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COURSE TITLE::

EMP 756: INTUITIVE INTELLIGENCE – 21st Century Thinking
(3 Credits)

Overview of Course:

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.

Course Topics:

- Historical background of intuition
Definitions, myths

- Developing Your Intuitive Skills
Experience intuition – intuition is elicited not taught
Understanding and developing the sensories
Working with the conscious and unconscious
Ideograms, metaphors, symbolism
Sketches, dreams, spontaneous insights
Keeping the conscious busy to facilitate incoming insights
Creating meaning from insights
Keeping grounded
Objectivity – the roles of emotions
Integration: balance between analysis and insight

- Intuitive Intelligence – a transformational process to higher cognitive level
Components
 - Intuition
 - Cognition, subconscious, conscious, unconscious, psi
 - Neuroscience
 - Brain plasticity
 - Restructuring the brain (Prigogine's theory)
 - VEN neuron – seat of intuition
 - Left brain/Right brain role
 - Binaural beats
 - Spirituality
 - History from hermetics to 21st Century
 - Alchemy – sacred transformational process
 - Spiritual Intelligence (SQ) as defined and applied today
 - Emotions
 - Understanding of emotions vs objectivity
 - Emotional Intelligence (EI)
 - Knowledge
 - Correlations with accuracy of intuitive insights
 - Epistemology – creating knowledge using Intuitive Intelligence

Ethics and values – applying Intuitive intelligence
Reality of conflicting value systems in societies

- Business applications of Intuitive Intelligence: decision-making, innovation, R&D, forecasting scenarios.

Learning 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.

Audience:

Open to all students in the Masters program.

COURSE 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.

NEED STATEMENT

As the 21st Century unfolds, we are faced with increased chaos and defunct paradigms. Globalization and modern communication modes are raising unexpected issues and often, unthinkable scenarios. Our old models and paradigms of thinking do not encompass the multidimensional and multi faceted issues that are emerging. History repeats itself because our way of thinking has not changed and we continue to repackage our old models instead of generating true creative thinking. We need to transcend our analytical thinking to a higher sphere of cognitive skills and shift our current mental paradigms out of the modeling mode and integrate into the holographic universe.

Students will learn how to shift into a higher intelligence mode by exploring some of the cognitive functions that are hardly used, and used by default without being consciously aware of it. As we develop and apply these cognitive skills, such as intuitive intelligence, the brain constructs new neural pathways to accommodate the new functions and we can reach a higher level of intelligence. Since developing one's intuition demands self-reflection it is posited that the process also raises one's consciousness. The brain is the last frontier that we

have to explore to evolve as a human race and create more harmony and tolerance on this planet, This course will introduce the components of a new way of using our brain and developing some of our dormant cognitive functions.

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 or every other week correspondence with the instructor using e-mail. The student should also set up periodic 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 may be able to set up one-on-one discussions with the student using Skype. Students should check e-mail frequently for professor and EMU messages.

Students will normally send communications via email and submit papers as MSWORD format files attached to email messages. Synchronous Internet sessions may be used for “chat sessions” using Yahoo Messenger Chat or Skype. Check with your instructor on the type of communications s/he uses.

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 as assigned each week

2) 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.

3) 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 Skype conference. During the examination, the instructor will make notations of the effectiveness, qualities, and weaknesses of the student's replies.

COURSE ASSIGNMENTS

Assignment 1

Statement of your understanding of intuition before doing any of the course readings

Assignment 2

Applications Exercises: Create journal/chart to observe and monitor your intuitive sensories. Headings and instructions will be provided. This will be an ongoing assignment throughout the course.

Assignment 3

Weekly practice exercises will be given to develop communications with the unconscious and to develop the sensories. Students will record their experience in the journal/chart.

Assignment 4

Paper – Demonstrate your understanding of objectivity and the importance of knowledge in the development of Intuitive Intelligence. Support your view by using course and outside references.

Assignment 5

Writing assignment: Analysis of Journal/Chart. Guidance will be provided.

Assignment 6

Essay: How you are developing your ideograms and your sensories. What are some of the difficulties? What is flowing?

Assignment 7

Paper: Choose three or more assigned articles or three or more points from any of the articles that you feel have significantly contributed to your understanding and learning about intuition.

Assignment 8

Paper: Assess and reflect upon the applications and usefulness of intuitive intelligence both on a macro (societal) level and micro (professional and personal) level and address some of

the specific issues to which you plan to apply intuitive intelligence. This assignment can be integrated into your final paper.

Assignment 9

Critique of Journal/Chart and comparative analysis with previous critique.

Assignment 10

Final paper: two stages.

Reflect on all aspects of the course to include your first writing assignment before doing any of the readings, and write a paper on your learning journey about developing your intuitive intelligence. Stage 1 – submit an outline for approval

Assignment 11

Stage 2 – Submit the paper with proper reference

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 papers, participation and the quality of substantive postings.

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 – 15%

Threaded Discussion Postings – 30%

Course papers – 25%

Essay Paper – 30%

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 Assignment #1
- Week 2 Assignment #2
- Week 3 Assignment #3
- Week 6 Assignment #4
- Week 7 Assignment #5
- Week 9 Assignment #6
- Week 11 Assignment #7
- Week 13 Assignment #8
- Week 14 Assignment #9
- Week 16 Assignment #10
- Week 20 Assignment #11

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.

TEXTS

Doidge, N. (2007). *The brain that changes itself*. New York, NY: Viking Penguin.

Hunt, V. V. (1998). *Infinite mind: Science of the human vibrations of consciousness*. Malibu, CA: Malibu Publishing.

Radin, D. I. (2006). *Entangled Minds*. New York: Paraview Pocket Views.

ADDITIONAL RECOMMENDED SOURCES

Peer-Reviewed Articles

Andersen, J. A. (2000). Intuition in managers: Are intuitive managers more effective? *Journal of Managerial Psychology*, 15, 18-24.

Burke, L. A., & Miller, M. K. (1999). Taking the mystery out of intuitive decision making. *Academy of Management Executive*, 13(4), 91-100.

Cartwright, T. (2004). Feeling your way: Enhancing leadership through intuition. *Leadership in Action*, 24(2), 8-11.

Dotlich, D. L., Cairo, P. C., & Rhinesmith, S. H. (2006). *Head, heart, and guts: How the world's best companies develop complete leaders*. San Francisco: Jossey-Bass.

Eisenhardt, K. M. (1999). Strategy as strategic decision making. *Sloan Management Review*, 40(3), 65-72.

- Faugier, J., (2005). Basic instincts: Intuition is neither mysterious nor irrational. *Nursing Standard*, 19(24), 14-16
- Kerfoot, K. (2005). Learning intuition—Less college and more kindergarten: The leader's challenge. *Urologic Nursing*, 25, 404-406
- Khatri, N., & Ng, H. A. (2000). The role of intuition in strategic decision making. *Human Relations*, 53, 57-86.
- Korthagen, F. A. J. (2005). The organization in balance: Reflection and intuition as complementary processes. *Management Learning* 36, 371-388.
- Langan-Fox, J., & Shirley, D. A. (2003). The nature and measurement of intuition: Cognitive and behavioral interests, personality, and behavioral interests, personality, and experiences. *Creativity Research Journal*, 15, 207-222.
- LeDoux, J. (2003). *Synaptic self: How our brains become who we are*. New York: Penguin Books.
- McCraty, R., Atkinson, M., & Bradley, R. T. (2004). Electrophysiological evidence of intuition: Part 1. The surprising role of the heart. *The Journal of Alternative and Complementary Medicine*, 10, 133-143.
- Miller, C., & Ireland, D. H. (2005). Intuition in strategic decision making: Friend or foe in the fast-paced 21st century? *Academy of Management Executive*, 19, 19-30.
- Murgallis, R. (2005). Performance under fire. *Harvard Business Review*, 83(7/8), 44-45.
- Patton, J. R. (2003). Intuition in decisions. *Management Decision*, 41, 989-996.
- Radin, D. I., & Schlitz, M. J. (2005). Gut feelings, intuition, and emotions: An exploratory study. *The Journal of Alternative and Complementary Medicine*, 11, 85-91.
- Ruth-Sahd, L. A. (2003). Intuition: A critical way of knowing in a multicultural nursing curriculum. *Nursing Education Perspectives*, 24(3), 129-135
- Sadler-Smith, E., & Shefy, E. (2004a). Developing intuition: Becoming smarter by thinking less. *Academy of Management Proceedings*, PC1
- Sundgren, M., & Styhre, A. (2004). Intuition and pharmaceutical research: The case of AstraZeneca. *European Journal of Innovation Management*, 7(4), 267-279.
- Truman, P. (2002). Use your intuition. *Nursing Standard*, 16(34), 23.
- Wallace, E., & Rijamampianina, R. (2005). Strategic decision making with corporate emotional intelligence. *Problems and Perspectives in Management*, 3, 83-91.