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**EMP 816: Medical Intuition II- Physiology and Subtle Energy
(3 Credits)**

Overview of Course:

In this course students will learn advanced anatomy and physiology and how it connects to the subtle energy systems of the body; and advanced information on medical intuition. 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 physical and subtle 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.

Course 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

-Understand how our actions and attitudes create health or disease

- Review case studies of instructor chosen illnesses and their correlation to emotional, psychological, and spiritual perspectives
- Perspectives on how to create and stay healthy

Learning 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 its correlation to the anatomy/physiology of the body.

Audience:

Open to all students in the Doctorate program. Prerequisite Medical Intuition I.

FACULTY-STUDENT COMMUNICATIONS

Students are expected to begin this distance study course early in the semester in which they are enrolled in this course.

Telephone conferences may be scheduled by mutual arrangements. Whenever a major concern arises students are encouraged to contact the instructor by e-mail or telephone (note for the fastest response please use telephone). It should be understood that as

mature students, **it is the responsibility of the students to stay in contact with their instructor.**

Students are required to submit hard copies of their papers by submitting documents to the above address. Each assignment will be graded individually.

The final oral examination will be by phone, at a time that is mutually arranged.

Grading:

Course grades are based on the following elements of a student's participation and accomplishment. Course grading is determined by final oral exam, final essay/project, the course papers, the journaling assignments, and instructor assessment of integration of the material.

In determining grades the following formula will be used:

- Reading required texts – 20%
- Course Papers – 40% (10% for each of the four papers)
- Course journaling-15%
- Final Essay/Project-15%
- Oral examination – 10%

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
- 70-80 points = D range
- Under 70 points = F
- 0 points Incomplete = I

COURSE DELIVERY STYLE

Distance Education - Coursework is completed at a location determined by the student utilizing a computer that has the ability to play audio and video clips, with Microsoft Office Word, Excel, PowerPoint, Adobe Reader, along with a current web browser, internet connection and email address. Contact and communication with distance students is typically conducted by telephone, Internet, Skype, text chat, and email. Students are also encouraged to contact the University by facsimiles, and postal mail, and by personal visit to the University.

All lessons, coursework and papers must be copied to lessons@energymedicineuniversity.org from both the student and professor.

- 1) Reading Assignments:

Clayman, Charles, MD, The Human Body, An Illustrated Guide to Its Structure, Function and Disorders, Dorling Kindersley Limited, NY, NY, 1995.

Judith, Anodea, Wheels of Light, A User's Guide to the Chakra System, Llewellyn Publications, St. Paul, MN, 1992.

Myss, Caroline, PhD, Anatomy of the Spirit, The Seven Stages of Power and Healing, Three Rivers Press, NY, NT, 1996., Chapter, 1.

Myss, Caroline, PhD, Shealy, C. Norman, MD, PhD, The Creation of Health: The Emotional, Psychological and Spiritual Responses that Promote Health and Healing, Stillpoint Publishing, Walpole, NH, 1993.

*The instructor will also email each student Teacher notes that will give more detailed information on anatomy and physiology; as well as, its relationship to the chakras: Prepared by Dr. Melissa Patterson.

COURSE ASSIGNMENTS GUIDELINES

1. Double space all your papers, and use a 12-point font.
2. Always include your name, the course number, and which assignment it is in the title of your assigned papers.
3. Please read all required reading, meditations (if applicable) and journaling prior to completing papers.
4. All course work must be completed in a timely fashion. If you having difficulties with this please notify the instructor as soon as possible.
5. **The papers are expected to have a researched perspective plus include the student's own personal process experience and critical thinking skills. Please always include a bibliography and in-text citations, APA style is preferred.** (If unclear about bibliographies, a great resource to use is: Hacker, Diana, A Pocket Style Manual, Bedford/St. Martin, Boston, MA, 2004.)
6. Each student will be expected to keep a journal of their process during the semester. Students are asked to make (at the minimum) of an entry every week, equaling 16 entries per semester. The entry's can vary in length (from a paragraph to several pages), and should focus on the courses material and the multitude of ways it effects your life. Please feel free to be honest about your opinions of the reading and your own personal process. You will be required to turn in the journal in at the end of the semester with you final paper.

*Note: Confidentiality is honored in the teacher/student relationship, therefore, know that whatever is written of or spoken **that is of a personal nature** will not be divulged to others.

COURSE ASSIGNMENTS

Module 1

In this module students will receive an advanced information packet on medical intuition and learn advanced techniques of using the energetic medicine in the context of the human body.

Assignment #1:

Submit a list of illness to the instructor that you would like to examine in-depth during this course. Dr. Patterson will choose a few from the list for you to use as project focus cases. These illness will be the basis of the papers and journaling work.

Homework: Begin a survey of illness that interests you to use as course project. Compile a book list that you will use in relationship to each illness. Submit this list to instructor.

Assignment #2:

Communicate with instructor and verify the illness project list and texts. Proceed with homework after list has been approved

Homework: Write an assessment paper outlining the major and minor energy-related symptoms of each of your approved project illnesses. Submit paper to instructor.

Assignment #3:

Homework, Write a 5-page paper on a personal experience of how a health issue has effected your life. Please correlate the topics and concepts that you have thus learned about.

Module 2:

Student researches energy medicine and health Journals. Create a file of articles that correlate energy symptoms with physical illness.

Assignment #4:

Choose two articles that substantiate energy-related causes of the projects illnesses. Write a paper with your assessment and critique of the two Journal articles as related to your project illnesses. Use you own intuitive perspective in the dialogue.

Assignment #5:

Continue to research and collect articles that correlate energy symptoms with physical illness. Attempt to collect article that cover the topics of major causes of illness in the USA.

Assignment #6:

Write a paper of professional quality that correlates energy symptoms with physical illness. Use appropriate annotations. Submit to a Journal.

Assignment #7:

Paper/Project:

Find a person in your community that has an illness/dysfunction in one of the organ systems we have covered. Do an energetic/physical assessment and analysis of them using the energetic tools that you have already gleaned and the information you have learned in this course.

Questions to ask yourself while doing assessment:

- What does this condition look like intuitively?
- What other correlations (mental, emotional, spiritual, energetic) are present?
- Communicate anything that is beneficial for this persons healing to them.

Write a 5-page paper of your experience (including above answers) and an explanation of their condition - how you saw it intuitively, as well as, research on this condition from a clinical and medical perspective.

Assignment #8:

Paper/Project:

Find a person in your community that has an illness/dysfunction from your illness project list. Do an energetic/physical assessment and analysis of them using the energetic tools that you have already gleaned and the information you have learned in this course.

Questions to ask yourself while doing assessment:

- What does this condition look like intuitively?
- What other correlations (mental, emotional, spiritual, energetic) are present?
- Communicate anything that is beneficial for this persons healing to them.

Write a 5-page paper of your experience (including above answers) and an explanation of their condition - how you saw it intuitively, as well as, research on this condition from a clinical and medical perspective.

FINAL WRITTEN ASSIGNMENT:

Pick one of the top ten leading causes of death in the U.S. (located on pg. 187 in The Creation of Health) and write a 20 page scholarly paper detailing the following:

- What is your energetic analysis of this illness? (Use the universal blueprint information and any other information you can glean intuitively.) *If at all possible find someone in your community who has one of these conditions and do an energetic assessment/analysis of them and their condition.
- What is your energetic assessment of why this condition is so prevalent in the U.S.?
- In your analysis what do you think could be done (physically, energetically, mentally, etc.) to decrease the outbreaks of this disease?
- Research medical/clinical (signs/symptoms), anatomical (location), physiological (function), and pathological (how this illness causes disease) perspectives of this illness in detail.

-Note any breakthroughs in research that is occurring on this illness, and assess its strength and weaknesses intuitively.

FINAL ORAL EXAMINATION

Students must schedule the time and date of their final telephone oral examination with the instructor prior to the semester closure. The instructor will ask the student to respond to three questions which will be emailed to the student two weeks prior to the oral exam. During this final oral exam, instructor will make note of student's effectiveness, strengths and weaknesses, and address specific concerns. A final assignment or recommendation may be given in order to bring the student to an integrated skill level.