinking and how to apply intuitive intelligence as a competitive advantage in their profession. The course will explore the historical background of intuition throughout the ages and the different theories and paradigms. Students will discover that developing one's intuitive thinking goes beyond meditation and dream analysis. It is a transformational process. They will learn the roles of the conscious and unconscious minds and how to identify their own intuitive triggers and how to recognize true insights. The purpose of this course is to provide a comprehensive understanding of intuitive intelligence so that the student can apply the new skills in his/her professional and personal life.

TOPICS

- Historical background of intuition-definitions, myths
- Developing Your Intuitive Skills
- Intuitive Intelligence – a transformational process to higher cognitive level Components
- Business applications of Intuitive Intelligence: decision-making, innovation, R&D, forecasting



- Thinking beyond Models: Understanding Systems, Models, Paradigms
- Understanding how and why history repeats itself
- The Holographic Concept – understanding the big picture
- Exploring Time-Space Dynamics – Non-locality, intuitive insights
- Flow Channels

OBJECTIVES

At the end of the course the students will have acquired comprehensive knowledge in the basic components that are involved in developing one's intuitive intelligence: identification of intuitive signals, reception of insights and developing a communications language between the unconscious and the conscious. Students will acquire the skills to differentiate between analytical conscious thoughts and a clear intuitive insight. Students will be asked to apply their intuitive skills in their business and personal life as part of the course exercises.

TEXTS

Doidge, N. *The brain that changes itself*.

Hunt, V. V. *Infinite mind: Science of the human vibrations of consciousness*.

Radin, D. I. *Entangled Minds*.

EMP 757 & 857: Radiesthesia: Vibrational Physics (3 credits)

DESCRIPTION

Radiesthesia, or vibrational physics is the name given to ancient science that is traced as far back as 6,000 BC in many areas of the world to include China, Europe, and Egypt. The term radiesthesia comes from the Latin word *radius*, or *ray* in modern terms, and the Greek word *aesthesia* or *sensitivity*. By understanding the root of the word we begin to understand the depth and scope of ancient science. It not only encompassed the physical aspects of science but also the invisible or other side of physical science where subtle energies and other forces such as alchemy operate.

The basic concept of radiesthesia is that all things, living, inert, shapes, etc. emit some type of form waves, or frequencies, and that humans can develop their unconscious with their physical sensories and mental capacities to detect, measure, and manage these forces or energies. A pendulum is used as an indicator for accurate and specific measurements. This introductory course will cover, in general terms, the broad spectrum of radiesthesia and some of the correlations, correspondences, and applications. The course will be a combination of reading material with practical exercises in how to use a pendulum to obtain accurate information. Students will be issued a standard pendulum and will learn why certain shapes and materials will not give accurate readings. They will learn how to hold a pendulum and the scanning protocol necessary to follow in order to obtain accurate information. Students will learn about resonance and how to develop our mental and physical sensitivities.

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TOPICS

- Historical background to Radiesthesia
- General principles - Vibrational fields and Frequencies
- Telluric and Cosmic rays - Geobiology
- Selection and Use of a Pendulum – to obtain maximum accuracy
- Exercises- Developing sensories
- Correlations & Correspondence-Sound, music, & colors
- Conscious, Unconscious minds, & the Heart

OBJECTIVES

In this introductory course, Students will learn the macro and micro concepts of Radiesthesia, as well as practice how to use the pendulum. The macro aspect is about the forces that operate in our universe: the visible and invisible realms, and correlations with present day quantum physics. The micro concepts are about how we as an individual can develop our human potential to interact in both the visible and invisible realm. Students will learn from both ancient and modern texts.

TEXTS

Hall, M. (2011). *The secret teachings of all ages*. Los Angeles, CA: Pacific Publishing Studio
Swanson, Claude (2010). *Life force, the scientific basis: Breakthrough physics of energy medicine, healing, Chi and Quantum Consciousness*. Tuscon, AZ: Poseidia Press.

Three Initiates (2012). *The Kybalion: A study of the Hermetic philosophy of Ancient Egypt & Greece*. USA: Merchant Books

Additional required readings will be provided by the Professor with the bi-weekly Notes.

EMP 758: Critical Thinking (3 credits)

DESCRIPTION

Critical thinking is about using and developing our cognitive skills to their deepest levels. Critical thinking is about questioning: not only information but our whole intellectual environment as well as our way of approaching and analyzing issues. Because critical thinking goes beyond the simple and oftentimes mechanical logical and rational processes, it provides a wider and scope to our perception of reality.

In this course we refer to the term critical thinking as a mere label describing how we can develop our intellect and cognitive skills so that we are able to break through our visible and invisible walls of



assumptions, opinions, and all the other filters and boundaries that we may or may not be aware of that prevent us from creating a more objective and clear view of reality.

This course will introduce the concept of critical thinking with its various elements and how to apply them to one's personal and professional lives. The course will establish a foundation of different types of thinking processes to include, for example, the difference between the Socratic method of teaching and Sophism, and address intellectual pitfalls such as logical fallacies, inferences, and assumptions. Students will stretch their minds by learning to look at the *unthinkable* and identify some events and social behaviors today that were once thought to be impossible, and to be aware of other *unthinkable*, or impossible, events that might manifest in the future.

TOPICS

- What is thinking, introduction to the concept of critical thinking, and of the intellect
- Three basic elements of the mind: create meaning; feeling, and desire; and what fuels them

- The role of the intellect and of the emotions
- Elements of thought process: purpose, issues, assumptions, information, concepts, inferences, implications, conclusions
- Clarity of thought: precision, relevance, superficial approaches, breadth, significance
- Points of view, frame of reference
- Guidelines for intellectual standard
- Socratic thinking, Sophism

OBJECTIVES

The objective of the course is for the student to initially explore his/her present process of thinking, and by learning the different components of critical thinking, to develop his/her own style of critical thinking. Students will be given weekly or bi-weekly written exercises based on reflection so that they can implement and apply their new knowledge to their professional and/or personal lives.

TEXTS

Paul, R., Elder, L. *Critical Thinking: Learn the Tools the Best Thinkers Use*

ARTICLES TO BE PROVIDED

Outlook 2011: Recent forecasts from World Future Society for the Decade Ahead.

Mitroff, I., Alpasian, M. Coping with a crisis century.

Mitroff, I., Alpaslan, Preparing for Evil.

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EMP 759: Controlled Remote Viewing [CRV]: Basic and Intermediate Level (3 credits)

DESCRIPTION

CRV is a specific protocol that enables an individual to obtain psychoenergetic perceptions, or specific and accurate non-local information from the time/space matrix by using the mind. CRV is a comprehensive and effective method that was developed and used by the military. This course will cover the history of CRV to include its Soviet origin and the investment made by the US government to develop the protocol. The differences between CRV and remote viewing in general will be addressed. This course will teach the original CRV protocol which is powerful but demands focus and repetitious practice to learn it correctly. Students will develop their sensories and a language to communicate with their unconscious. Learning CRV can be a transformational process and working within the time/space matrix for the first time can be life-changing. Only serious students should consider taking this course. Students will be asked to reflect on the issues of ethics, purpose, and personal development while learning the protocol. The course will cover four of the six Phases of the CRV Protocol. Phases five and six are taught in the Advanced CRV course and are not critical to obtain basic and accurate information from a target.

TOPICS

- Background and History
- Understanding differences between remote viewing techniques
- Fundamentals of accessing non-local information
- Overview of CRV methodology and protocol
- CRV Protocol – Phase 1 through 4
- Conclusions

OBJECTIVES

At the end of this course students will have learned and practiced four out of the six Phases of the CRV protocol. Students will learn how to develop their sensories and create a language to communicate with their unconscious. The course will enable students to learn the intricacies of the protocol and have enough guided practice sessions to continue on their own. Students acquire not only an understanding of the concept of space/time/event but, through the practice sessions, will have the opportunity to actually remote view targets. This experience can be transformational and students will also learn to reflect on their process and moral responsibilities.

TEXTS

Buchanan, L. *The Seventh Sense: The Secrets of Remote Viewing as Told by a “Psychic Spy” for the U.S. Military*

Millay, J. *Multidimensional Mind: Remote Viewing in Hyperspace*

Schnabel, James *Remote Viewers: The Secret History of America’s Psychic Spies*
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EMP 759A: Controlled Remote Viewing - Part II (3 credits)

DESCRIPTION

Controlled Remote Viewing (CRV) is a specific protocol that enables an individual to obtain *psychoenergetic* perceptions or specific and accurate non-local information from the time/space matrix by using the mind. CRV is a comprehensive and effective method that was developed and used by the military. In *Controlled Remote Viewing: Basic and Intermediate Level – which is the Part I course (CRV-Part I)* students familiarized themselves with the basic protocol and learned the importance of remaining in structure. Many questions come up in *CRV-Part I* as the student becomes more involved in the process and experiences some of the transformational changes. In this course, *Controlled Remote Viewing - Part II (CRV- Part II)*, students will continue to develop their proficiency in generating accurate sessions but they will also monitor the changes they experience in their psychic skills and how these skills transfer into their everyday lives.

The course will cover the more technical aspects of CRV session work such as Summaries and Monitoring. The course will offer a combination of CRV session work, developmental exercises, and readings that explain and support the development of remote viewing skills.

TOPICS

- The focus of the course will be to work on CRV sessions in order to develop accuracy and the communication language with the unconscious which accesses non-local information
- In-depth review of the principles of CRV and Phases I – IV.
- The importance of remaining in structure and of detoxing at the end of sessions

- Review of analogies and the concept of developing the unconscious

- Practice ideograms

- Review of Ambiance exercise and other exercises to develop sensories. Focus will be on physical impressions: temperature, color, texture, luminescence, etc...; and on emotional aspect or purpose of a target: historical, social, economic, motives, plans, etc...
- Refining the communication language with unconscious
- Developing vocabulary to express impressions at the target.
- Introduction of possible phenomena such as synaesthesia and other unusual types of gestalts from the unconscious
- Summaries – learn how to write summaries
- The role of the monitor: monitoring a CRV session and how to remain objective
- Ethics and moral responsibilities
- Updates about what is happening in the CRV/RV community today



OBJECTIVES

Students entering this course will have had an initial experience with Controlled Remote Viewing and will have learned the basics to generate good session work. They are now ready to embark on serious and in-depth session work. This course will give students the tools and practice time to refine their sensories, develop communication with their unconscious, and work on their weaknesses. The more one learns about CRV through experience, the more questions arise and the learning curve accelerates. In the *CRV - Part I*, students experience the time/space/event matrix and the emotional ramifications it can have. In this course students will learn how to travel in this matrix and be in control of their session. The core work will be practice sessions with proper summaries and in-depth discussions with analysis of CRV sessions. The transformational process continues and will be addressed throughout the course.

TEXTS

Millay, J. *Multidimensional Mind: Remote Viewing in Hyperspace*.

Schmidt, M.I. *Remote Viewing: A theoretical investigation of the state of the art*.

EMP 759B: Controlled Remote Viewing - Part III (3 credits)

DESCRIPTION

This course will take the student to the next level of controlled remote viewing. The course will focus on session work but the targets will be more defined and complex so that the student will learn how to obtain detailed impressions and information. The course will include in-depth practice into the time/space dimension by using cues that take the student to a determined date in time. Students will have the opportunity to explore different tools in the Phase VI and identify their forte in using them. The issue of *Stray Cats* and *AOLs* will be addressed. Writing proper summaries will be covered. Students will also learn how to monitor other viewers. Monitoring another viewer is a good way of learning the intricacies of controlled remote viewing. Some of the other methods of remote viewing will be explored such as Associative Remote Viewing.

TEXTS

Textbook written by an MIT physicist will provide students with scientific research findings about CRV related topics.

EMP 859: Controlled Remote Viewing - Advanced (3 credits)

DESCRIPTION - Pre-requisite: EMP 759 & 759A: Controlled Remote Viewing

In this course students will obtain a much deeper understanding of the implications and applications of CRV and will learn how to enhance their accuracy during session work by developing their *sensories*, ideograms, and learning how to use creative methods of expression in Phase 6. Students will learn how to use Phase 5 as a tool to clarify issues in their session work, Specific reading material written by some of the original military viewers will guide students to reflect on the big picture of CRV and the implications at a Effective August 1, 2014 – July 31, 2015



holistic level from applications work to the phenomenon of working with non-local information. Students will be asked to do research on a specific aspect of CRV and present insights or further questions for future research. Students will write a scholarly research paper on a previously approved aspect of CRV of their interest, and will conduct qualitative and/or quantitative research.

TEXTS

Morehouse, D. (1998). *Psychic Warrior*.

Swanson, C. (2005). *The Synchronized Universe: New science of the paranormal*.

EMP 860: The Art and Architecture of Consciousness (3 credits)

DESCRIPTION

This course is an exploration of patterns and dynamics of relationship reflected in the foundational processes of life and the deep structures of consciousness. The course explores the ways these dynamics embody the essence and beauty that simultaneously describe the most basic and most complex of living systems, from fundamental patterns embodied by the natural world to complexity, social networks, sacred structures, psyche and soma, the subtle body, and processes and structures of consciousness. Explorations include research, practicum, written reflection, and dialogue.

TOPICS

Art and architecture of consciousness, processes, structures, patterns and dynamics of relationship, geometric dynamics, sacred geometry, nature, energy medicine.

OBJECTIVES

After completing this course participants will have gained an expanded understanding of the art and architecture of consciousness; they will have experienced patterns and dynamics of relationship in new ways; and they will have developed and expanded their ability to work with foundational processes of life and deep structures of consciousness in their personal and professional lives.

TEXTS

Abbott, Edwin A. *Flatland*.

Banchoff, Thomas F. *Beyond the Third Dimension. Geometry, Computer Graphics, and Higher Dimensions*.

Burgess, Mali. *Geometric Dynamics. The Art and Architecture of Consciousness*.

Lawlor, Robert. *Sacred Geometry. Philosophy and Practice*.

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Lundy, Miranda. *Sacred Geometry*.
Michell, John. *The Dimensions of Paradise*.
Khanna, Madhu. *Yantra. The Tantric School of Cosmic Unity*.
Neal, Viola Petitt, and Shafica Karagulla. *Through the Curtain*.
Seife, Charles. *Zero. The Biography of a Dangerous Idea*.

EMP 761: The Architecture of Space (3 credits)

DESCRIPTION

This course is an exploration of space: internal, external, and subtle space; cosmological, sacred, creative, healing, and natural space; physical, emotional, mental, and spiritual experiences of space; and the power of place. The course explores space as a construct of consciousness, the ways one is shaped by and shapes space, the internal and external architecture of space, and the psychophysiological effects of the structure of space. Explorations include research, practicum, written reflection, and dialogue.

TOPICS

Space, consciousness, the creative, energy medicine.

OBJECTIVE

After completing this course participants will have gained an expanded understanding of internal and external space; they will have experienced internal and external space in new ways; and they will have developed and expanded their ability to work with internal and external space in their personal and professional lives.

TEXTS

Gallagher, Winifred. *The Power of Place. How Our Surroundings Shape Our Thoughts, Emotions, and Actions*

Callahan, Phillip S. *Nature's Silent Music*

Carlson, Richard, Ed. *Healers On Healing*

Hale, Susan Elizabeth. *Sacred Space, Sacred Sound. The Acoustic Mysteries of Holy Places*

Lusseyran, Jacques. *And There Was Light. Autobiography of Jacques Lusseyran*

Michell, John and Christine Rhone. *Twelve Tribe Nations, and the Science of Enchanting the Landscape*

Schul, Bill. and Ed Pettit. *The Psychic Power of Pyramids*

Swan, James A. *The Power of Place and Human Environments*

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EMP861: Teachings on Nondual Awareness (3 credits)

DESCRIPTION

This course explores nondual teachings and nondual awareness. It includes explorations of nondual awareness from philosophical, spiritual, ontological, and phenomenological perspectives, and in contemporary neurological and health research. The course includes self-reflection, self-inquiry, and the deepening of awareness.

OBJECTIVES

After completing this course participants will have gained an understanding of nondual teachings and nondual awareness, and developed ways of applying this understanding to their personal and professional lives.

TOPICS

Nondual teachings and nondual awareness

TEXTS

Adyashanti. *True Meditation. Discover the Freedom of Pure Awareness*

Blofeld, John, Trans. *The Zen Teaching of Huang Po on the Transmission of Mind*

Gangaji. *The Diamond in Your Pocket. Discovering Your True Radiance*

Katie, Byron, and Stephen Mitchell. *A Thousand Names for Joy: Living in Harmony with the Way Things Are*

Klein, Jean. Emma Edwards, Ed. *I Am*

Komito, David Rose, Geshe Sonam Rinchen, Tenzin Dorjee. *Nagarjuna's Seventy Stanzas: A Buddhist Psychology of Emptiness*

Osborne, Arthur. *Ramana Maharshi and The Path of Self-Knowledge*

Peace Pilgrim. *Steps Toward Inner Peace. Harmonious Principles for Human Living*

Poonja, H. W. L. *Wake Up and Roar. Satsang with H.W.L. Poonja*

Rabjam, Longchen. Keith Dowman, Trans. *Natural Perfection: Longchenpa's Radical Dzogchen*



EMP862 Relationship, Patterns and Dynamics of Consciousness (3 credits)

DESCRIPTION

This course is an exploration of relationship, patterns, and dynamics of consciousness. The dynamics of the personality, interpersonal relationships, cosmological and natural cycles, and soul development are explored through astrological patterns and cycles of life, energy fields, past lives, and the deepening of awareness through self-inquiry. The course reviews medical astrology and relationship dynamics. Explorations include research, practicum, written reflection, and dialogue.

TOPICS

Relationship, patterns, dynamics, astrology, medical astrology, self inquiry, awareness, consciousness, the creative, energy medicine.

OBJECTIVES

After completing this course participants will have gained an expanded understanding of relationship dynamics, astrological patterns, soul development, and self inquiry; they will have experienced relationship dynamics, astrological patterns, soul development, and self inquiry in new ways; and they will have developed and expanded their ability to work with relationship dynamics, astrological patterns, soul development, and self inquiry in their personal and professional lives.

TEXTS

Adyashanti. *True Meditation. Discover the Freedom of Pure Awareness.*

Adyashanti. *Emptiness Dancing*

Cramer, Diane L. *Managing Your Health & Wellness. A Guide To Holistic Health*

Hellinger. Bert. *Supporting Love How Love Works in Couple Relationships*

Hickey, Isabel M. *Astrology. A Cosmic Science*

Mindell, Arnold. *The Dreambody in Relationships*

Nhat Hanh, Thich. *Teachings on Love*

Ruiz, Miguel. *The Mastery of Love. A Practical Guide to the Art of Relationship*

Schulman. Martin. *Karmic Relationship*

Weiss, Brian. *Only Love Is Real*



EMP 763: Consciousness, Cosmologies and Maps (3 credits)

DESCRIPTION

This course is an exploration of consciousness, cosmologies, and maps. The course explores collective and personal cosmologies, the evolutionary architecture of individual lives, subtle energy, the mapping process, and consciousness. The mapping process effectively illustrates and illuminates repetitive patterns and habitual behaviors, relationship, group, and organizational dynamics, the subtle body, and personal cosmologies. It can be used for healing, life transitions, dreams, meeting facilitation, and self-reflection for insight, change, and growth. Explorations include research, practicum, written reflection, and dialogue.

TOPICS

Consciousness, cosmologies, maps, mapping, nature, energy medicine.

OBJECTIVES

After completing this course participants will have gained an expanded understanding of consciousness, cosmologies, and mapping; they will have experienced their own consciousness, cosmology, and maps; and they will have developed and expanded their ability to work with consciousness, cosmologies and mapping in their personal and professional lives.

TEXTS

Abbott, Edwin A. Flatland

Banchoff, Thomas F. Beyond the Third Dimension. Geometry, Computer Graphics, and Higher Dimensions

Burgess, Mali. Geometric Dynamics. The Art and Architecture of Consciousness. eBook

Lawlor, Robert. Sacred Geometry. Philosophy and Practice

Lundy, Miranda. Sacred Geometry

Michell, John. The Dimensions of Paradise

Khanna, Madhu. Yantra. The Tantric School of Cosmic Unity.

Neal, Viola Petitt, and Shafica Karagulla. Through the Curtain

Seife, Charles. Zero. The Biography of a Dangerous Idea



EMP 764: Sensitivity and the Sublime (3 credits)

DESCRIPTION

This course is an exploration of the sublime sensitivity inherent in the nature of being. The course explores sensitivity and the sublime: the experience of sensitives; the deepening of sensitivity and intuition with awareness; sensitivity to subtle energy; sensitivity in creativity and healing; sensitivity to and the sensitivity of nature; and sensitivity to the sublime. Explorations include research, practicum, written reflection, and dialogue.

TOPICS

Sensitivity, sensitivity to the sublime, subtle energy, consciousness, nature, energy medicine.

OBJECTIVES

After completing this course participants will have gained an expanded understanding of sensitivity, and sensitivity to the sublime; they will have experienced their own sensitivity and sensitivity to the sublime; and they will have developed and expanded their ability to work with sensitivity and sensitivity to the sublime in their personal and professional lives.

TEXTS

Aron, Elaine. The Highly Sensitive Person. How to Thrive When the World Overwhelms You

Atwater, P.M.H. Future Memory

Gelder, Dora van. The Real World of Fairies. A First-person Account

Leadbeater, C. W. The Chakras. A Monograph

Maclean, Dorothy. To Hear the Angels Sing

Nhat Hanh, Thich. Arnold Kotler, Ed. Peace Is Every Step. The Path of Mindfulness in Everyday Life

Schull, Bill. The Psychic Power of Animals

Steiner, Rudolf. Theosophy. An Introduction to the Supersensible Knowledge of the World and the Destination of Man

Weiss, Brian L. Through Time Into Healing



EMP 765: Creative and Visionary Processes (3 credits)

DESCRIPTION

This course is an exploration of creative and visionary processes and their importance in personal and cultural evolution. The course explores creative and visionary processes in art, health and healing, self-expression, spiritual practice, social and natural systems, and in the lives of creatives and visionaries. Explorations include research, practicum, written reflection, and dialogue. The course includes immersion in, and reflection on, a creative and visionary process.

TOPICS

Creative and visionary processes, art, nature, health, healing, spiritual practice, self-expression, consciousness, the creative, and energy medicine.

OBJECTIVES

After completing this course participants will have gained an expanded understanding of creative and visionary processes; they will have experienced creative and visionary processes in new ways; and they will have developed and expanded their ability to work with creative and visionary processes in their personal and professional lives.

TEXTS

Barron, Frank, Alfonso Montuori, and Anthea Barron. *Creators On Creating. Awakening and Cultivating the Imaginative Mind*

Borges, Jorge Luis. *The Book of Sand*

Furth, Gregg M. *The Secret World of Drawings*

Kumar, Satish, Freddie Whitefield. Eds. *Visionaries. The 20th Century's 100 Most Inspirational Leaders*

Ladinsky, Daniel. *The Gift. Poems by Hafiz*

Olwell, Carol. *Gardening From the Heart, Why Gardeners Garden*

Rocca, Alessandro. *Natural Architecture*

Tharp, Twyla. *The Creative Habit. Learn It and Use It For Life*



EMP 866: Creative Awareness and Self Healing (3 credits)

DESCRIPTION

This course is an exploration of creative awareness and self healing. The course explores fundamental principles and processes of self healing that support and develop creative awareness, facilitate the release of habitual patterns and chronic pain, balance familial and interpersonal energy fields, enliven healing potential, honor and support the wisdom of the body, mind, emotions, and spirit, and deepen awareness of the physical, mental, emotional, and subtle bodies, nature, and the consciousness of health. Explorations include research, practicum, written reflection, and dialogue.

TOPICS

Creative awareness, self healing, nature, consciousness, the creative, and energy medicine.

OBJECTIVES

After completing this course participants will have gained an expanded understanding of creative awareness and self healing; they will have experienced creative awareness and self healing in new ways; and they will have developed and expanded their ability to work with creative awareness and self healing in their personal and professional lives.

TEXTS

Begley, Sharon. *Train Your Mind, Change Your Brain. How a New Science Reveals Our* Adyashanti. True Meditation. Discover the Freedom of Pure Awareness

Bach. Edward. M.D. and F.J. Wheeler. M.D. *The Bach Flower Remedies*

Begley, Sharon. *Train Your Mind, Change Your Brain. How a New Science Reveals Our Extraordinary Potential to Transform Ourselves*

Dale, Cyndi. *The Complete Book of Chakra Healing. Activate the Transformative Power of your Energy Centers*

Hellinger, Bert, with Gunthard Weber and Hunter Beaumont. *Love's Hidden Symmetry. What Makes Love Work in Relationships*

Lieberman. Jacob. *Take Off Your Glasses and See. A Mind/Body Approach to Expanding Your Eyesight and Insight*

Schneider, Meir. *Self Healing, My Life and Vision*

Weil, Andrew. *Spontaneous Healing. How To Discover and Embrace Your Body's Natural Ability To Maintain and Heal It*

Weiss, Brian L. *Same Soul, Many Bodies. Discover the Healing Power of Future Lives through Progression Therapy*

Effective August 1, 2014 – July 31, 2015



EMP 867: Dreams, Death and the Divine (3 credits)

DESCRIPTION

This course is an exploration of dreams, dreaming, death, and the divine. The course explores the many forms of dreams and dreaming: in daily life; creativity and revelation; lucid dreaming, near-death, out-of-body, and transcendent experiences; reincarnation; the subtle body and states of awareness; and the experience of the divine. Explorations include research, practicum, written reflection, and dialogue.

TOPICS

Dreaming, lucid dreaming, dreams, near death, reincarnation, out-of-body, revelatory and transcendent experiences, the divine, consciousness, the creative, energy medicine.

OBJECTIVES

After completing this course participants will have gained an expanded understanding of dreaming, death, and the divine; they will have experienced dreaming and the divine in new ways; and they will have developed and expanded their ability to work with dreams, dreaming, death, and the divine in their personal and professional lives.

TEXTS

Atwater, P. M. H. Coming Back To Life. The After-Effects of the Near-Death Experience

Delaney, Gail. All About Dreams

Mindell. Arnold. Coma, Key To Awakening

Mindell. Arnold. Dreaming While Awake

Monroe, Robert. Ultimate Journey

Neal, Viola Petitt, and Shafica Karagulla. Through the Curtain

Newton, Michael. Destiny of Souls: New Case Studies of Life Between Lives

Norbu, Chogyal Namkai. Dream Yoga and the Practice of Natural Light



EMP 8671: The Subtle Body and the Rainbow Lights (3 credits)

DESCRIPTION

The subtle body is a dynamic system unique to each individual yet universal in nature. This course is an exploration of the dynamics of the subtle body system and the rainbow lights, the essential role the subtle body plays in health and healing, subtle fields, the soul and the supersensible, and the subtle world of nature. Explorations include the complex yet fundamental way subtle systems illuminate the forms and functions of all living things from cells to celestial bodies. The course explores the subtle senses of clairsentience, clairvoyance, clairaudience, and claircognizance; subtle realms, planes, and dimensions of awareness; and subtle sensory ethics. The course focuses on personal experience and the development of awareness.

TOPICS

The subtle world of nature, subtle realms of awareness, subtle energy ethics, awareness.

OBJECTIVES

After completing this course participants will have gained an expanded understanding of the subtle body and the subtle senses; they will have experienced the subtle body and the subtle senses in new ways; and they will have developed and expanded their ability to work with the subtle body and the subtle senses in their personal and professional lives.

TEXTS

Bruce, Robert. Astral Dynamics. The Complete Book of Out-of-Body Experiences.

Karagulla, Shafica, and Dora van Gelder Kunz. The Chakras and the Human Energy Fields.

Leadbeater, C. W. The Devachanic Plane, or, The Heaven World, Its Characteristics and Inhabitants.

Leadbeater, C. W. The Astral Plane.

Leadbeater, C. W. Clairvoyance.

Neal, Viola Petitt, and Shafica Karagulla. Through the Curtain.

Norbu, Chogyal Namkai. John Shane, Ed. *The Crystal and the Way of Light. Sutra, Tantra and Dzogchen.*

Tompkins, Peter. The Secret Life of Nature. Living in Harmony With the Hidden World of Nature Spirits From Fairies to Quarks.



EMP8672: The Subtle Body and the Rainbow Lights – Advanced (3 credits)

DESCRIPTION

This course is an exploration of the subtle world, subtle realms, the subtle body, subtle body dynamics, the etheric, astral, mental and causal bodies, the subtle senses, subtle awareness, the subtle body in health and healing, the subtle world of nature, the soul and the supersensible, soul development, involution and evolution, subtle sensory ethics, and the deepening of awareness.

OBJECTIVES

After completing this course participants will have gained an expanded understanding of the subtle world, the subtle body, and the subtle senses; they will have experienced the subtle world, the subtle body, and the subtle senses in new ways; and they will have developed and expanded their ability to work with the subtle world, the subtle body, and the subtle senses in their personal and professional lives.

TOPICS

Subtle world, subtle realms, subtle bodies, subtle body dynamics, the subtle senses, subtle realms of awareness, health and healing, the subtle world of nature, the soul and the supersensible, involution and evolution, subtle energy ethics, awareness.

TEXTS

Byrne, Lorna. *Angels in My Hair*

Byrne, Lorna. *Stairways to Heaven*

Powell, Arthur E. *The Causal Body and the Ego*

Powell, Arthur E. *The Mental Body*

Powell, Arthur E. *Astral Body and Other Astral Phenomena*

Powell, Arthur E. *The Etheric Double: The Health Aura of Man*

EMP 868: Evolutionary Aesthetics: Education, Imagination and Social Transformation(3 credits)

DESCRIPTION

This course is an exploration of evolutionary aesthetics: education as a living process, creativity as a learning process, and social transformation as an evolutionary process. The course explores the importance of creativity in education, of education in social transformation, and of aesthetic beauty in life, nature, the arts and sciences, health and healing, creativity, culture, and evolution. Explorations include research, practicum, written reflection, and dialogue.



TOPICS

Evolutionary aesthetics, education, imagination, social transformation, nature, consciousness, the creative, energy medicine.

OBJECTIVES

After completing this course participants will have gained an expanded understanding of evolutionary aesthetics, education, imagination, and social transformation; they will have experienced evolutionary aesthetics, education, imagination, and social transformation in new ways; and they will have developed and expanded their ability to work with evolutionary aesthetics, education, imagination, and social transformation in their personal and professional lives.

TEXTS

Cameron, Brent. *Self Design. Nurturing Genius Through Natural Learning*

Fukuoka, Masanobu. *The One-Straw Revolution, An Introduction to Natural Farming*

Hart, Tobin. *The Secret Spiritual World of Children*

Jensen, Derrick. *Walking On Water. Reading, Writing, and Revolution*

Lieberman, Jacob. *Light, Medicine of the Future. How We Can Use It to Heal Ourselves Now*

Rosenberg, Marshall B. *Speak Peace in a World of Conflict. What You Say Next Will Change Your World*

Schneider, Michael S. *A Beginner's Guide to Constructing the Universe. The Mathematical Archetypes of Nature, Art, and Science: A Voyage From 1 to 10.*

Semler, Ricardo. *The Seven-Day Weekend. Changing the Way Work Works*

Or - Maverick. *The Success Story Behind the World's Most Unusual Workplace*

EMP 869: Chaos, Eros and Nomos (3 credits)

DESCRIPTION

While Chaos refers to the original state of existence or void from which creation emerged, and Eros refers to new life, love, and beauty, Nomos refers to the ordering of experience and values. This course is an exploration of emergence, the healing power of love and reconciliation, the energetic fields of individuals, families, and communities, values, self-organization, and the spirit of reciprocity. The course explores subtle energies, participatory processes, engaged economics, governance, sustainability, creativity, and the health and evolution of social and natural systems. Explorations include research, practicum, written reflection, and dialogue.

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TOPICS

Values, exchange, reciprocity, engaged economics, self-organization, governance, community, sustainability, health, consciousness, nature, and energy medicine.

OBJECTIVES

After completing this course participants will have gained an expanded understanding of values, reciprocity, self-organization, nature, and the health of individuals and communities; they will have experienced values, reciprocity, self-organization, nature, and the health of individuals and communities; and they will have developed and expanded their ability to work with values, reciprocity, self-organization, nature, and the health of individuals and communities in their personal and professional lives.

TEXTS

Alarcon, Francisco X. *Snake Poems. An Axtec Invocation.*

Atlee, Tom. *The Tao of Democracy. Using Co-Intelligence to Create a World That Works for All*

Buchanan, Mark. *Ubiquity. Why Catastrophes Happen*

Hubbard, Barbara Marx. *Conscious Evolution: Awakening the Power of Our Social Potential*

Megre, Vladimir. *Anastasia. Ringing Cedars Press*

Mindell, Arnold. *The Year I: Global Process Work. Community Creation from Global Problems, Tensions and Myths*

Payne, John L. *The Language of the Soul: Healing with Words of Truth*

Villoldo, Alberto. *Shaman, Healer, Sage. How to Heal Yourself and Others with the Energy Medicine of the Americas*

EMP 770 & EMP 870: Prior Learning Portfolio (3 credits)

DESCRIPTION

Some students may have appropriate college level learning from prior non-college training, work experience, unaccredited college studies, independent learning and professional achievements. If these elements of prior learning are determined to satisfy the learning objectives for any course the students may qualify for equivalency credit toward their degree and the study requirements for the related courses would be waived. Prior learning is eligible for credit equivalency evaluation through formal

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portfolio assessments and course challenge examinations. However, credit from prior learning assessment is limited and must compare to the specialized courses in the Energy Medicine program. Students should carefully review the opportunities for prior learning assessment. The acceptance of prior learning is reviewed by the Dean of Students and Office of the Registrar.

TEXTS

Martin Kimeldorf, *Portfolio Power: The Creative Way To Showcase Your Job Skills And Experience*.

Note: Other texts relevant to the student's Concentration will be assigned by the instructor.

EMP 771 & EMP 871: Explorations in Holistic Health (3 credits)

DESCRIPTION

Students pursue advanced readings in a sub-set specialty of Holistic Health/Energy Medicine, as assigned by the faculty, conduct further library survey and reading of the research literature, conduct field exploration and prepare a scholarly paper suitable for publication.

EMP 772 & EMP 872: Special Topics (3 credits)

DESCRIPTION

Students pursue advanced readings in specialty topics of Holistic Health/Energy Medicine, as assigned by the faculty, conduct further library survey and reading of the research literature, conduct field investigation and prepare a scholarly paper suitable for publication.

EMP 873: Research Design Methodology (3 credits)

DESCRIPTION

This course will address the issues pertaining to quantitative and mixed method (quantitative and qualitative combined) research design and implementation, to assist doctoral level students in their dissertation research. Areas addressed include the following: identifying the research problem;

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formulating a testable research question; selecting an appropriate research design; choosing appropriate instruments; collecting data; and evaluating results. This course does not cover statistical methods; note that this topic is covered in another course. Specific examples of research designs will be drawn from social science, psychology, biology, business, and health science. In addition, the spectrum of issues in research on human subjects, including safety, ethics, recruitment, retaining subjects, confidentiality, informed consent, and the review process, will also be covered. Students are encouraged to bring their doctoral research issues into the course for online discussion with the instructor and other students.

TOPICS

- Conceptualizing a project aim or research problem into an appropriate research question
- Developing testable hypothesis(es)
- The Scientific Method
- Research designs--including surveys; randomized controlled and parallel-group studies; outcome studies; cross-over study designs; pilot studies; field studies; surveys; and polling
- The use of human subjects in research: recruitment, safety, ethics, confidentiality, informed consent, and other issues
- Identifying and/or designing data collection instruments including Likert scale questionnaires
- Measurement issues including reliability and validity
- Creating study designs with attention to power analysis
- Independent and dependent variables; additional parameters including confounding parameters
- Daily operations of data collection in research, including use of instruments
- Encoding the data and preparing it for statistical analysis
- Probability concepts and theory as related to hypothesis testing.
- Strategies for data presentation in tables and graphs

OBJECTIVES

- Formulate focused research question(s) that is (are) clear, concise, and central to the specific aims of a project.
- Understand hypotheses testing, and how to formulate testable hypothesis(es) from research question(s).
- Explain the various types of quantitative and mixed methodology research designs and how to select a strategy to best fit all aspects of a proposed study.
- Identify existing instruments to address a specific question and/or develop new instruments for testing.
- Understand the issues of validation or confirmation and reliability of research instruments.
- Understand what is involved in conceptualizing, setting up quantitative research, and collecting data, toward completion of the doctoral dissertation.
- Critique research designs and methods provided in research proposals and/or published research.
- Understand how to present and comprehend quantitative data in tables and graphs.
- Design research plan involving human subjects.
- Formulate well-considered subject inclusion and exclusion criteria.



- Construct tasks and/or instruments for human subjects that address the research questions.
- Write and administer a human subject informed consent form.
- State the requirements for handling human subjects in federally sponsored research.
- Critically review and analyze research involving human subjects.

TEXTS

Creswell, J.W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.

Dunn, CMD and Chadwick, GL. *Protecting Study Volunteers in Research*.

Katrak, P; Bialowcerkowski, AF. "A systematic review of the content of critical appraisal tools." *BMC Medical Research Methodology* 4(22). Web-based journal article available at: <http://www.biomedcentral.com/1471-2288/4/22>

Marczyk, G.R.; DeMatteo, D.; Festiger, D. *Essentials of Research Design and Methodology*.

Nardi, P.M. *Doing Survey Research: A Guide to Quantitative Research Methods*.

Yeager, J.; Sommer, L. "How linguistic frames affect motivational profiles and the roles of quantitative vs. qualitative research strategies." *The Qualitative Report* 10(3); 463-511.

EMP 874: Survey of Statistical Methods and Reasoning (3 credits)

AUDIENCE

Doctoral or Thesis Program students.

DESCRIPTION

This course is intended to give the student a basic grounding in both the theory and practice of a wide variety of statistical methods. Introductory material will be available for students who have had no experience at all with probability and statistics, but the course as a whole will proceed from the assumption that students are familiar with at least some basic concepts of the field. The students are expected to gain at least basic familiarity with a wide toolkit of standard statistical tests and the types of data for which they are appropriate, and will be required to install and learn how to use a free, open-source statistical analysis package (PSPP). In addition to basic analysis tools students will be introduced to the topics of Bayesian statistical inference, meta-analysis, statistical power analysis, and basic concepts of experimental design.



OBJECTIVES

Students successfully completing this course will know and understand:

- The meaning of standard statistical terminology such as Z and T statistics, chi-squared values, F statistics, mean, median, effect size, confidence intervals.
- How to construct an appropriate statistical test given a particular hypothesis to be examined and a type of data collected for it.
- The distinction between a p-value and a Bayesian odds ratio or posterior probability, and what each of them implies.
- How to compute statistical power and estimate whether an experiment is adequate to test a particular hypothesis.
- How to make statistical inferences across multiple experiments
- How to use a standard, widely available general-purpose statistical analysis software system.

TEXTS

Probability and Statistics for Engineering and the Sciences, Enhanced Review Edition, by Jay L. DeVore

Meta-Analytic Procedures for Social Research (Applied Social Research Methods), by Robert Rosenthal

EMP775 & 875: Research, Writing and Mentorship (3 credits)

DESCRIPTION

This course provides individualized support, guidance, and instruction for general research, writing, and thesis or dissertation development. The course is available to those refining their writing skills, choosing a dissertation topic, developing their dissertation, or who are interested in an academic or dissertation mentorship. Available course topics include research, conceptual organization, outline preparation, formatting, and writing skills.

TOPICS

General research, writing, and thesis development, outline preparation, conceptual organization, academic writing skills, dissertation topics, dissertation or general academic coaching.

TEXTS

Texts will be determined on an individual basis.

EMP 877: Research Methods (3 credits)

AUDIENCE

Doctoral or Thesis Program students.

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DESCRIPTION

This course will give you experience in formulating a research problem and designing the appropriate method by which to gather and evaluate data relevant to the specific research questions flowing from your problem statement. You will design a project up to but not including the actual data gathering. This component includes the process of moving from a general idea of interest to a specific, empirically observable research problem statement.

OBJECTIVES

- To present the interrelationships between theory and data in the research process;
- To provide an understanding of the major issues and basic techniques of social science research;
- To provide opportunity to delve into the research venture first-hand by completing individual and group projects.

Student Competencies

- Ability to read and interpret research articles;
- Ability to use qualitative and quantitative methods of data collection;
- Ability to measure variables and variable relationships;
- Ability to develop a formal research project, including:
 - a) formulation of problem statement;
 - b) construction of theoretical framework;
 - c) operationalization of concepts;
 - d) construction of relevant hypotheses;
 - e) procedures of data collection;
 - f) procedures of data analysis.

TEXTS

Babbie, Earl. *The Practice of Social Research*

Miller, Delbert. *Handbook of Research Design and Social Measurement*

Pan, M. Ling. *Preparing Literature Reviews*.

Patten, Mildred. *Proposing Empirical Research: A Guide to the Fundamentals*.

Pyrzczak, Fred. *Writing Empirical Research Reports: A Basic Guide for Students of the Social and Behavioral Sciences*.



EMP 878: Applied Statistics (3 credits)

AUDIENCE

Doctoral or Thesis Program students.

DESCRIPTION

This course is an examination of statistical principles and techniques in the analysis of social science data. Application of computer software packages for statistical analysis will be emphasized.

OBJECTIVES

- Address conceptual/theoretical understanding of the uses of statistics in addressing social science problems;
- To enable the student to select appropriate statistical procedures which address specific data analysis problems;
- To enable the student to analyze statistical data on computer software packages.

Student Competencies

Given a selection of research data problems, students will be able to: a) decide on the most appropriate statistical procedure to address the problem; b) analyze the data, including hypothesis and significance testing, utilizing statistical software packages;

Students will have exposure to univariate, bivariate, and multivariate analyses of data, including: measures of central tendency; cross tabulation; chi-square; t-tests; correlation; simple and multiple regression; analysis of variance.

EMP 879: Mentorship in Statistical Analysis (3 credits)

AUDIENCE

Doctoral or Thesis Program students.

DESCRIPTION

This Mentorship in Statistical Analysis course is designed to be taken concurrently with the Doctoral Proposal and Writing course in order to complete a research project that requires the design, collection, analysis and presentation of original field data. PhD students who are working on a research project requiring statistical analysis may also enroll in this course. Participants are mentored through all aspects of proper statistical analysis (including design of the project and data collection, data collection, data analysis, and presentation of the results) using their research project as the guiding vehicle and teaching example. All of the statistical principles and techniques taught will be immediately applied to their



research project. University guidelines, the research parameters of the Energy Medicine field, and the guidelines for acceptable statistical practice govern all aspects of the data analysis completed in the research project.

PREREQUISITE

Doctoral students must be concurrently working on a research project that requires the collection and analysis of data.

OBJECTIVES

Course objective is to support the student in the statistical analysis portion of the requirements of a research project representing original work by the student; and in the design, collection, and analysis of data collected from research subjects (field data). The purpose of this course is to mentor the participant through the process of properly designing the study, collecting and analyzing the data, and presenting the findings. That is, the purpose of this course is to guide the participant through all statistical aspects of their research project to ensure that their quantitative analyses are sound and conform to the standards set forth by the Holistic Health field, and the statistics profession.

Using their specific research project as the teaching example, the participants will learn:

- The role statistics plays in quantitative research.
- The difference between analytical and enumerative research.
- The relationship between the field of statistics and intuitive insight.
- Some key principles of variation and their impact in inference.
- The difference and relationship between data and information..
- How to clearly define the objective of their project, study or experiment.
- How to clearly formulate a research hypothesis.
- How to statistically design how the project, study or experiment is conducted.
- How to determine what data to collect and how to effectively collect it.
- How to effectively analyze the collected data and transform it into information.
- How to effectively present the findings.
- To identify both the extent and the limitations of their research.

TOPICS

- Understanding research as a system, and the role of statistics in that system.
- The difference between analytical and enumerative research.
- Statistical integrity. The relationship between intuition and statistics.
- Elementary principles of variation – a key to effective research and analysis.
- The difference and relationship between data and information.
- The relationship between sample and population.
- Research objectives and hypotheses.
- Statistical design of experiments, studies or projects.
- Data collection methodologies. Elementary metrology.



- Elementary survey (questionnaire) design – if appropriate to the research project.
- Handling errors and omissions in data.
- Graphical analyses of data.
- Numerical analyses of data.
- Graphical, numerical and other presentations of the findings.
- The limitations of research or a study. What the findings say and don't say.

TEXTS

D. Huff, *How to Lie with Statistics*

G. Bhattacharyya & R. Johnson, *Statistical Concepts and Methods*.

G. Box, W. Hunter, J. Hunter, *Statistics for Experimenters*

William Cleveland, *The Elements of Graphing Data*.

EMP 880: Thesis Proposal (3 credits)

DESCRIPTION

This course provides guidance and experience for defining a Master degree research project; developing initial drafts of a literature review and assessing research methodologies appropriate and adequate if the project will entail clinical, laboratory or field researches. The course culminates in a thesis proposal.

AUDIENCE and PREREQUISITES

This course is open to graduate students in Energy Medicine who are ready to proceed to candidacy for the master degree and to formally define their thesis project. Participants must complete (or be concurrently enrolled in) all academic coursework (except the thesis) required for the Master degree before enrolling in this course.

OBJECTIVES

To prepare the applicant to formally begin the thesis stage of their program, as the final step towards completion of the requirements for the Master degree.

The final project is the cornerstone of graduate degree work. It may take any of several forms, quantitative, qualitative, or participatory action research, or a major project demonstrating excellence, depending upon the expectations of the program faculty. In whatever form it takes, it must represent original work by the participant. At the Master degree level, it is the demonstration of mastery of an advanced body of knowledge in a given field. The final project will take the form of a standard “traditional” academic thesis of 50 or more typewritten pages. The document will conform to the guidelines of the University, the expectations of faculty, and an acceptable style manual. This research preparation course is intended to empower the participants:



- To effectively plan and prepare to complete a master thesis project which permits the demonstration of excellence within the student's general area of study.
- To prepare an overall design of a project, an experiment or a critical analysis and synthesis in the chosen field of study.
- To plan for the effective interpretation of data and information from the planned study.
- To determine techniques for drawing valid conclusions.
- To understand the proper manner of reporting results to other scholars within the field of study.
- To understand the guidelines that governs the structuring of the academic argument, the presentation of the scholarly discussion, and the formatting of the document.

EMP 890: Thesis Research and Writing Project (4 credits)

AUDIENCE

Open to Master Program students.

DESCRIPTION

The thesis must demonstrate the mastery of a body of knowledge within the field of Energy Medicine that conforms to the University's standards. It is the capstone of the student's program of study at the Master level. The manuscript is expected to be a minimum of 50 double-spaced typewritten pages, conforming to an approved manual of style with proper referencing of the literature. The student is required to prepare a research or project proposal, complete a literature review of the topic, and design and implement a research protocol or project demonstrating mastery. It may take any of several forms, quantitative, qualitative, or participatory action research, or a major project demonstrating excellence, depending upon the appropriate approach to the individual student's focus of study and expectations of the program faculty.

EMP 891: Thesis Oral Review (1 credit)

AUDIENCE

Open to Master Program students. After being advised by the committee Chair that the thesis draft prepared in EMP 890 is accepted by the committee as ready for Review, the student must pass an oral review of the thesis.

Prior to scheduling the defense, as a prerequisite the committee members will evaluate the draft of the thesis and agree that the draft is acceptable to defend. The oral review will be held on a telephone conference call, and will last from 60 to 90 minutes. The review will be evaluated by the committee and at its conclusion a grade of Satisfactory, Unsatisfactory, or Honors will be awarded.

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EMP 980: Dissertation Proposal and Qualifying Exam [A-Exam] (3 credits)

DESCRIPTION

This course provides guidance and experience for defining a doctoral research project; developing initial drafts of the literature review and assessing research methodologies appropriate and adequate to the substance of the project. The course culminates in a written and oral examination, to demonstrate the student's competence to advance to doctoral degree candidacy.

AUDIENCE and PREREQUISITES

This course is open to graduate students in Energy Medicine who are ready to proceed to candidacy for the Doctorate and to formally define their dissertation research project. Participants must complete (or be concurrently enrolled in) all academic coursework (except the dissertation) required for the PhD degree before enrolling in this course.

OBJECTIVES

Objectives are to prepare the applicant to formally begin the dissertation research stage of their program and as the final step towards completion of the requirements for the PhD degree. Once the oral and written examinations are successfully completed, the applicant is officially a candidate for the doctoral degree.

The final project is the cornerstone of graduate degree work. It may take any of several forms, quantitative, qualitative, or participatory action research, or a major project demonstrating excellence, depending upon the expectations of the program faculty. In whatever form it takes, it must represent original work by the participant. At the master degree level, it is the demonstration of mastery of an advanced body of knowledge in a given field. At the doctoral level, it is an original contribution to the field. The final project will take the form of a standard "traditional" academic dissertation of 100 or more typewritten pages for the dissertation. The document will conform to the guidelines of the University, the expectations of faculty, and an acceptable style manual. This research preparation course is intended to empower the participants:

- To effectively plan and prepare to complete a major work of research (or a major project in lieu of research) which permits the demonstration of excellence within the student's general area of study.
- To state a problem or formulate a hypothesis for intensive study and research.
- To prepare an overall design of a project, an experiment or a critical analysis and synthesis in the chosen field of study.
- To plan for the effective interpretation of data and information from the planned study.
- To determine techniques for drawing valid conclusions.
- To understand the proper manner of reporting results to other scholars within the field of study.
- To understand the guidelines that governs the structuring of the academic argument, the presentation of the scholarly discussion, and the formatting of the document



EMP 990: Dissertation Research and Writing Project (6 credits)

This final project is the cornerstone of graduate degree work. It may take any of several forms, quantitative, qualitative, or participatory action research, or a major project demonstrating excellence, depending upon the expectations of the program faculty. In whatever form it takes, it must represent original work by the participant. At the Master degree level, it is the demonstration of mastery of an advanced body of knowledge in a given field. At the Doctoral level, it is an original contribution to the field. The final project will take the form of a standard “traditional” academic thesis or dissertation of 50 or more typewritten pages for the thesis and 100 or more typewritten pages for the dissertation. The document will conform to the guidelines of the University, the expectations of faculty, and an acceptable style manual.

AUDIENCE and PREREQUISITES

This course is open to doctoral candidates in Energy Medicine who have successfully completed their Qualifying Examination in EMP 980 and are ready to formally complete their dissertation research project.

OBJECTIVES

In the course of the research project each student will:

- Effectively plan and complete a major work of research (or a major project in lieu of research) which permits the demonstration of excellence within the student’s general area of study.
- State a problem or formulate a hypothesis for intensive study and research.
- Prepare and accomplish the overall design of a project, an experiment or a critical analysis and synthesis in the chosen field of study.
- Plan and accomplish the effective interpretation of data and information from the planned study.
- Determine and use techniques for drawing valid conclusions.
- Understand the proper manner of reporting results to other scholars within the field of study and carry out such communication.
- Understand and use the guidelines that govern the structuring of the academic argument, the presentation of the scholarly discussion, and the formatting of the document.

EMP 991: Dissertation Defense (1 credit)

After being advised by the committee Chair that the dissertation draft prepared in EMP990 is accepted by the committee as ready for defense, the student must pass an oral defense of the dissertation.

The oral defense will be held on a telephone conference call, and will last from 60 to 90 minutes. It will be scheduled with at least ten days notice.

Prior to scheduling the defense, as a prerequisite for the committee members to evaluate the draft of the dissertation and agree that the draft is acceptable to defend, it is the responsibility of the student to provide the faculty members either machine readable electronic files, or a paper copy of the document, whichever is preferred by the faculty members.



The defense will be evaluated by the committee. At its conclusion the committee will go into private session and a grade of Satisfactory, Unsatisfactory, or Honors will be awarded.



Distance Education Program Costs

Program	Registration Fee* Non-Refundable	**Student Tuition Recovery Fund Non-Refundable	Books <i>estimated-book purchase is solely student responsibility</i>	Application Fee <i>One time</i> Non-Refundable	Tuition	*Total Cost (Excludes books and semester Registration Fee)
Masters	\$100	.50 per \$1000	\$250	\$100	\$15,200	\$15,307.50
Doctorate	\$100	.50 per \$1000	\$400	\$100	\$24,900	\$25,012.50
Non-Degree Certificate	\$100	.50 per \$1000	\$100	\$100	\$7,200	\$7,303.50

*Registration Fee \$100 per semester

**\$.50 per every \$1000 in tuition rounded to the nearest \$1,000

Tuition Payments

At the student's option payment may be made in full for the program tuition and fees including any institutional loans after the student has been accepted and enrolled and the date of the first class session is disclosed on the enrollment agreement.



SEMESTER CREDIT HOURS	SEMESTER REGISTRATION FEE	TUITION	TOTAL COST Paid in Full
Note: returned check fee: \$75			

15 credit hours	\$100.00	\$6000.00	\$6100.00
12 credit hours	\$100.00	\$4800.00	\$4900.00
9 credit hours	\$100.00	\$3600.00	\$3700.00
6 credit hours	\$100.00	\$2400.00	\$2500.00
3 credit hours	\$100.00	\$1200.00	\$1300.00



SEMESTER MONTHLY
PAYMENT PLAN
OPTION

SEMESTER MONTHLY PAYMENT PLAN OPTION Note: returned check fee: \$75	Non- Refundable Semester Registration Fee to be paid in full at each semester enrollment	FULL TUITION	Add \$25 Administrative Fee to each monthly payment	Five (5) monthly payments: Due the 10th day of each month. Late fee (\$25) incurred past due date.	TOTAL EACH MONTH
15 credit hours	\$100.00	\$6000.00	\$25.00	\$1200.00	\$1225.00
12 credit hours	\$100.00	\$4800.00	\$25.00	\$960.00	\$985.00
9 credit hours	\$100.00	\$3600.00	\$25.00	\$720.00	\$745.00
6 credit hours	\$100.00	\$2400.00	\$25.00	\$480.00	\$505.00
3 credit hours	\$100.00	\$1200.00		No payment plan offered	-



ADMISSION REQUIREMENTS CHECK LIST

Postal mail all admission items. Include the non-refundable application fee of \$100 USD as a check or international money order. No credit card payment accepted for the application fee.

Postal Mailing Address: For EMU documents

Academy of Intuition Medicine® & Energy Medicine University
Post Office Box 564
Mill Valley, California 94942 USA
Phone: 415-331.1011
Fax Number: 415-331-9293
Website: www.EnergyMedicineUniversity.org

- Submit completed admissions application found on the following pages.
 - Evidence of H.S. diploma or GED Diploma for distance education non-degree certificate program; and for distance degree programs transcripts of all prior post-high school study (Vocational, AA, Bachelors, Masters) sent directly from the degree-granting institutions to EMU.
 - Two letters of recommendation from people who have direct knowledge of your academic and professional performance. These letters are to be sent directly from your sponsors to EMU. Please give the “Recommendation and Letter Request Form” found at the last page of this application to each of your sponsors.
 - *If applicable*: Two letters of verification from people who employ or supervise your internship in your field of energy medicine. These letters are to be sent directly from your sponsors to EMU. Please give the “Recommendation and Letter Request Form” found at the last page of this application to each of your sponsors.
 - Personal introduction/biographical letter – this is given to each of your professors.
 - Submit your current resume or curriculum vita.
 - Narrative paper addressing the six questions asked in the application for admissions form.
 - Submit an academic writing sample.
 - Submit two recent passport size photographs or digital photo for student ID card.
 - Enclose the non-refundable application fee of \$100 USD check or international money order. No credit card payment accepted for the application fee.
 - Read required documents, then print out, sign and enclose the EMU “Signature Form” found on the last page.
 - Initial all pages and sign in two places the School Performance Fact Sheet (SPFS) and submit
 - Complete, score and submit the “Distance Education Questionnaire”.
- NOTE: All official transcripts and documents as well as letters of recommendation and prior internship verification must be sent to the University’s administrative office directly from applicant’s sponsors and degree and internship institutions.
 - NOTE: If it is close to the start of a semester and you would like to expedite your admissions also email the “Application for Admission”, your Curriculum Vitae, and other supporting documents to email address: Registrar@EnergyMedicineUniversity.org



EMU APPLICATION FOR ADMISSION

PERSONAL

Print Full Name _____
Last First MI Maiden

Mailing Address _____
Street Address Apt. # City State Zip

Telephone-Home (____) _____ E-Mail Address _____

Telephone-Work (____) _____ Fax (____) _____

Website _____

Cell Phone (____) _____ SSN _____

In case of emergency, please notify: _____
Name Relationship Telephone

Street Address Apt. # City State Zip

If not a US Citizen or a Permanent Resident, will you require a Student Visa? Yes No **EMU does not provide student visas.**

If a Permanent Resident, given your Alien Registration Number as shown on your Immigration Form 1-551 _____

EMPLOYMENT HISTORY (if more room is needed, please provide attachment).

EMPLOYER	ADDRESS Street, City, State, Zip	Date Began	Date Ended	Position Held	Describe Duties
Name Phone Website					
Name Phone Website					
Name Phone Website					
Name Phone Website					



EDUCATION: Attach your current Curriculum Vitae.

Please list below all schools attended (if more room is needed, please provide attachment).

High School _____ Year of Graduation _____ GED _____

Street Address _____ City _____ State ____ Zip _____ Telephone _____ Website _____

College _____ Last Grade Completed _____ Did you graduate? Yes No Degree/Major _____

College _____ Last Grade Completed _____ Did you graduate? Yes No Degree/Major _____

SPECIALIZED TRAINING

Please list below all schools attended (if more room is needed, please provide attachment).

School (Trade, Vocational) _____ Date Completed Studies _____

Courses _____

Street Address _____ City _____ State ____ Zip _____ Telephone _____ Website _____

School (Trade, Vocational) _____ Date Completed Studies _____

Courses _____

Street Address _____ City _____ State ____ Zip _____ Telephone _____ Website _____

INTRODUCTION PAPER: Write full responses in narrative form on a separate sheet of paper addressing these six questions:

1. Explain why you want to enter or further your training in this field.
2. What prompts your application at this time?
3. How did you become interested in this field?
4. What are your planned career goals - short and long term?
5. Are there any obstacles that may hinder your starting and completion of this program? Please explain.
6. Are you applying to enter the Master, Doctorate, Combined or Certificate program? And which Concentration?

I DECLARE THAT THE INFORMATION ON THIS APPLICATION IS TRUE AND CORRECT, TO THE BEST OF MY KNOWLEDGE, AND COMPOSED WHOLLY BY MYSELF. THE ABOVE INFORMATION IS CONSIDERED PRIVATE AND IS FOR INTERNAL USE BY ACADEMY/UNIVERSITY ONLY. THE ACADEMY/UNIVERSITY MAY USE ANY PORTION OF THE ABOVE INFORMATION IN CONSIDERING THE ADVISABILITY OF MY ADMISSION. ANY WILLFUL MISREPRESENTATION IN THESE ANSWERS MAY DISQUALIFY ME EVEN AFTER ACCEPTANCE FOR ADMISSION. PHOTOGRAPHS ARE OCCASIONALLY TAKEN IN THE SCHOOL SHOWING STUDENTS AT WORK AND BECAUSE I MAY APPEAR IN SUCH PHOTOGRAPHS, I HEREBY GIVE PERMISSION FOR THEM TO BE USED FOR SCHOOL PUBLICITY AND ADVERTISING.

✓ Student Print Name _____

✓ Student Signature _____ Date _____

FOR ADMISSIONS USE ONLY

Enrollment Date _____ Test _____ Score _____

Comments _____

Admissions Representative _____ Approved by _____

Effective August 1, 2014 – July 31, 2015



Academy of Intuition Medicine® & Energy Medicine University Signature Form *Distance Degree and Non-Degree Certificate Programs*

Please read, sign and mail with your admissions paperwork to:

Academy of Intuition Medicine® & Energy Medicine University
PO Box 564, Mill Valley, California 94942 USA

School Catalog

I have read a both the School Catalog found on its website and the contents of the website which have informed me of the rules, regulations, course completion requirements, and costs for the specific course/program in which I am applying. The information I have supplied on my application is true and accurate. I give the School permission to verify my records and information for entrance into the program.

✓ **READ AND SIGN:**

Print Name: _____

Student Signature & Date: _____

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Academy of Intuition Medicine® & Energy Medicine University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the any degree, diploma, or certificate you earn at this School is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Academy of Intuition Medicine® & Energy Medicine University to determine if your credits, degree, diploma or certificate will transfer.

Academy of Intuition Medicine® & Energy Medicine University has not entered into any transfer agreement with other colleges or universities that provide for credits earned in any program of instruction.

✓ **READ AND SIGN:**

Print Name: _____

Student Signature & Date: _____

School Performance Fact Sheet

I have read the School Performance Fact sheet.

✓ **READ AND SIGN:**

Print Name: _____

Student Signature & Date: _____

Administrator Signature & Date: _____



Academy of Intuition Medicine® & Energy Medicine University

Distance Degree & Non-Degree Certificate Program

Recommendation and Letter Request Form

Student Name: _____

Degree Sought:

- Masters in Integrative and Holistic Health
- PhD in Integrative and Holistic Health
- Combined Masters/PhD in Integrative and Holistic Health
- Certificate Program

Three parts to be completed by the Recommender

1. Complete Assessment Overview
2. Attach a letter to this form that provides us with your personal impression of the applicant, including the context of your relationship.
3. Please mail this completed form and letter to: Admissions - Energy Medicine University.

Assessment Overview

	Outstanding	Excellent	Good	Below Average	Unable to Judge
Intellectual Ability					
Psychological Maturity					
Emotional Stability					
Interpersonal Skills					
Imagination/Creativity					
Research & Writing Skills					
Readiness for Graduate Study					
Personal Character					

Recommender's Name (Please Print)

Position or Title

Institution or Organization

Address

Website

Signature

Date

- ✓ **Return this form and**
- ✓ **Your Personal Letter to:**

Academy of Intuition Medicine® & Energy Medicine University– Admissions

P.O. Box 564 Mill Valley, California 94942 USA



AIM & EMU Faculty Professors

William F. Bengston, PhD

PhD in Sociology/Criminology
Fordham University; Bronx, New York
Teaching since 1972

Distance Degree and Non-Degree Certificate Courses:

-  **Sociology of the Paranormal**
-  **Research Methods**
-  **Research Statistics**



Dr. Bengston is a Professor of Sociology at St. Joseph's College in New York. He received his doctoral degree from Fordham University, with special emphases in statistics and research methods. In addition to numerous publications and conference presentation in Criminology, the Sociology of Religion, and Applied Statistics, Dr. Bengston has been involved in "energy medicine" research for several decades. His primary involvement there has been in "laying-on of hands" research on experimental mice, sometimes involving skeptical volunteers who act as healers. He has done experiments with mammary adenocarcinoma at the City University of New York, St. Joseph's College, and Arizona State University, and with methylcholanthrene induced sarcomas at the University of Connecticut Medical School. In these experiments he has produced the first known full life-span cures of cancer in experimental mice. Additionally, he has done functional magnetic resonance imaging experiments on human brains during healing sessions at the University of Connecticut Medical School, and will soon be replicating and expanding upon that work in a series of parallel MRI experiments at Thomas Jefferson University in Philadelphia. Several papers on this work have been published in the Journal of Scientific Exploration and the Monterey Institute for the Study of Alternative Healing Arts. Dr. Bengston has also lectured widely throughout the United States and Europe on his research.

Professor Bengston's current research includes attempting to develop a cancer vaccine from the blood of cured mice; the development of a theory of "resonance" which will help explain anomalous data in experimental research, including placebo effects; and the demonstration of the ability of consciousness to establish a resonant bond between two brains. In 2010, Dr. Bengston published "The Healing Cure" book and training CD-set.

Contact:

Port Jefferson, New York USA
Email: wbengston@sjcny.edu



Daniel J. Benor, MD, ABHM

MD in Psychiatry
University of California; Los Angeles, California
Teaching since 1968



Distance Degree and Non-Degree Certificate Courses:

- ✚ Phenomenology Theory of Wholisitic Spiritual Healing
- ✚ Phenomenology Research of Wholisitic Spiritual Healing
- ✚ WHEE: Wholisitic Hybrid derived from EMDR and EFT - Theory and Clinical Practice

Dr. Benor is a wholistic psychiatrist. His psychiatric psychotherapy blends elements from intuitive and spiritual awareness, spiritual healing (as in Reiki and Therapeutic Touch), Meridian Based Psychotherapies (WHEE, Emotional Freedom Techniques), Eye Movement Desensitization and Reprocessing (EMDR), Chakra Psychotherapies (Matrix Therapy), transactional analysis, gestalt therapy, hypnotherapy, meditation, imagery and relaxation (psychoneuroimmunology), dream analysis, and other approaches. Dr. Benor has taught this spectrum of methods internationally for 20 years to people involved in wholistic, intuitive, and spiritual approaches to caring, health and personal development.

Dr. Benor founded The Doctor-Healer Network in England and North America. After 10 years in England he has returned to work in Medford, New Jersey (near Philadelphia). He is the author of *Healing Research, Volumes I-IV* and many articles on wholistic, spiritual healing. He is the editor and publisher of the recently launched International Journal-of-Healing-and-Caring-On-Line.

Professor Benor is a Founding Diplomate of the American Board of Holistic Medicine, Coordinator for the Council for Healing, a non-profit organization that promotes awareness of spiritual healing, and has served for many years on the advisory boards of the journals, *Alternative Therapies in Health and Medicine*, *Explore, Subtle Energies* (ISSSEEM), *Frontier Sciences*, the Advisory Council of the Association for Comprehensive Energy Psychotherapy (ACEP), Emotional Freedom Techniques (EFT) and the Advisory Board of the Research Council for Complementary Medicine (UK).

Contact: Guelph, Ontario, Canada

Email: DB@WholisticHealingResearch.com

Websites: www.ijhc.org

www.WholisticHealingResearch.com



Richard Blasband, MD

MD in Psychiatry

Yale University School of Medicine; New Haven, Connecticut

Teaching/practicing since 1960



Distance Degree and Non-Degree Certificate Courses:

-  **Functional Medicine**
-  **Functional Medicine – Research**

Dr. Blasband is a board-certified psychiatrist who trained and taught in the Department of Psychiatry at Yale University School of Medicine. His specialty is psychiatric orgone therapy, having studied with the individual Wilhelm Reich appointed to train physicians in his methods of therapy. A founder and past-President of the American College of Orgonomy and the Journal of Orgonomy, Dr. Blasband has been President of the College and Editor of the Journal.

Currently he is the research director of the Center for Functional Research in Sausalito, California, where he practices therapy. The mission of the Center is to experimentally explore the interface of consciousness and life energy. Dr. Blasband also studies with the theoretical physicist and master healer, Nicolai Levashov whose method he uses to treat somatic disorders.

Professor Blasband has published over 50 papers on orgone therapy, biophysics, and consciousness and is a member of the Society for Scientific Exploration, the International Society for Subtle Energy and Energy Medicine, and is a Research Fellow of the Princeton University-based International Consciousness Research Laboratory.

Contact:

Sausalito, California USA

Email: RAblasband@sbcglobal.net

Website: www.functionalresearch.org

www.intentional-healing.org



Mali Burgess, CMT, PhD

**PhD in Interdisciplinary Arts & Sciences
The Union Institute and University; Cincinnati, Ohio
Teaching since 1985**



Distance Degree and Non-Degree Certificate Courses:

- ✚ **The Art and Architecture of Consciousness**
- ✚ **Energy, Integrity and Eternity**
- ✚ **Connection, Communication, Creation and Communion**
- ✚ **Chaos, Eros and Nomos**
- ✚ **Consciousness Cosmologies and Maps**
- ✚ **Sensitivity and the Sublime**
- ✚ **The Architecture of Space**
- ✚ **Teachings on Nondual Awareness**
- ✚ **Creative and Visionary Processes**
- ✚ **Creative Awareness and Self Healing**
- ✚ **Relationship, Patterns and Dynamics of Consciousness**
- ✚ **Dreams, Death and the Divine**
- ✚ **The Subtle Body and the Rainbow Lights**
- ✚ **Women, Wisdom & the World**
- ✚ **Evolutionary Aesthetics: Education, Imagination and Social Transformation**
- ✚ **Literature Survey**
- ✚ **Research Writing and Mentorship**

Professor Burgess received a Bachelor of Arts degree in Architecture and Visual Arts from Princeton University, graduating Summa Cum Laude as an Independent Major and University Scholar. She created large scale environmental sculptures using light as the primary medium in galleries and public spaces in the USA and produced “Miraj” an internationally awarded short film.

Dr. Burgess did graduate work in psychology and counseling at the California Institute of Integral Studies and independent study in consciousness, dream work, healing practices, therapeutic bodywork, postural alignment, herbology, dance, fine arts and film, esoteric arts and sciences, martial arts, yoga, and other cross-cultural arts, disciplines, and traditions. Mali designed and developed an international architectural project based on geometric dynamics. Her research has involved geometric dynamics and the effects of the architecture of space. Her works as a visual artist in installation, film, and fine art have been shown nationally and internationally.

She received her PhD in Interdisciplinary Arts and Sciences from the Union Institute and University in Consciousness Studies. Her consultation practice in integral and healing arts includes a process of mapping she developed for working with life patterns.

Mali has resided in California, New York, Hawaii, and Japan, and traveled world-wide. She is the author of *Still*, a limited edition book of visual poetry in private and public collections throughout the USA and in England.

Contact:

Mount Shasta California USA

Email: mali@irisinstitute.net

Website: www.maliburgess.net

Effective August 1, 2014 – July 31, 2015



Pamela Bradley, MIM, PhD

PhD in Psychology

University of California; Berkeley, California

Teaching/practicing since 1983

Dean of Academics

Campus Master in Intuition Medicine® Certification:

✚ **Personality and Intuition: California Psychological Inventory (CPI)**



Distance Degree and Non-Degree Certificate Courses:

✚ **Personality and Intuition in Psychology**

Professor Bradley is a consulting psychologist and researcher who has been a scholar of various disciplines in humanistic psychology for over 20 years.

Dr. Bradley began her journey in psychology as a student of Jungian theory and has focused her interests on personality and the process of individuation. She received training directly from Dr. Carl Rogers in his "client-centered approach" to psychotherapy and has studied and worked with other leaders in the field of clinical and personality psychology.

Through her research Pamela develops psychological assessment methods and applies these to the study of adult development, wisdom and the creative personality. Her research is published in numerous scientific journals and she is co-author of the professional manual for the *California Psychological Inventory*.

Dr. Bradley is currently a research psychologist at the University of California at Berkeley and does private consulting.

Contact: Sausalito, California & Vashon Island, Washington USA

Email: iparibm@socrates.Berkeley.EDU

Phone: 415-331-1011



Catherine Crawford, LMFT, ATR

MA in Art Therapy & Marital Family Therapy
Notre Dame de Namur University; Belmont, California
Teaching/practicing since 1989

Distance Degree and Non-Degree Certificate Courses:

✚ The Spiritual Life of Children



Professor Crawford is a licensed Marriage and Family Therapist and Registered Art Therapist specializing in the needs of intuitive empath children and adults, and author of *The Highly Intuitive Child: A Guide to Understanding and Parenting Unusually Sensitive and Empathic Children* (Hunter House, 2009; German and Dutch editions forthcoming in 2010).

Catherine has more than two decades of counseling experience and has worked with hundreds of clients of all ages. She has a private practice, the Center for Life Passages, in Mountain View, California, USA; has appeared on television as a child development expert and published hundreds of articles on children's intuition, empathy and stress. Catherine, who is herself intuitive, empathic, and highly sensitive, has a unique understanding of the gifts and challenges of highly intuitive/spiritual children and adults. As a mother, she is also tuned in to the needs of parents.

Professor Crawford has been moved by the experiences of the highly intuitive adults she counsels. As children, many of them suppressed and shut off their special abilities because parents and other important people in their lives reacted negatively. As adults, these clients struggle with feeling disconnected, unable to trust their inner guidance, and are troubled by shame, anxiety, and depression. She has helped her clients bring their gifts back to life, but the healing process can be lengthy and difficult. She was inspired to write *The Highly Intuitive Child* to prevent this kind of suffering. She wants to encourage the parents of today to acknowledge their children's intuitive and empathic abilities and skillfully support their unique needs.

She sees within these children our future scientists, politicians, doctors, leaders, educators, and healers—in other words, gifted people who will put their intuition to work solving the significant issues of our time. She urges parents, caretakers, and teachers not to discount the significant role intuition can play in life. Raising highly intuitive children with love, insight, and support, Professor Crawford believes, is critical not only to the well-being of the children themselves, but also to the betterment of our world.

Contact:

Mountain View, California USA

Email: Catherine@lifepassage.com

Website: www.lifepassage.com



York Dobyns, PhD

PhD in Physics

Princeton University; Princeton, New Jersey

Teaching/practicing since 1983

Distance Degree and Non-Degree Certificate Courses:

- ✚ Survey of Statistical Methods and Reasoning**
- ✚ Literature Survey**



York Dobyns was born in 1960, the child of two anthropologists, Henry Dobyns and Cara Richards. In his early life he focused intensely on academic studies, completing a PhD in physics at Princeton University in 1987.

After getting his degree Professor Dobyns found himself fascinated by consciousness research and spent almost twenty years working at the Princeton Engineering Anomalies Research program under Robert Jahn and Brenda Dunne. This research persuaded him that human consciousness can both affect its environment, and perceive that environment, in ways not yet recognized by the mainstream scientific consensus.

Dr. Dobyns has been an active member of the Society for Scientific Exploration since 1992 and has served several terms as an elective Councilor for that organization.

CONTACT:

Kentucky USA

Email: York@energymedicineuniversity.org



Donna Eden, CMT

CMT; Co-founder Innersource, Inc.
Teaching and practicing since 1978

Distance Degree and Non-Degree Certificate Courses:

✚ A Hands-on Introduction to Energy Medicine



Professor Eden is among the world's most sought, most joyous, and most authoritative spokespersons for energy medicine. Donna's abilities as a healer are legendary, and she has taught some thirty thousand people worldwide, both laypeople and professionals, how to understand the body as an energy system. Her invigorating presentations are rich with audience participation and stunning demonstrations of simple methods for shifting the body's energies for health and vitality. Donna's best-selling book, *Energy Medicine*, has been translated into 10 languages, and is a classic in its field. According to Carolyn Myss: *"The contribution Donna Eden has made with Energy Medicine will stand as one of the backbone studies as we lay a sound foundation for the field of holistic medicine."*

Donna has for 25 years been teaching people to methodically and with precision direct their energies for health and happiness, using methods akin to acupuncture, therapeutic touch, and qi gong. Since childhood, Donna has been able to see the flow of the body's energies, and from this clairvoyant ability, she has developed a system for teaching others, who do not have this gift, to productively work with their body's energies.

Contact:

Ashland, Oregon, USA

Website: www.innersource.net



Mahboubeh Farzanegan, MD

MD Honors
University of Medical Sciences; Isfahan, Iran
Teaching since 2001



Distance Degree and Non-Degree Certificate Courses:

Bioenergy Economy & Psychosomatic Health - Concentration

Mahboubeh Farzanegan, MD is registered hypnotherapist and health psychologist, and she works as clinical reasoning instructor at Medical University of Isfahan and researcher at psychosomatic department of Freiburg University, in Germany.

Dr. Mahboubeh has established several workshops and courses in Transactional Analysis, Bioenergy Economy, Complementary and Alternative Medicine, and Psychosomatic Medicines.

Professor Farzanegan has more than ten years of Individual and group psychotherapy and Counseling especially for chronic psychosomatic patients. She has worked with hundreds of clients at her private center for patient education and psychosomatic medicine. In the recent years, she focused more on clinical effects of Bioenergy Economy-based programs especially for patients with chronic Musculoskeletal pain, and cancer.

Dr. Farzanegan works on two cross-cultural studies on analyzing psychosocial attitudes toward locus of control and breaking bad news in both cancer patients and oncologists. She has presented at the International Congress on Traditional Medicine & Materia Media in Tehran-Iran and published papers in the Iranian Journal of Higher Health.

Contact:

Iranian Institute of Higher Health
(Danesh-e-Tandorosti Institute)
No 6, Kiani alley, Mir St.
Isfahan, Iran
Email: dr.fgoli@yahoo.com



David Feinstein, PhD

PhD in Psychology
Union Institute; Cincinnati, Ohio
Teaching/practicing since 1972



Distance Degree and Non-Degree Certificate Courses:

- ✚ A Hands-on Introduction to Energy Medicine
- ✚ Introduction to Energy Psychology & Clinical Practice

Professor Feinstein is a clinical psychologist who serves as national director of the Energy Medicine Institute. Author of 7 books and over 50 professional papers, Dr. Feinstein has taught at The Johns Hopkins University School of Medicine and Antioch College. Among his major works are *The Promise of Energy Psychology* (co-authored with his wife, Donna Eden, and Gary Craig), *The Mythic Path*, and *Rituals for Living and Dying*. David's multi-media Energy Psychology Interactive was a recipient of the Outstanding Contribution Award from the Association for Comprehensive Energy Psychology. The American Psychological Association's book review journal called it "a valuable expansion of the traditional biopsychosocial model of psychology to include the dimension of energy."

Contact:
Ashland, Oregon, USA
Website: www.innersource.net



Farzad Goli, MD

MD Honors
University of Medical Sciences; Isfahan, Iran
Teaching since 1995



Distance Degree and Non-Degree Certificate Courses:

 **Bioenergy Economy & Psychosomatic Health – Concentration**

Farzad Goli, MD is a senior registered hypnotherapist and health psychologist, and founder of an integrative health model by the name of BioEnergy Economy. He works as a guest researcher at the psychosomatic department of Freiburg University, in Germany.

Professor Farzad has established several academic and general workshops and courses in Therapeutic Metaphors, Mindfulness cognitive-Behavioral Therapy, Transpersonal psychology, Ethnics and Philosophy of Medicine, Mind-Body coordination and Bioenergy-based Therapies.

Farzad started his clinical experiences as an Eriksonian hypnotherapist physician in 1994 but his work was extended to an integral healing method for leading The Consciousness-Information-Energy-Matter flow to healthy conditions. Mindfulness techniques, Cognitive-behavioral interventions, Body work and healing methods were integrated in his practice and it has been used by more than 15 thousands clients with various complaints.

Dr. Farzad has written several researches and writings in theoretical medicine, Biosemiosis and psychosomatic medicine and transpersonal psychology. The current researches are: a cross-cultural study on physician's reflections, behaviors and attitudes toward breaking bad news for cancer patients. And Biopsychosocial versus biomedical reasoning: a cognitive approach, Cross cultural variations and influences of attribution style in cancer patients: a systematic review.

Professor Goli has authored seven books among them are- *Bioenergy Economy: A Methodological Study on Bioenergy-Based Therapies; Matter, Sign and Love; and A bridge, Thirty three contemplations: From symbology to ontology of imagination*. Dr. Goli is establishing two Bioenergy Economy Health centers in Iran and Turkey.

Contact:
Iranian Institute of Higher Health
(Danesh-e-Tandorosti Institute)
No 6, Kiani alley, Mir St.
Isfahan, Iran
Email: dr.fgoli@yahoo.com




Maria Owl Gutierrez, MA, CCHT, MIM

MA in Integral Counseling Psychology
California Institute of Integral Studies, San Francisco, California
Teaching/practicing since 1997

Dean of Students

Distance Degree and Non-Degree Certificate Courses:

-  **Introduction to Shamanism: Practices and Beliefs**
-  **Indigenous Medicine: Multi-dimensional Ways of Healing**
-  **Program Planning**



Professor Gutierrez is an eclectic mix of eco-spiritual activist, wilderness guide, psychic medium, writer, mentor and teacher, leading transformational workshops locally and across the US. She is an interfaith minister and Orisa priest. Maria is the founder and director at Ancient Path Vision Quests and The Sacred Future Collective. She is on faculty at Energy Medicine University in the distance learning program, offering online courses in Shamanic Cultures and Indigenous Medicine. She has been faculty and academic advisor at New College of California, and a guest teacher at Dominican and Naropa Universities.

Maria received her MA from the California Institute of Integral Studies in Integral Counseling Psychology. She received her BA from New College of California, in Sustainable Community and Group Process. Other certifications and trainings Maria has acquired include: a certificate from the California School of Herbal Studies; a Master Certification in Intuition Medicine® through the Academy of Intuition Medicine®; a certification in Alchemical and Clinical Hypnotherapy through the Alchemy Institute of Hypnotherapy.

Professor Gutierrez currently meets with clients in person and over the phone as a spiritual healer and counselor.

Contact:

Northern California, USA
www.mariaowl.com
www.sacredfuture.org



Mary Hammond, MA, LPC & DECP Diplomate

MA in Human Development
Pacific Oaks College; Pasadena, California
Teaching/practicing since 1980



Distance Degree and Non-Degree Certificate Courses:

- ✚ Depression Free with Energy Psychology
- ✚ The Power of Energy Psychology with Children in Play Therapy
- ✚ The Power of Energy Psychology and Addictions
- ✚ Post Traumatic Stress Depression Free with Energy Psychology

Professor Hammond is a Diplomate in Comprehensive Energy Psychology Certified Energy Practitioner, a therapist, trainer, consultant writer, healer, minister and seeker from Salem, Oregon who for over twenty years has practiced the art of assisting people in finding their truths and healing their illnesses.

Since 1990 Mary has immersed herself in the new frontiers of healing by studying and exploring Holotropic Breathwork, transpersonal psychology, Eye Movement Desensitization Reprocessing (EMDR) and finally Energy Psychology, in which she is trained in many modalities. She is guided in work and in life by a presence she calls Divine Mother, and leads a ministry regarding the Divine Feminine. She develops work which combines her background in Human and Child Development, Addictions, Play Therapy and the inclusive Divine Feminine Spiritual path with the energy psychotherapies.

Mary and Howard Brockman LCSW published *Dynamic Energetic Healing: Soul Work at the Origins* in Energy Psychology in Psychotherapy by Fred Gallo PhD. She is published in play therapy, "*Children of Alcoholics in Play Therapy*", a chapter in *The Handbook of Play Therapy II* ed. Charles Schaeffer and in the hypnotherapy field, "*The Tunnel of Light*", in *Hypnotherapy Inductions*, 2000. She is writing extensively about various aspects of this work, publishing *Living Your Soul's Purpose* in 2007. Professor Hammond has been teaching at the college level since 1983 including play therapy, and has been teaching Energy Psychology since 1998.

Contact:

Mary Hammond, MA
Licensed Professional Counselor
Diplomate Comprehensive Energy Psychology
Registered Play Therapy Supervisor
Salem Oregon USA



Gloria Horsley, RN, MFT, MIM, PhD

**PhD in Transpersonal Psychology
Greenwich University; Hilo, Hawaii
Teaching/practicing since 1981**



Distance Degree and Non-Degree Certificate Courses:

-  **Working with Bereaved Clients**
-  **Extended-Family Therapy**

Professor Horsley has worked in the field of family therapy for twenty-two years. She holds California licenses as both a Marriage and Family Therapist and a Psychiatric Clinical Nurse Specialist. She has graduate degrees from the University of Rochester, Syracuse, Greenwich and Holos Universities. She has served on the faculty of the University of Rochester School of Nursing and has trained and practiced with the leaders in the field of family therapy. Her early research involved Hospice and AIDS therapy. She has authored articles on her practice and has written several books including; *The In-Law Survival Manual: Cultivating Healthy In-law Relationships*, 1997; and *In-laws: A Guide to Extended-Family Therapy*, 1996. Gloria has been on a number of television and radio shows including "The Today Show". She is currently co-authoring a book with her daughter, Dr. Heidi Horsley, on teen loss and doing research in New York City with the 9/11 FDNY/Columbia University Family Assessment and Guidance Program.

Dr. Horsley serves on the National Board of The Compassionate Friends and is the chairperson for their Professional Day. As a bereaved parent she often represents TCF in the media. She also hosts her own show "Healing the Grieving Heart" on VoiceAmerica Radio Network, Thursdays at 9am Pacific Standard Time. Dr. Horsley has a strong commitment to the education and the betterment of the world.

Professors Gloria and Heidi Horsley co-teach the "Bereaved Clients" and the "Family Therapy" Energy Medicine University courses. Gloria resides in San Francisco, California, with her husband Phil. They have three daughters and ten grandchildren.

Contact :

Gloria C. Horsley, RN, MFT, PhD
National Board Member of www.compassionatefriends.org
Host of "Healing the Grieving Heart" Radio Show
Internet Radio www.health.voiceamerica.com
Land Radio www.HealthRadioNetwork.com.
Web Site www.healingthegrievingheart.org
San Francisco, California US



Heidi Horsley, PsyD, LMSW, MS

PsyD in Psychology

University of San Francisco; San Francisco, California

Teaching/practicing since 1989

Distance Degree and Non-Degree Certificate Courses:

- ✚ Working with Bereaved Clients
- ✚ Extended-Family Therapy



Professor Heidi Horsley is a licensed psychologist, social worker, and bereaved sibling. She is an internationally known grief expert and co-hosts the syndicated talk radio shows *Healing the Grieving Heart* and *The Open to Hope Show*. She is the co-founder and Executive Director for the *Open to Hope Foundation*, a foundation dedicated to helping people find hope again after loss. Dr. Horsley is an adjunct professor at Columbia University, and has a private practice in New York City, specializing in grief and loss. She has appeared on ABC's 20/20, and has been interviewed by numerous radio stations and several newspapers including the *Washington Post* and the *NY Daily News*. Heidi holds a Psychology Doctorate from the University of San Francisco, a Master's degree in Social Work from Columbia University, and a Master's degree in Mental Health Counseling from Loyola University in New Orleans.

For seven years she was a researcher for the FDNY-Columbia University Family Guidance Program, a longitudinal study providing ongoing intervention to families of firefighters killed in the World Trade Center. Dr. Horsley has written numerous articles on grief and loss and co-authored the books *Teen Grief Relief: Parenting with Understanding, Support and Guidance* and *Real Men Do Cry: A Quarterback's Inspiring Story of Tackling Depression and Surviving Suicide Loss*. Professors Heidi and Gloria Horsley co-teach the "Bereaved Clients" and the "Family Therapy" Energy Medicine University courses.

Executive Director: Open to Hope Foundation

Radio Show Host: Healing the Grieving Heart

Columbia University: Adjunct Professor

Email: HH123@Columbia.edu

Websites:

www.DrHeidiHorsley.com

www.opentohope.com

www.thegriefblog.com

www.columbia.edu/cu/ssw/faculty/adjunct/horsley.html

www.youtube.com/opentohope



Chuck Laurensen, MIM, MS

MS in Statistics

University of Wisconsin; Madison, Wisconsin

Teaching/practicing since 1979



Distance Degree and Non-Degree Certificate Courses:

 **Mentorship in Statistical Analysis**

Professor Laurensen has over 23 years of industry experience as a senior statistician, division quality manager, CEO, and consultant both conducting and directing a wide variety of statistical analyses and research projects. Most of his experience is with high-tech manufacturing companies where his expertise in statistical thinking and analysis, process improvement and control, problem solving, lean and systems thinking, quality engineering, customer research and leadership have been successfully applied. He has developed over 20 courses taught to over 3,000 students on various topics in applied statistics, statistical quality control, sampling, quality management, and leadership. Through his teaching and consulting, he has helped people overcome their misunderstanding of (and often disdain for) statistics by showing how it can be interesting, practical, and very useful in their work and life. He recognizes several parallels between statistics (a physical world science) and Intuition Medicine® (an energy and spiritual world science).

Chuck has authored two internal textbooks for Hewlett-Packard on basis statistics and statistical quality control, contributed to numerous research projects including for the US Government, and served as a referee for Technometrics journal and for IEEE Transactions on Components, Hybrids and Manufacturing Technology Society. Most of Professor Laurensen's academic training and professional life has been devoted to analytical and systemic thinking. In 1996, he devoted more time to developing his intuitive abilities and he attended two Caroline Myss courses and began his Intuition Medicine® training at The Academy of Intuition Medicine® in 1997. Chuck received his MIM in 1999, and remains active with the Academy as a MIM tutor. He also maintains an active Energy Medicine Practice. He is available for consultations, specializing in the Spiritual Incarnation™ and Physio-Psychic™ systems. Twice he has been an invited public speaker on Energy Medicine, and has been featured on the Laura Lee Talk Show.

Contact:

Ashland, Oregon USA

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Francesca McCartney, PhD

PhD in Energy Medicine & Intuition Medicine®
Greenwich University; Norfolk Island, Australia
Academy of Intuition Medicine®; Sausalito, California
Teaching and Practicing since 1977



AIMEMU Founder, President

Campus Master in Intuition Medicine® Certification:

- ✚ Master Certification in Intuition Medicine®
- ✚ Intuition Medicine® Program

Distance Degree and Non-Degree Certificate Courses:

- ✚ Intuition Medicine®: Energy Anatomy
- ✚ Intuition Medicine®: Healing Systems
- ✚ Kundalini Energy: Investigations in Transcendence Healing
- ✚ Kundalini Energy: Experiential Methods in Transcendence Healing

Dr. McCartney is the inaugural recipient of a PhD in Intuition Medicine® and also holds a dual PhD in Energy Medicine. Since 1976, Dr. McCartney has worked in the field of intuition as a medical intuitive in an integrative health clinic, a ministerial counselor, author and educator. Francesca synthesizes her over thirty years of study in Eastern and Western spiritual and healing arts into a multi-modality approach which centers her in respectfulness for the uniqueness of the individual. From Dr. McCartney's pastoral counseling and medical intuitive work with thousands of clients she developed the Intuition Medicine® modality as a sub-specialty of Energy Medicine. The Intuition Medicine® program which is offered at the Academy of Intuition Medicine® which was founded in 1984 is the first California State certified vocational program in the field of energy medicine. In 2006 Dr. McCartney established a State approved Master of Science and Doctor of Philosophy degree granting branch of the Academy of Intuition Medicine: Energy Medicine University.

Francesca has been a licensed nondenominational minister since 1976 and received her Montessori teaching credential in 1984. In 2002 she received her Doctoral degree with honors in Energy Medicine and Intuition Medicine® from Greenwich University. In 1986, Francesca joined an alternative medicine clinic, the Academy of Eastern Medicine, California where she was the meditation instructor and health intuitive for seven years. Through her work there she became one of the first professional intuitives to practice an interdisciplinary modality combining Eastern and Western healing arts in a holistic medical system.

In 2003, the Institute of Noetic Sciences funded a seed grant and gave Francesca permission to conduct research in their laboratory on the topic of Distant Healing. In July, Dr. McCartney presented a distance education paper at the IPSI Scientific Forum, a gathering of international ITT researchers, in Italy. In 2003, Francesca is a faculty member at the New York Omega Institute for Holistic Studies. In 2009, she was a workshop presenter at the Institute of Noetic Sciences annual board retreat. And in 2010 spoke at a California IONS community Forum. In 2011 as an invited speaker at the Society for Scientific Research conference she presented - EMU: Education at the Frontier of Science.



In 2005, Nataraj /New World Library published Dr. McCartney's second book, *Body of Health: The New Science of Intuition Medicine® for Energy & Balance*. In 2010 *Body of Health* was published in the Romanian language.

In 2006, Dr. McCartney expanded the Academy and founded Energy Medicine University. EMU is a fully distance university granting PhD and MS degrees in Integrative Holistic Health.

In 2008, the ISSSEEM Journal published Dr. McCartney's peer reviewed research report on distance healing and intuition. Also that year a Romanian publishing house bought translation rights to her book, *Body of Health: The New Science of Intuition Medicine*.

In 2013, Francesca was interviewed in the magazine Spirituality & Health on the topic of Energy Medicine. The title of the article is *Reclaiming Energy Medicine: Making The Science of Energy a Twenty-First Century Respectable Health Care Choice*.

Contact: www.EnergyMedicineUniversity.org



Midge Murphy, JD, PhD

Juris Doctor

Western State University School of Law; Fullerton, California

PhD in Integral Energy Medicine

Holos University; Springfield, Missouri

Practicing and teaching since 1978 JD, 2001 PhD



Campus Master in Intuition Medicine® Certification:

 **Ethical Considerations in Energy Medicine**

Distance Degree and Non-Degree Certificate Courses:

 **Ethics and the Law in Energy Medicine**

 **Ethics in Complementary and Alternative Medicine**

Professor Midge Murphy is the first attorney to receive her PhD. in energy medicine from Holos University under the auspices of Caroline Myss and Norm Shealy, MD, PhD. She understands both the law and the healing arts which allow her to lend her expertise as a bridge between the two worlds. Midge is recognized as a dynamic presenter, teacher, and leading expert on ethics and legal principles in the practice of energy therapies.

Dr. Murphy offers professional liability risk management consulting services to practitioners of energy techniques, institutions granting certification in energy based modalities, and national complementary and alternative medicine organizations.

Midge is the creator of leading edge continuing education and academic courses on the legal, ethical, and regulatory issues in energy medicine and energy psychology. She is the co-author of *Creating Right Relationships: a Practical Guide to Ethics in Energy Therapies* with Dorothea Hover-Kramer.

Professor Murphy also has an animal energy medicine practice offering a number of energy techniques, including Matrix Energetics, Reiki, Therapeutic Touch and shamanic processes to her clients.

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James Oschman, PhD

PhD in Biology

University of Pittsburgh; Pittsburgh, Pennsylvania
Teaching/practicing since 1965

Distance Degree and Non-Degree Certificate Courses:

- ✚ Biophysics
- ✚ Energy Medicine and Human Performance



Professor Jim Oschman is the author of a ground-breaking series of articles on "healing energy" published in the *Journal of Bodywork and Movement Therapies*. These articles have now been developed into two books, *Energy Medicine: The Scientific Basis* and *Energy Medicine in Therapeutics and Human Performance*. These two books give the most skeptical academic scientists a theoretical basis for exploring the physiology and biophysics of energy medicines.

Dr. Oschman has both the academic credentials and the background in alternative therapies to carry out his explorations. He has degrees in Biophysics and Biology from the University of Pittsburgh. He has worked in major research labs around the world. These include Cambridge University in England, Case-Western Reserve University in Cleveland, Ohio, the University of Copenhagen, Northwestern University in Evanston, Illinois, where he was on the faculty, and the Marine Biological Laboratory in Woods Hole, where he was a staff scientist. His many scientific papers have been published in the world's leading journals. And, to learn about the theories and practices underlying complementary methods, Jim has both taught and attended classes at various schools around the world, and experienced a wide range of bodywork techniques. This has brought Jim some distinctions, including acting as President of the New England School of Acupuncture, and a Distinguished Service Award from the Rolf Institute. Jim continues his research and writing in Dover, New Hampshire, where he is President of Nature's Own Research Association.

Dr. Oschman is a member of the Scientific Advisory Board for the National Foundation for Alternative Medicine in Washington, DC, USA. On November 16, 2002, Jim was presented with the Foundation's Founders Award at a ceremony held at the Madison Hotel in Washington, DC. Jim is a member of the Scientific Advisory Board for the National Foundation for Alternative Medicine; which is currently focused on researching electromagnetic devices for treating cancer. This is the only organization that sends scouts throughout the world searching for alternative therapies with the goal of subjecting these methods to scientific investigation and reporting the results to the American Public on its web page: NFAM.org.

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Harry Owens, Jr, MD, MIM

MD in Internal Medicine
St. Louis University; St. Louis, Missouri
Teaching/practicing since 1967



Distance Degree and Non-Degree Certificate Courses:

- ✚ Organizational and Personal Transformation
- ✚ Creating Environments that Heal

Dr. Owens spent many years in family medical practice and international health. Harry continues to do volunteer health care work in the Alaskan Arctic with the Eskimos, and extensively overseas in remote Third World settings of the Brazilian Amazon, the jungles, with the Maasai people in the Serengeti Plains of Tanzania in East Africa, and the Mid East. Dr Owens spends several months each year in the Antarctic working with the National Science Foundation at one of their permanent Research Base Stations. He holds degrees in Biology and Medicine from St. Louis University, and a Masters in International Management (MIM) from the Thunderbird Garvin Graduate School of International Management.

Professor Harry works as a consultant in human potentiation programs, medical management, cross-cultural communications, and health care and societal futuristics. He conducts workshops and seminars, and has lectured extensively in the United States and overseas. Part of the year he works as a consultant for St. Charles Medical Center (Bend, Oregon) which is a hospital that is pioneering on the cutting edge with their Healing Healthcare Project – creating healthier communities.

Harry makes his home in a little cabin on the McKenzie River, located in the Willamette National Forest a short distance from McKenzie Bridge, Oregon. In any given year he makes time for wilderness hiking and camping (his avocation), and occasionally participates in group wilderness trips teaching wilderness medicine and survival.

Contact:

Bend, Oregon USA
Email: howens@scmc.org



Melissa Patterson, MIM, ND

ND in Naturopathic Medicine
Southwest College of Naturopathic Medicine; Tempe, Arizona
Teaching/practicing since 1993



Campus Master in Intuition Medicine® Certification:

✚ **Anatomy and Healing**

Distance Degree and Non-Degree Certificate Courses:

✚ **Medical Intuition: Physiology and Subtle Energy**

✚ **Medical Intuition: Physiology and Chakra System**

Professor Patterson is a naturopathic physician and has completed the rigorous 4-year naturopathic graduate program at Southwest College of Naturopathic Medicine in Tempe, Arizona. She has also completed the Master of Intuition of Medicine® program through the Academy of Intuition Medicine®. She is a certified Reiki master, yoga instructor, and massage therapist and has studied energetic and intuitive healing for nearly two decades. She also firmly believes in the healing power that is inherent in indigenous cultures and has studied with numerous medicine people of many different tribal backgrounds: Lakota, Cherokee, Crow, and Dagara (African).

Dr. Patterson is in private practice as a naturopathic doctor and medical intuitive in Sebastopol, California. She was director of the concentration in Consciousness, Healing and Ecology through New College of California for five years. Melissa has been an instructor in holistic healing for more than a decade. She has taught nutrition and herbal medicine at Bauman College in Cotati, California. In addition Dr. Patterson has taught holistic theory, massage, nutrition, mind-body medicine and herbology at Rainstar University in Scottsdale, Arizona; where she also served as Chair of the Health Department.

Melissa's own healing path began when she worked as an environmentalist for Green Peace and realized that in order to truly heal the world that one must begin with oneself. From that point she dove into studying all that she could about the numerous holistic healing modalities available. She worked for several months with a naturopathic doctor to heal a long-standing illness that she had had since infancy. Through this process she was transformed not only physically, but also emotionally, spiritually, and mentally. From this experience she understood and embodied the true meaning of holistic medicine. Several months later while living on the island of Jamaica she had a transformative experience which gave her the vision and drive to become not only a naturopathic doctor, but ultimately a modern day medicine woman. Melissa believes the embodying our own intuitive wisdom will lead us to profound healing of ourselves, others, and our world.

Contact:

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Effective August 1, 2014 – July 31, 2015



Cay Randall-May, Rev, PhD

PhD in Entymology

University of California; Berkeley, California

Teaching/practicing since 1986



Distance Degree and Non-Degree Certificate Courses:

- ✚ The Intuitive Career: Historical Perspectives
- ✚ The Intuitive Career: Contemporary Options
- ✚ The Art of Healing

Rev. Cay Randall-May has more than 25 years experience as a professional intuitive consultant. Professor Randall-May is a member of and certified by the American Board of Scientific Medical Intuition. An internationally recognized healer, she represents prayer healing as well as medical intuition on the national Council for Healing. In addition to her lifelong interest in intuition, her diverse educational background includes the biological sciences, comparative philosophies and religions, and art. Much of her early scientific research was devoted to detailed studies of muscular microanatomy with a desire to understand how the nervous system maintains muscle mass in insects and other animals. These studies contributed to her early training in scientific and technical illustration, which has helped her develop a strong ability to visualize.

Visualization is prominent in her intuitive process, which involves remotely assessing the physical well-being and subtle energy fields of her clients. Cay invites healing, when appropriate, through touch when in the person's presence, or distantly through prayer. Prayer has been the major focus of her ministry since her ordination in 1982. She is presently ordained through the International Council of Community Churches and the International Science of Mind Church for Spiritual Healing. Her book, *Pray Together Now, How to Find or Form a Prayer Group* documents the evolution of her interdenominational prayer group, which has met regularly since 1985, as well as that of over 90 others. Rev. Randall-May's teaching experience spans pre-school to college level, including accelerated learning. In her book, *Children of Light, A Metaphysical Education Program* she outlines a two-year Church School curriculum which merges childhood intuition training with spiritual practices from many traditions. The following is a partial list of the many college level courses she has taught both privately and through the University of California, Berkeley; Arizona State University, West Campus in Phoenix; Glendale Community College, Glendale, Arizona; Rio Salado Community College, Surprise, Arizona; and Paradise Valley Community College, Phoenix, Arizona: Body Mind Connection, Introduction to Metaphysics, Dream Interpretation, Scientific Illustration, The Intuitive Heart, Ancient Scriptures, many classes in fine art, Insect Morphology, General Entomology, Biological Concepts, Natural History of Arizona, Ecology and Conservation, Field Biology, Human and Comparative Anatomy. Cay synthesizes a wide spectrum of approaches to intuition and its application in many professions.

Contact:

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Beverly Rubik, PhD

PhD in Biophysics

University of California; Berkeley, California

Teaching/practicing since 1979



Distance Degree and Non-Degree Certificate Courses:

- ✚ The Biofield: Toward a Scientific Foundation for Energy Medicine**
- ✚ The Science of Bioelectromagnetics and Its Clinical Applications**
- ✚ Heart Rate Variability in Research and Clinical Practice**
- ✚ Research Design and Methodology**

Professor Beverly Rubik earned her PhD in biophysics in 1979 at the University of California at Berkeley. As a frontier scientist, she is internationally renowned for exploring biofield science and energy medicine. Her main area of focus is research on the subtle energetics of living systems, including spiritual healing. She has published over 60 papers and 2 books. Dr. Rubik serves on the editorial boards of *Journal of Alternative & Complementary Medicine*, *Evidence-Based Integrative Medicine*, and *Integrative Medicine Insights*. She has served on the advisory boards of various groups, including the Program in Integrative Medicine under Dr. Andrew Weil.

Dr. Rubik was one of 18 Congressionally-appointed members of the Program Advisory Board to the Office of Alternative Medicine at the US National Institutes of Health (NIH) from 1992-1997, and chaired the NIH panels on electromagnetic medicine and manual healing. This was the precursory organization to National Center for Complementary and Alternative Medicine.

Dr. Rubik founded the Institute for Frontier Science (IFS) in 1996. Laurance S. Rockefeller, Sr., helped support the founding of the IFS. In 2002, IFS was awarded an NIH center grant for frontier medicine research on biofield science in consortium with researchers at the University of Arizona. Dr. Rubik was a project director in this consortium and supervised studies on Reiki, a form of Japanese spiritual healing, and on qigong therapy, a healing practice that originated in China.

Beverly Rubik has appeared on numerous television programs throughout the US and worldwide, including a live appearance on the most popular morning television program in the US, "Good Morning America" (ABC-TV), where she presented her research on the human energy field in December 2000. She serves as a consultant in the health care industry on maverick health and wellness products and as a holistic health consultant to individual clients.

Contact:

Institute for Frontier Science

Oakland, California USA

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Albert So, PhD

PhD in Clinical Psychology
Pacifica Graduate Institute; Santa Barbara, California
Teaching and practicing since 1968

Distance Degree and Non-Degree Certificate Courses:

✚ Introduction to Scientific Feng Shui



Dr. Albert So holds a BS, MS and PhD degrees, all in Electrical & Electronic Engineering from The University of Hong Kong. He is a Chartered Engineer in the U.K. and a Registered Professional Engineer in Hong Kong. He had been a lecturer / associate professor / adjunct professor with City University of Hong Kong (the University) for some twenty years.

In 2001, he developed the module “Harmony between Built and Natural Environment” in the MS program in Building Engineering of the University. From 2005 to 2009, he was the Organizing Committee Chair of an international conference series on “Scientific Feng Shui and the Built Environment” held at the City University of Hong Kong. In 2009, jointly with Dr. Michael Mak of The University of Newcastle, Australia, he published the book, *Research in Scientific Feng Shui and the Built Environment*, by City University of Hong Kong Press. Then, in 2011, with Dr. Mak again, he published the book, *Scientific Feng Shui for the Built Environment – Fundamentals and Case Studies*, by the same publisher.

Together with some friends who are also Feng Shui masters, Dr. So established the Science Academy of Chinese Culture in Hong Kong in 2012, providing courses in Feng Shui to Hong Kong Management Association and The School of Professional and Continuing Education of The University of Hong Kong. He presented the concept of scientific Feng Shui in various seminars and conferences organized by professional institutions in the discipline of built environment.

As an engineer and also an amateur physicist, Dr. So has been applying various skills in physical science to research and analyze Feng Shui principles and laws, such as spherical geometry and linear algebra etc. His objective is to take Feng Shui from the “metaphysical superstition” position, as viewed by most laymen, to an orthodox discipline in the tertiary education sector. Hopefully, we may have a School of Feng Shui and various undergraduate / postgraduate programs in Feng Shui in universities worldwide in the near future. At present, he is also holding honorary positions with The University of Northampton, The University of Hong Kong and Bo Hei University, P.R.C.

Contact:

Email: Albert@energymedicineuniversity.org
Bothell, Washington, USA



Barbara Stone, PhD, LISW, DCEP

**PhD in Clinical Psychology
Pacifica Graduate Institute; Santa Barbara, California
Teaching and practicing since 1968**



Distance Degree and Non-Degree Certificate Courses:

-  **Invisible Roots of Illness**
-  **Clearing Past Life Trauma and Other Intuitive Level Disturbances**

Professor Stone is a workshop presenter, public speaker, and bilingual psychotherapist in private practice. Her first book, *Cancer As Initiation: Surviving the Fire* (1994), is the autobiographical account of her holistic approach to recovery from a diagnosis of breast cancer in 1991.

In addition to the standard treatments of surgery, radiation, and chemotherapy, Dr. Stone also used meditation, yoga, acupuncture, cranio-sacral therapy, and a host of other complementary methods to rebuild her vitality. After recovering from cancer, her clinical work took an unexpected turn as clients began to bring earthbound spirits and past life trauma into the therapy office. Since nothing in her education taught her how to deal with these issues, she searched the literature base and sought help from colleagues.

Invisible Root: How Clearing Past Life Trauma Can Liberate Your Present (2008) is the result of her phenomenological research into these unseen realms and the innovative “Soul Detective Protocols” she developed to help free her clients by ministering to the wounds of past incarnations and people no longer in physical bodies.

Dr. Stone studied depth psychology at the C.G. Jung Institute in Zurich, Switzerland for three years and holds a PhD in Clinical Psychology from Pacifica Graduate Institute in Carpinteria, California. She is an Adjunct Professor at Hocking College in the Holistic Health and Wellness program and a member of the American Dowser’s Society. Also a Certification Co-Trainer for the Association for Comprehensive Energy Psychology, Dr. Stone is an avid musician, potter, gardener, and grandmother.

Contact:

Website: www.SoulDetective.net

Email: contact@souldetective.net

Ohio, USA



Dominique Surel, DM, MBA, PhD

PhD in Organizational Management & Leadership
University of Phoenix; Phoenix, Arizona
MBA in Marketing
Webster University, London, UK
Teaching since 1990



Dean of Faculty
Director - Controlled Remote Viewing Research Institute

Distance Degree and Non-Degree Certificate Courses:

- ✚ Intuitive Intelligence**
- ✚ Spiritual Leadership**
- ✚ Controlled Remote Viewing**
- ✚ Critical Thinking**
- ✚ The Principles and Application of Radiesthesia**

Dr. Dominique Surel holds a doctoral degree in Organizational Leadership and specializes in the development of intuition and transformational integration. Her doctoral research explored the role of intuition in the decision making process. She created and teaches Intuitive Intelligence® to help executives make better decisions, identify flow channels, develop forecasting skills, and enhance creativity for R&D and innovation.

Professor Surel holds an MBA and, while living in Paris and London, worked for over 15 years as a consultant for global corporations in strategic positioning. Many of the projects involved corporate culture and communications issues and she quickly realized that creative solutions were not generated from using models but by integrating knowledge, rational thought, and intuition.

Dr. Surel developed Intuitive Intelligence® to change the way we use our brain by transcending analytical thinking out of the world of models into a higher sphere of cognitive skills. By increasing intuitive intelligence skills we can tap into the holographic system where non-locality and psi phenomena interact. Because Intuitive Intelligence is not a model but a transformational integration process Dr. Surel has been coaching individuals helping them to integrate the different components to create a harmonious and productive life. Intuitive Intelligence® is a unique and powerful methodology based on scientific findings in neuroscience, quantum physics, radiesthesia, and Controlled Remote Viewing concepts. The knowledge base also includes mastering critical thinking, epistemology and creating new knowledge, emotional intelligence, and spiritual leadership which she teaches. Professor Surel has been practicing radiesthesia for 15 years and is trained in Controlled Remote Viewing (CRV) by one of the original US military viewers. Her operational work focuses on business application, police work, and personal development.

Contact:

Sausalito, California & Evergreen, Colorado USA
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Effective August 1, 2014 – July 31, 2015



Lucia Thornton, RN, MSN, AHN-BC

MSN in Nursing

**California State University School of Nursing; Fresno, California
Teaching/practicing since 1960**



Distance Degree and Non-Degree Certificate Courses:

 **Whole-Person Caring**

Professor Thornton has been involved in nursing, holistic healing and healthcare for over 25 years. Early in her nursing career she worked in various clinical settings including emergency and trauma, intensive care, school nursing, research and development and served as Director of Nursing Quality Assurance for the University of Miami Medical Center. Lucia's desire to provide care for the dying prompted her to help develop one of the first inpatient hospice homes in the country. Lucia also helped create the national process of Board Certification for Holistic Nursing and served as the first Executive Director for the American Holistic Nurses' Certification Corp. She also established and directed The Visions in Healthcare Council and the Institute of Health and Well Being to foster an awareness of health and healing in her community.

Professor Thornton has taught undergraduate and graduate courses related to psychiatric nursing, leadership and nursing theory at California State University in Fresno. She served on the faculty for the Certificate Program for Holistic Nursing, teaching classes and mentoring students throughout the United States. For the past 7 years Lucia has been involved with developing seminars for hospitals and communities that focus on renewal, transformation, and The Model of Whole-Person Caring. This Model was developed in 1999 in response to the challenge of creating a healthy and healing environment in a hospital that she was consulting with. The implementation of the Model within the hospital had a measurable effect in increasing patient satisfaction, improving staff retention, and creating a healing environment. As a result of implementing the Model of Whole-Person Caring the hospital was awarded the 2004 Norman Cousins Award by the Fetzer Institute for excellence in patient care and relationship based service. Lucia is committed to helping people understand and integrate the Model of Whole-Person Caring at a personal, professional and organizational level. The model is a vehicle to engage students in a scholarly and practical pursuit of defining themselves in a way that acknowledges the infinite, energetic and transcendent fields of Being. The model serves as an ever evolving framework to grow and broaden our perception of who we are and what we do in this world. It is a vehicle to transform us, our work, and our workplace.

Professor Thornton is currently President of the American Holistic Nurses Association. In addition to teaching and consulting she maintains a private practice in holistic nursing. She incorporates counseling and healing modalities such as Reiki, Healing Touch, massage, aromatherapy and reflexology in her practice

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REVISIONS TO THE CATALOG

AIMEMU reserves the right to make any changes in the curriculum, procedures, policies, location, schedule of courses, and tuition published in this edition of the Catalog.

All students, both those currently enrolled as well as those newly enrolled will be subject to the curriculum requirements of the new catalog. New laws and regulations are reflected in policies in annual catalog revisions.

Notice of Disclaimer

This catalog has been prepared with the best available information at the time of date of revision. The catalog is not intended as an irrevocable statement of policies, procedures, or other data, since these matters are subject to change. AIMEMU reserves the right to make revisions in its policies, procedures, curriculum, faculty, tuition, and fees, as necessary.

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