



Campus:

2400 Bridgeway Boulevard, Suite 290
Sausalito, California 94965 USA

Postal Mailing Address:

PO Box 564
Mill Valley, California 94942 USA

Website: www.EnergyMedicineUniversity.org

Phone: 415-331-1011

Fax: 415-331-9293

Instructor Contact Information:

Mary Hammond MA LPC DCEP RPT-S

Salem Oregon 97302 USA

Email: mhnheart@comcast.net

EMP 751 PTSD Free with Energy Psychology

Course Overview

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.

Course 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

Learning Objectives: Students will

1. Demonstrate in writing an understanding of 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.

Course 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.

NEED STATEMENT

Students will

1. Embrace a philosophy of healing rather than managing PTSD.
2. Develop a developmental model for treating trauma.
3. View the client as a whole person.
4. Think about the, thoughts, feelings, and neurology of trauma as energy.

FACULTY-STUDENT COMMUNICATION

- Telephone Contacts

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

- Phone Bridge sessions will be available when we have groups of students to discuss issues and cases. Watch your in-box for announcements.

- Communications

It is requested that students stay in bi-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 & video Internet exchange using skype. Check your e-mail frequently for messages.

Students will normally send communications via email and submit papers as in a word format attached to email messages. I have a mac, make sure we are compatible.

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 assignments in a timely fashion

- 2) Course Project/Clinical Practice
Students will engage in practicum with at least one traumatized teen or adult.
- 3.) Course papers will be forwarded to the instructor by
midnight on the due date.
- 4.) Essay Examination will be a detailed report of one clinical
session with each segment backed up with reading or
“lecture” (On-line and audio/phone) material.

COURSE ASSIGNMENTS

Assignments #1: Textbooks
Read the following materials:

Choose: a text by VanderKolk, Bessel Trauma and Recovery Guilford Press,
New York 1996.

Read or Review

Living Your Soul’s Purpose: .Wellness and Passion with Energy Psychology
and Energy Medicine by Mary Hammond
with attention to the material on trauma.

Available at onedynamicenergetichealing.org or amazon.com

Assignment #2

Research the History of trauma treatment from the sources that are provided in
your trauma bibliography (to be provided) and/or sources you have access to and
write a three page paper.

Assignment #3

View the power point on Trauma.

Assignment #4

Write a 4-6 page paper on a developmental view of trauma. In the physical
section detail what happens in the body and the brain when the trauma occurs
and when trauma responses are triggered post trauma.

Assignment #5

Read and review Dynamic Energetic Healing® protocol and

Practice Energy/Muscle Testing from LYSP, and report in your journal.

Assignment #6

Practice correcting

Neurological disorganization (ND) and Homolateral, and Energetic reversal from LYSP and report in your journal.

Assignment #7

Practice the energetic interventions from LYSP on yourself and others—tapping the meridian points, frontal occipital holding, chakra balancing.

Report in journal

Attend phone bridge practice sessions.

Assignment # 8

Practicum with traumatized teen, adult. Have your client keep a journal and you continue recording in your journal over the course of assignments. Complete required paper work and informed consent.

Review Creating Sacred Space in LYSP and apply before or in session.

Create an intention for healing PTSD.

Balance Energy field with muscle testing, and ND and reversal corrections.

Report in journal

Assignment # 9

Practicum with traumatized teen, adult.

ET/MT Inner Objections from LYSP, and clear with one of the energetic interventions.

Report in journal

Assignment # 10

Practicum with traumatized teen, adult.

Working at the Origins

Review in LYSP

ET/MT a current Life Energetic origin to heal with your client. Practice the tunnel of light protocol in LYSP. Use the indicated energetic intervention to release and balance the trauma.

Clear related death wish, shattered energy field, soul loss, dark energy, limiting beliefs, limiting identities.

Report in journal

Assignment

Practicum with traumatized teen, adult.

Working at the Origins

ET/MT an Ancestral Energetic origin to heal with your client. Determine if paternal or maternal with ET/MT. Practice the tunnel of light protocol in LYSP. Use the indicated energetic intervention to release and balance the trauma.

Clear related deathwish, shattered energy field, soul loss, dark energy, limiting beliefs, limiting identities.
Report in journal

Assignment #12

Practicum with traumatized teen, adult.

Working at the Origins

ET/MT a womb/birth or Healing Divine separation Energetic origin to heal with your client if indicated. If not, practice on self or another. Practice the tunnel of light protocol in LYSP. Use the indicated energetic intervention to release and balance the trauma.

Clear related deathwish, shattered energy field, soul loss, dark energy, limiting beliefs, limiting identities.
Report in journal

Assignment #13

Practicum with traumatized teen, adult.

Working at the Origins

ET/MT a past life/karmic Energetic origin to heal with your client if indicated. If not, practice on self or another. Practice the tunnel of light protocol in LYSP. Use the indicated energetic intervention to release and balance the trauma.

Clear related deathwish, shattered energy field, soul loss, dark energy, limiting beliefs, limiting identities.
Report in journal

Assignment #14

Create an intention with client to continue to clear triggers to trauma, foreshortened future—inability to plan, and commit.

Assignment #15

Practicum with traumatized teen, adult.

Establishing the energy of new behavior, joy, safety, contentment, commitment, positive focus, relating and serving community with boundary work, and practice.
Report in journal

Assignment #16

Essay Examination will be a detailed report of one clinical session with each segment backed up with reading or

“lecture” (On-line and audio/phone) material, and
Write a treatment plan, and a clinical note that would be acceptable in a
traditional agency on one of your sessions.

COURSE EVALUATION

The course grade will be based upon the quality of the papers and projects, participation in on-line or telephone discussion, and practicum. This instructor is interested in critical thinking about healing and the relevance of the ethereal realms touched by energy work. Students will be expected to be able to articulate the components of healing depression.

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 handouts – 20%

Practicum and Journaling– 50%

Course papers – 30%

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

Approximately one assignment per week.

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:

Handouts and Bibliographies will be provided during the class.