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EMP 732: Creating Environments That Heal

(3 credits)

COURSE DESCRIPTION Overview of Course:

This course will review a number books, articles, and essays on both environment and healing, with emphasis on practical application of principles in today's world of very rapid change. Exchange and discussion of ideas between the instructor and the students will constitute an important aspect of this course.

Course Topics:

- 1- External and Internal Environments
- 2- Definition of Healing
- 3- Necessity for Consciousness and Intentionality
- 4- Environmental Assessment
- 5- Create Environments That Heal

Learning Objectives:

Upon completion of this course, the student will be able to:

- 1- Explain external and internal environments.
- 2- Define healing.
- 3- Explain how consciousness and intentionality are necessary to create environments that heal.
- 4- Do an environmental assessment.
- 5- Create environments that heal.

Audience:

Open to all students in the Doctorate program.

Open to all students in the Masters program.

COURSE OUTLINE

- I. Definition of Healing
- II. Definition of Environment
 - A. External
 - B. Internal
- III. Consciousness and Intentionality
- IV. Environmental Assessment
- V. Creating Environments That Heal
- VI. Course Summary

NEED STATEMENT

Students will:

- 1) Develop an in-depth awareness of the importance of environment, both external and internal, in healing.
- 2) A graduate student in a healing profession needs to understand the assumptions and values at the core of his/her knowledge – in order to better create environments that heal.

- 3) Be able to assist clients in performing their personal environmental assessments, both external and internal, and to better create their own healing environments.
- 4) Develop the critical skills needed to think like health professionals who consciously and intentionally create their own healing environments.

FACULTY-STUDENT COMMUNICATION

- Telephone Contacts

It is important that the students arrange by email beforehand for all telephone communications. Periodic telephone interaction, as required, at student's expense, can most easily be arranged through email contact.

- Communications

It is requested that students stay in weekly correspondence with the instructor using e-mail. The student should also set up monthly telephone conversations, at their expense, to discuss problems, concerns, or determine the direction of their course work. Students are always encouraged to contact the instructor by e-mail, fax, or telephone whenever a major concern may arise. It should be understood that as mature students, it is the responsibility of the students to stay in contact with their instructors.

Students will normally send communications via email and submit papers as MSWORD Format files attached to email messages. Only if requested by the instructor: Students may submit hard copies of their papers.

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

Students will read the course assignments and text materials that will be recommended and/or provided by the instructor.

- 2) Threaded Discussion

Some of the course transactions will be on the Internet in a “threaded discussion” page that will maintain an on-going discussion among the students and faculty for the entire semester. It may be accessed anytime. The thread page is located at:

http://groups.yahoo.com/group/Energy_Medicine

3) Email Contact

Reflection on and questions about the lessons should be addressed via email weekly or as needed. Students are always encouraged to contact the instructor via email whenever a problem arises.

There also may be a student/faculty discussion chat group which creates a larger feedback mechanism through internet communication. The thread page is located at: http://groups.yahoo.com/group/Energy_Medicine

4) Course Paper/Project

Students will conduct research based on secondary and primary source materials and the required texts. From this research, students will write a paper consisting of a specific topic approved by the instructor. Students may also elect to do a graduate level project.

5) Essay Examination

Students are issued a set of topic assignments, readings and explorations, in preparation for an oral examination of the materials. Before the deadline, students schedule with the instructor the time and date for the face-to-face, telephone or Yahoo Messenger Voice Chat conference. During the examination, the instructor will make notations of the effectiveness, qualities, and weaknesses of the student's replies.

COURSE ASSIGNMENTS

Students will read the course assignments and text materials that will be recommended and/or provided by the instructor.

Assignment #1: Textbooks and Materials – Additional books and materials will be assigned by the instructor at the time of the course.

Textbooks that will be used and or referenced, in part or in whole:

- THE TRUE POWER OF WATER – Healing and Discovering Ourselves, by Masaru Emoto; 2005; Beyond Words Publishing.
- THE HEALING POWER OF HADO, by Toyoko Matsuzaki; 2005; Beyond Words Publishing.
- FORGIVENESS – The Greatest Healer of All, by Gerald G. Jampolsky, MD;
- WAKING UP IN TIME - Finding Inner Peace in Times of Accelerating Change, by Peter Russell; Origin Press.
- SPIRIT FOR GREATNESS – Spiritual Dimensions of Organizations and Their Leadership, by C. Stephen Byrum, PhD and Leland Kaiser, PhD; 2004; Tapestry Press.

Certain websites will be used and referenced throughout this course:

- www.kaiser.net

- www.healinghealth.com – This website, Healing HealthCare Systems – Creating Environments that Heal, chronicles the work of Susan Mazer and Dallas Smith, and is on the cutting edge of creating holistic healing environments.
- www.spirit4greatness.com

Certain Articles will be provided/referenced on e-mail by the instructor throughout the course for discussion purposes. Some of these selections will be individualized for specific students and their special interests within the scope of this Course.

Assignment #2: Susan Mazer and Dallas Smith – [selected article]

Assignment #3: Leland Kaiser – [selected article]

Assignment #4: Peter Russell – [selected article]

Assignment #5: Stephen Byrum – [selected article]

Assignment #6: Dr Owens– [selected article]

Assignment #7: Final paper

Prepare a scholarly paper of approximately 10 double spaced typewritten pages. Papers will focus upon a specific aspect of creating environments that heal. Grades will be given on content, and use of source material, also grammar, spelling, and originality. Students should use the American Psychological Association Style Manual. Students may also have the option of designing a research project.

Assignment #8: Oral Essay Examination

The final examination will be given by telephone conference (or other means) and will cover the reading assignments. Students will negotiate the timing of the examination.

INDIVIDUALIZATION OF STUDENT ASSIGNMENTS

Each research project will be chosen by the student to best support their individual professional goals, yet each student will also benefit from seeing the fruits of all fellow students' research and providing professional criticism of each others work.

Each student will be afforded the opportunity of writing on a subject that is related to his or her field of interest. This will assist the student in making each paper individualized. Also the student is encouraged to go outside the field and obtain research data from other interdisciplinary areas. Each student, based on his or her background, will be encouraged to transfer that theoretical information which the course provides into a practical format in the final paper or project.

COURSE EVALUATION

COURSE GRADING DETERMINANTS

Grades are based on the following elements of a student's participation and accomplishment. In determining a grade for this course, the following formula will be used:

Reading required texts and on-line readings – 25%
Email/chat room/phone Discussions – 25%
Course paper or project – 30%
Essay 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
70-80 points = D range
Under 70 points = F

SPECIAL NOTES AND INSTRUCTIONS

All coursework must be completed in a timely fashion. Students are encouraged to phone or e-mail the instructor whenever they need advice, comments, or instruction. If possible, all students should send instructors a short bio and photograph for their files.