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**EMP 747: Clearing Past Life Trauma and Other Intuitive Level
Disturbances (3 Credits)**

Overview of Course:

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* (2008, Energy Psychology Press).

Course Topics:

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

Learning 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

Audience: Intermediate, mental health professionals and adjunct providers in the healing arts

Prerequisite: EMU Course [Invisible Roots of Illness](#), also taught by Dr. Stone

A minimum of two students is required to run the course so students can practice with each other. Practice sessions can be done via telephone, Skype, or other distance communication.

COURSE DESCRIPTION

Regression techniques take clients back to painful memories that are the source of current emotional impasses working on the theory that "reliving is releasing." Hypnosis as a regression technique is powerful and often highly effective. At times, however, accessing a memory through hypnosis triggers an emotional catharsis, and feelings flood the client. This course uses muscle testing rather than hypnosis to access the details of past life trauma and then employs the energy psychology protocols learned in Dr. Stone's course "Invisible Roots of Illness" to rapidly desensitize the trauma of the past life and help the soul cross if a fragment of the energy is still earthbound.

Rather than exorcise an earthbound spirit attachment, as a person in the clergy might do, the approach of this course is to treat the spirit who is trapped between the worlds by their past life trauma with energy psychology to release the trauma and then help the person cross into the next world, into the higher vibrations of Light. Then therapy turns its focus to the client who had carried the attachment to heal the wounds in the client which allowed the attachment to take place, preventing further energy drain from outside influences.

A variety of other energetic problems that can drain life energy are then addressed with protocols for resolving each configuration: curses and hexes, ancestral wounds, soul loss, energetic cords, and vows.

NEED STATEMENT

Students will:

- 1) Develop an in-depth awareness of the diagnostic indicators of emotional problems whose source lies outside the realm of the physical, energetic, emotional, and mental realms in the intuitive body, the interface between the mental body and the spiritual body. This realm can be accessed only through intuition. In this course we use clinical kinesiology, also called muscle testing, to get information from the intuitive body.
- 2) A graduate student in a healing profession 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, the highest standards of ethics are respected all through this course.
- 3) Develop skills needed in identifying essential factors pertaining to realms that go beyond traditional psychotherapy, entering the spiritual world to find the roots of emotional disorders unresponsive to standard treatments.

4) Be able to assist clients in performing the Soul Detective protocols from Dr. Stone's book *Invisible Roots: How Healing Past Life Trauma Can Liberate Your Present*.

5) Develop the critical skills needed to think like a Soul Detective.

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. The instructor is also willing to set up one-on-one discussions with the student via audio and video Internet exchange using a variety of Net programs. Check your e-mail frequently for messages.

Students will normally send communications via email and submit papers as MSWORD Format files attached to email messages. Students may also submit hard copies of their papers by submitting documents to:

Barbara Stone, PhD
1817 State Route 83, Unit 513
Millersburg, OH 44654

Synchronous Internet sessions will be used for "chat sessions". In this case, students are asked to download and use Yahoo Messenger Chat and Voice Chat.

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@energymedineuniversity.org from both the student and professor.

1) Reading Assignments

Students will read the course assignments and text materials

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) 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 10-page double-spaced paper on a specific area of the course material that is of special interest, topic approved by the instructor. Alternatively, students may elect to do a graduate level project of phenomenological research, studying one or two cases with issues at the intuitive level in depth, including presenting the client’s history, reporting the course of treatment, and forming theories on why the treatment did or did not successfully resolve the symptoms. Another option would be to focus research on a small population of clients included in the intuitive level issues or comparing the Invisible Roots diagnostic system with traditional mental health diagnoses.

4) Oral 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

Assignment #1: Textbooks

A. Read the following materials:

Hill, G. L. (2005). *People Who Don’t Know They’re Dead*. Boston, MA: Weiser Books.

Ritchie, G. (1978). *Return from Tomorrow*. Grand Rapids, MI: Spire. (very short)

B. Read **one book** from this list:

Newton, M. (1994). *Journey of Souls*. Llewellyn Publications.

Newton, M. (2000). *Destiny of Souls: New Case Studies of Life Between Lives*. Llewellyn Publications.

Weiss, B. (1988). *Many Lives, Many Masters: The True Story of a Prominent Psychiatrist, His Young Patient and the Past-life Therapy That Changed Both Their Lives*. Fireside. OR

Weiss, B. (1993). *Through Time Into Healing*. Fireside.

C. Choose **one additional book** to read and report on:

Baldwin, W. (2003). *Healing Lost Souls: Releasing Unwanted Spirits from your Energy Body*. Charlottesville, VA: Hampton Roads.

Bowman, C. (1988). *Children's Past Lives: How Past Life Memories Affect Your Child*. New York, NY: Bantam Books.

Fiore, E. (1987). *The Unquiet Dead: A Psychologist Treats Spirit Possession*. New York, NY: Ballantine Books.

Guggenheim, B. & Guggenheim, J. (1995). *Hello From Heaven!* Longwood, FL: The ADC Project.

Luthke, M., and Stein-Luthke, L. (2001). *Beyond Psychotherapy: Introduction to Psychoenergetic Healing*. Chagrin, OH: Expansion Publishing.

Moody, R. (2001). *Life After Life: Investigation of a Phenomenon—Survival of Bodily Death*. New York, NY: HarperOne.

Snow, R. (1999). *Looking for Carroll Beckwith: The True Story of a Detective's Search for His Past Life*. Daybreak Books.

Webber, C. S. & Webber, W. D. (1994). *A Rustle of Angels: Stories About Angels in Real Life and Scripture*. Carmel, NY: Guideposts.

Assignment #2: Ten practice sessions with clients, fellow students, or volunteers where the focus of the session is clearing past life trauma. Submit a written synopsis of each session.

Assignment #3: Ten additional practice sessions where the focus of treatment may include any of the topics in the course: past life trauma, curses and hexes,

ancestral wounds, soul loss, energetic cords, vows, or earthbound spirit attachments. Submit a written synopsis of each session.

Assignment #4: Watch Dr. Stone's video "*Healing Past Life Trauma*" (October, 2008) from the Holistic Highway to Wisdom DVD series, available at www.holistichighwaytowisdom.com or directly from Dr. Stone.

Assignment #5: Attend two group teleconferences for questions, support, and case consultation

Assignment #6: Two hours of individual work with Dr. Stone to clear any blockages to doing this work, such as past life trauma from being a healer.

Assignment #7: 10-page paper

Students will conduct research based on secondary and primary source materials and the required texts. From this research, students will write a 10-page double-spaced paper on a specific area of the course material that is of special interest, topic approved by the instructor. Alternatively, students may elect to do a graduate level project of phenomenological research, studying one or two cases with issues at the intuitive level in depth, including presenting the client's history, reporting the course of treatment, and forming theories on why the treatment did or did not successfully resolve the symptoms. Another option would be to focus research on a small population of clients included in the intuitive level issues or comparing the Invisible Roots diagnostic system with traditional mental health diagnoses.

Assignment #8: Oral 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.

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

The course grade will be based upon the quality of the research paper or project, the use of the "Threaded Discussion Page," participation and promptness of postings, and the final examination.

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%

Threaded Discussion Postings – 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

COURSE COMPLETION TIMETABLE

- Week #1-12 Complete reading assignments
- Week #1-16 Complete practice sessions
- Week #3 Group teleconference
- Week #4-6 Individual sessions with Dr. Stone
- Week # 7 Group teleconference
- Week #16 Essay examination

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.

ADDITIONAL RECOMMENDED SOURCES

Dr. Stone's websites:

www.souldetective.net and www.invisibleroots.com

Association for Comprehensive Energy Psychology (ACEP)

www.energypsych.org see the Research section